Sheldon Independent School District

H. M. Carroll Elementary

2020-2021 Campus Improvement Plan



Board Approval Date: November 17, 2020
Public Presentation Date: November 17, 2020

Mission Statement

Carroll Elementary believes in providing a positive, safe, and nurturing environment. We empower our students to be resilient and hardworking leaders. Our scholars will collaboratively innovate and create solutions to real world problems using 21st century skills.

Vision

Carroll Elementary will bring unity to our community by collaborating with families, staff, and students while promoting lifelong learners to become productive pillars in our society.

Motto

"Nurturing the Heart… Educating The Mind"

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Carroll Elementary SBDM Committee met on 06/23/2021 and identified the following needs to be addressed the following school year 2021-2022:

The Teachers and staff need: The staff needs to continue to grow in delivering instruction, planning, and curriculum knowledge. Teachers will need support from coaches and administrators to address continuous growth on these areas.

Tier 1 instruction need:

The campus met standard on the STAAR for all Indices. Improvement needed in Reading, Math, Writing, and Science to close the gaps from the Covid school year.

The STAAR report indicated that we must work to assist our African American population and EL population.

The Parent Engagement need to get our parents more involved: limited parent participation on parent survey (99 parents) and limited school events and attendace due to Covid.

Support for students with tutoring in RLA and math.

The team consisted of:

Campus Improvement Decision-Making Committee

Committee Role Name Position
Administrator Solmaria Benavides
Paraprofessional Velia Gonzales
Parent Irissa Shelly Parent

Parent Aura Medina

Classroom Teacher Arnulfa Ortiz member

Classroom Teacher Shannon Westbrook member
Classroom Teacher Bich Huynh member
Classroom Teacher Michelle Velez member
Classroom Teacher Michelle Martinez member

Classroom Teacher Kristie Sparks member

Classroom Teacher Heather Tyler member
Non-classroom Professional Blanca Alvarez member

Community Member Helmy Rex

After carefully reviewing all data elements, the campus site-based team conducted a program evaluation and has identified the following areas as the primary focus for the 2021-2022 school year:

1. Implement best practices to improve the academic performance for all students especially at-risk students.

2. Improve the implementation of Tier I instruction where teachers differentiate content, process, products, and/or the learning environment for all students.

3. Provide tutoring opportunities for students in core subjects.

Demographics

Demographics Summary

Carroll Elementary is a Title 1 campus located in Sheldon Independent School District. The campus was built in 2008. The building was named after H.M. (Dickey) Carroll. Dickey Carroll was a lifelong supporter of the Sheldon Independent School District as a parent, school board member and as a community representative. Carroll Elementary continues to experience rapid growth due to the increase in new homes and neighborhoods in the community.

Student Enrollment

Year	Enrollment
2017	731
2018	830
2019	583
2020	592

Student Demographics by Ethnicity

(2020-2021)

Ethnicity	Campus
Hispanic	73.99%
African American	21.79%
White	2.03%
Asian	0.34%
Two or More	1.18%

Student Demographics by Gender (2020-2021)

Gender	Campus
Female	47.30%
Male	52.70%

Student Demographics by Special Populations (2020-2021)

Special Population	Campus
Special Education	8.58%
ELL	39.97%
Gifted & Talented	6.17%
Section 504	1.72%
Economically Disadvantaged	86.11%

Staff Demographics by Ethnicity (2020-2021)

Ethnicity	Campus
Hispanic	49%
American Indian	0%
Asian	3%
African American	25%
Native Hawaiian	0%
White	23%
Two or More Races	0%

Staff Demographics by Gender (2019-2020)

Gender	Campus
Male	5%
Female	95%

Staff Demographics by Years of Experience (2019-2020)

Years of Experience	Campus
Beginning	5%
1-5 Years	40%

Years of Experience	Campus
6-10 Years	20%
11-20 Years	20%
Over 20 Years	15%

Demographics Strengths

- School numbers aligned with classrooms and teachers
- Community growth due to new neighborhoods and home buyers
- Diverse staff that is reflective of student population
- Specialty programs to meet the needs of diverse students
- Students can learn from other students with different ethnicities, which is reflective of real world experience
- The growth of community continues to bring in diversity among students and families
- Programs available such as life skills, B.E.S.T., inclusive and resource, and Dual Language programs to support students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Additional culturally diverse instructional materials and library books will need to be purchased to meet diverse needs of campus. **Root Cause:** Approximately 95% of students on campus are minority.

Student Learning

Student Learning Summary

Carroll Elementary "Met Standard" for the 2018-2019 school year. Student achievement performance for the 2018-2019 school year includes:

State Accountability

	Index 1	Index 2	Index 3	Index 4
2017	68	40	40	31
2018	73	69	72	75
2019	71	65	72	70
2020	STAAR testing canceled due to Covid-19			

Early Literacy Results

Grade	EOY DRA	EOY High Frequency Words
1st grade	53%	58%
2nd grade	55%	90%

STAAR Results: **2018-2019**

Grade Level/Subject: **3rd grade reading**

	May 2019 STAAR Reading, Grade 3							
	Students	Raw	Scale	Score	Approaches	Meets	Masters	Date Taken
H.M. Carroll Elementary	123	21	1406	61.33%	68.29%	29.27%	18.70%	05/01/19
Economic Disadvantage	97	20	1391	59.51%	68.04%	24.74%	15.46%	05/01/19
American Indian/Alaskan Native	1	10	1221	29%	0%	0%	0%	05/01/19
Black/African American	29	21	1423	63%	68.97%	31.03%	20.69%	05/01/19
Hispanic	90	21	1402	61.03%	68.89%	28.89%	18.89%	05/01/19
Two or More Races	2	19	1364	56%	50%	0%	0%	05/01/19
White	1	28	1521	82%	100%	100%	0%	05/01/19
Female	54	21	1411	61.93%	72.22%	33.33%	25.93%	05/01/19
Male	69	21	1401	60.86%	65.22%	26.09%	13.04%	05/01/19
First Year of Monitoring	5	27	1504	78%	100%	80%	40%	05/01/19
LEP	51	20	1395	59.31%	62.75%	27.45%	15.69%	05/01/19
Second Year of Monitoring	1	24	1439	71%	100%	0%	0%	05/01/19
Special Ed Indicator	13	14	1285	41.85%	23.08%	0%	0%	05/01/19

Grade Level/Subject: **3rd Math**

	May 2019 STAAR Mathematics, Grade 3						
	Students	**Raw**	**Scale**	**Score**	**Approaches**	**Meets**	**Masters**
H.M. Carroll Elementary	123	20	1429	62.62%	70.73%	30.89%	13.82%

	May 2019 STAAR Mathematics, Grade 3						
	Students	Raw	Scale	Score	Approaches	Meets	Masters
Economic Disadvantage	97	20	1422	61.57%	72.16%	27.84%	11.34%
American Indian/ Alaskan Native	1	13	1300	41%	0%	0%	0%
Black/African American	29	19	1403	58.62%	58.62%	24.14%	10.34%
Hispanic	90	20	1438	63.87%	74.44%	33.33%	14.44%
Two or More Races	2	20	1407	61%	100%	0%	0%
White	1	29	1630	91%	100%	100%	100%
Female	54	21	1439	64.78%	74.07%	35.19%	9.26%
Male	69	19	1422	60.93%	68.12%	27.54%	17.39%
First Year of Monitoring	5	24	1491	74.40%	100%	60%	0%
LEP	51	21	1448	64.98%	78.43%	39.22%	17.65%
Second Year of Monitoring	1	19	1398	59%	100%	0%	0%
Special Ed Indicator	13	13	1288	39.31%	23.08%	0%	0%

Grade Level/Subject: **4th Reading**

	May 2019 STAAR Reading, Grade 4						
	Total	Raw	Scale	Score	Approaches	Meets	Masters
H.M. Carroll Elementary	123	22	1489	61.46%	67.48%	34.96%	17.89%
Economic Disadvantage	101	22	1492	62.12%	69.31%	33.66%	17.82%

	May 2019 STAAR Reading, Grade 4						
	Total	Raw	Scale	Score	Approaches	Meets	Masters
American Indian/Alaskan Native	2	12	1319	33%	0%	0%	0%
Black/African American	18	23	1508	64.50%	66.67%	38.89%	22.22%
Hispanic	97	22	1493	61.84%	68.04%	37.11%	18.56%
White	6	20	1440	55.67%	83.33%	0%	0%
Female	58	24	1516	65.91%	75.86%	46.55%	24.14%
Male	65	21	1465	57.48%	60%	24.62%	12.31%
First Year of Monitoring	31	21	1469	57.26%	58.06%	29.03%	19.35%
LEP	22	21	1462	58.05%	68.18%	22.73%	4.55%
Second Year of Monitoring	7	32	1707	90.14%	100%	100%	85.71%
Special Ed Indicator	10	12	1311	32.30%	10%	0%	0%

Grade Level/Subject: **4th Math**

	May 2019 STAAR Mathematics, Grade 4						
	Students	Raw	Scale	Score	Approaches	Meets	Masters
H.M. Carroll Elementary	125	21	1563	60.65%	61.60%	42.40%	29.60%
Economic Disadvantage	103	21	1563	61.48%	64.08%	45.63%	30.10%
American Indian/ Alaskan Native	2	10	1347	28%	0%	0%	0%
Black/African American	18	21	1554	61.89%	72.22%	44.44%	22.22%
Hispanic	99	21	1576	62.06%	62.63%	45.45%	33.33%
White	6	15	1445	44.50%	33.33%	0%	0%
Female	59	21	1586	62.95%	66.10%	42.37%	30.51%
Male	66	20	1542	58.59%	57.58%	42.42%	28.79%

	May 2019 STAAR Mathematics, Grade 4						
	Students	Raw	Scale	Score	Approaches	Meets	Masters
First Year of Monitoring	32	20	1546	58.03%	56.25%	40.62%	28.12%
LEP	22	23	1602	66.27%	63.64%	59.09%	40.91%
Second Year of Monitoring	7	32	1878	94.86%	100%	100%	100%
Special Ed Indicator	11	11	1373	32.64%	9.09%	9.09%	0%
Royalwood Elementary	117	23	1613	68.98%	80.34%	57.26%	34.19%
Economic Disadvantage	95	23	1607	68.45%	81.05%	56.84%	30.53%
Asian	2	34	1972	98.50%	100%	100%	100%
Black/African American	3	15	1432	43.33%	33.33%	0%	0%
Hispanic	105	24	1612	69.08%	81.90%	57.14%	34.29%
White	7	24	1606	70.14%	71.43%	71.43%	28.57%
Female	48	25	1634	72.63%	83.33%	66.67%	41.67%
Male	69	23	1598	66.45%	78.26%	50.72%	28.99%
First Year of Monitoring	6	31	1811	90.17%	100%	100%	83.33%
LEP	61	22	1591	65.75%	77.05%	49.18%	26.23%
Second Year of Monitoring	2	31	1802	91%	100%	100%	100%
Special Ed Indicator	7	15	1436	43.14%	42.86%	0%	0%

Grade Level/Subject: **4th Writing**

	May 2019 STAAR Writing, Grade 4						
	Students	**Raw**	**Scale**	**Percent**	**Approaches**	**Meets**	**Masters**
H.M. Carroll Elementary	124	18	3542	55.36%	56.45%	19.35%	2.42%
Economic Disadvantage	102	18	3549	55.69%	57.84%	18.63%	1.96%
American Indian/ Alaskan Native	2	14	3187	44%	0%	0%	0%
Black/African American	18	19	3640	59.67%	66.67%	16.67%	0%
Hispanic	98	18	3532	54.79%	55.10%	20.41%	3.06%
White	6	18	3523	55.67%	66.67%	16.67%	0%
Female	58	19	3673	59.64%	65.52%	25.86%	3.45%
Male	66	17	3426	51.61%	48.48%	13.64%	1.52%
First Year of Monitoring	31	17	3482	52.77%	48.39%	12.90%	3.23%
LEP	22	17	3467	53.45%	59.09%	9.09%	0%
Second Year of Monitoring	7	23	4033	71%	85.71%	57.14%	14.29%
Special Ed Indicator	11	9	2813	29%	0%	0%	0%

Grade Level/Subject: **5th Math 2019**

	April 2019 STAAR Mathematics, Grade 5						
	Students	**Raw**	**Scale**	**Score**	**Approaches**	**Meets**	**Masters**
H.M. Carroll Elementary	195	24	1618	65.59%	76.41%	46.15%	30.26%
Economic Disadvantage	169	24	1619	65.73%	77.51%	47.93%	30.77%
American Indian/ Alaskan Native	2	24	1600	67%	100%	50%	0%

	April 2019 STAAR Mathematics, Grade 5						
	Students	**Raw**	**Scale**	**Score**	**Approaches**	**Meets**	**Masters**
Asian	1	20	1533	56%	100%	0%	0%
Black/African American	46	19	1526	51.74%	52.17%	21.74%	13.04%
Hispanic	134	25	1648	69.94%	83.58%	54.48%	35.82%
Two or More Races	1	31	1739	86%	100%	100%	100%
White	11	25	1643	69.36%	81.82%	45.45%	36.36%
Female	91	23	1601	63.10%	74.73%	39.56%	27.47%
Male	104	24	1634	67.78%	77.88%	51.92%	32.69%
First Year of Monitoring	9	29	1745	79.33%	100%	55.56%	44.44%
LEP	66	25	1621	68.44%	87.88%	53.03%	21.21%
Second Year of Monitoring	1	30	1724	83%	100%	100%	100%
Special Ed Indicator	13	15	1453	40.62%	30.77%	7.69%	0%

Grade Level/Subject: **5th Reading 2019**

	April 2019 STAAR Reading, Grade 5						
	Students	**Raw**	**Scale**	**Score**	**Approaches**	**Meets**	**Masters**
H.M. Carroll Elementary	195	26	1561	68.54%	73.33%	45.13%	23.08%
Economic Disadvantage	169	26	1562	68.53%	72.78%	45.56%	24.26%
American Indian/Alaskan Native	2	23	1490	59%	50%	50%	0%
Asian	1	29	1582	76%	100%	100%	0%
Black/African American	46	24	1518	63.33%	67.39%	36.96%	13.04%
Hispanic	134	27	1573	69.81%	74.63%	46.27%	26.87%
Two or More Races	1	31	1619	82%	100%	100%	0%
White	11	28	1603	74.73%	81.82%	54.55%	27.27%

	April 2019 STAAR Reading, Grade 5						
	Students	Raw	Scale	Score	Approaches	Meets	Masters
Female	91	26	1565	69.14%	74.73%	46.15%	21.98%
Male	104	26	1558	68.02%	72.12%	44.23%	24.04%
First Year of Monitoring	9	30	1653	79.67%	100%	66.67%	44.44%
LEP	66	24	1519	64.12%	69.70%	30.30%	7.58%
Second Year of Monitoring	1	37	1870	97%	100%	100%	100%
Special Ed Indicator	13	17	1404	43.77%	23.08%	0%	0%

Grade Level/Subject: **5th Science**

	May 2019 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
H.M. Carroll Elementary	195	24	3765	66.57%	64.62%	33.33%	13.85%
Economic Disadvantage	169	24	3766	66.54%	63.91%	33.14%	14.20%
American Indian/Alaskan Native	2	19	3400	52.50%	50%	0%	0%
Asian	1	17	3281	47%	0%	0%	0%
Black/African American	46	21	3578	59.57%	45.65%	21.74%	4.35%
Hispanic	134	25	3810	68.35%	69.40%	36.57%	15.67%
Two or More Races	1	35	5033	97%	100%	100%	100%
White	11	27	3992	75.73%	90.91%	45.45%	27.27%
Female	91	24	3723	65.47%	63.74%	31.87%	12.09%
Male	104	24	3802	67.53%	65.38%	34.62%	15.38%
First Year of Monitoring	9	28	4090	78.56%	100%	55.56%	33.33%
LEP	66	23	3655	63.64%	65.15%	21.21%	3.03%
Second Year of Monitoring	1	31	4239	86%	100%	100%	0%
Special Ed Indicator	13	19	3394	52%	30.77%	15.38%	0%

Student Learning Strengths

For the 2018-2019 School year STAAR scores

- School-wide Carroll was above the District in Reading
- 5th grade sicence stayed steady in approaches, gain 10 points in meets, and 7 points in masters
- 5th grade reading gain one point in approaches, and 5 points in meets
- 5th grade math gain one point in masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 3rd and 4th grade STAAR reading and math scores decreased from previous school year. **Root Cause:** Instruction in the classroom not up to the STAAR rigor.

Problem Statement 2 (Prioritized): STAAR writing scores have decreased by 3% from 2017-2018. **Root Cause:** Rigor in the classroom not meeting the expectations for STAAR.

School Processes & Programs

School Processes & Programs Summary

Carroll Elementary has one principal, assistant principal, and school counselor. Campus instructional coaches, interventionists, and special education program specialists are all available supports for staff on campus. Teachers plan weekly with instructional coaches. Professional Learning Communities take place on campus every week for all teachers. Teaches are evaluated annually using T-TESS appraisal system. With T-TESS, teachers participate in goal setting and post conferences about the evaluation process. Staff members are able to participate on various committees such as Site Based Decision Making Committee, PBIS, etc. Staff members can participate as administrative interns and sponsor extracurricular activities. Extracurricular activities on campus include CE Cheer, Student Council, Running Club, Art Club, Honor Choir, and Gadget Girls. Other incentives on campus for staff include attendance awards each nine weeks, jean passes, and acknowledgements throughout the school year.

Carroll Elementary addresses the needs of students through curriculum programs, based on areas of need. Students monitor their own academic progress through the use of data binders and data trackers.

Reading:

- planning PD for teachers in 1st and 2nd grades with the CIS.
- planning PD for teachers in 3rd-5th grades with CIS.
- Spanish Phonics for 1-2 using Esperanza
- Developing common assessments for 1-5th grade
- Balanced literacy
- Istation Reading
- Education Galaxy

Math:

- Planning with District specialist and/or CIS for 1-2 "Planning with the End in Mind"
- Developing common assessments for 1-5th grade
- Guided Math
- Istation Math
- Education Galaxy

Science:

- Opening of the science lab with schedules for rotations
- Using Stemscopes Lessons
- Goalbook Project Based Learning Lessons
- Education Galaxy

Carroll Elementary implements technology in the following areas:

- Science instruction chrome books for science stations
- Genius Hour

- Saddle time for intervention
- Students have access to ipads, chromebooks, projectors, and touchscreens (in STEM labs).

During the 2020-2021 school year the campus implemented an Innovation (Science Technology Engineering and Math focus) Lab on campus.

School Processes & Programs Strengths

- Staff is provided opportunities to participate in timely and appropriate professional development throughout the school year.
- The district provides substitutes so teachers can be released during normal school hours, if needed.
- As an additional benefit, out-of-district staff members are eligible to apply for inter-district transfers for their children to attend school in SISD.
- A mentoring program has been implemented at Carroll Elementary to ensure the needs of our first year teachers are met. Guidance and assistance are consistently provided by the administrative team.
- Staff members with master's degrees are able to participate in internship on campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): More STEM certified teachers needed on campus. **Root Cause:** Certified STEM teachers moved to other campuses.

Problem Statement 2: EL in our campus are performing below their peers reading, math, writing, and science. **Root Cause:** Tier I instruction is not differentiated to meet the needs of the EL population.

Perceptions

Perceptions Summary

On end of year parent survey for 2019-2020 80% of parents rated Carroll Elementary with a letter grade of "A" or "B". On the parent survey, most parents felt that their students were safe on campus, also parents surveyed stated their students enjoy coming to Carroll Elementary. We have parent volunteers through PTO. Carroll elementary also has a large number of parents participating in different school-wide events when permitted after COVID-19 pandemic.

Perceptions Strengths

Parents are coming to our school-wide events for example: meet the teacher, open house, Hispanic heritage program, book breakfast, etc. Our survey indicated that our teachers are caring and willing to work with parents about their children education. For this school year, we are doing some of those same events on video conference platforms.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On the survey parents stated that they would like a better home-school communication. **Root Cause:** Teachers use different kind of programs to communicate with parents.

Priority Problem Statements

Problem Statement 1: STAAR writing scores have decreased by 3% from 2017-2018.
Root Cause 1: Rigor in the classroom not meeting the expectations for STAAR.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: More STEM certified teachers needed on campus.
Root Cause 2: Certified STEM teachers moved to other campuses.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Additional culturally diverse instructional materials and library books will need to be purchased to meet diverse needs of campus.
Root Cause 3: Approximately 95% of students on campus are minority.
Problem Statement 3 Areas: Demographics

Problem Statement 4: On the survey parents stated that they would like a better home-school communication.
Root Cause 4: Teachers use different kind of programs to communicate with parents.
Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Carroll Elementary will maximize student learning for all.

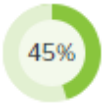
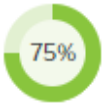
Performance Objective 1: A. By June 2021, the student achievement score for all students taking STAAR exams will increase from 65 to 75.

The percentage of approaches will increase from 64% to 75%.
The percentage of meets will increase to from 33% to 40%.
The percentage of masters will increase from 13% to 20%.

Evaluation Data Sources: 2021 STAAR assessment data and TAPR report

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: 70-35-15

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Comprehensive Support Strategy Targeted Support Strategy 1) Implement Objective-driven formative assessments to progress monitoring and track student data and growth using Guided Reading, Running records, Istation, and teacher/CIS created assessments in all grade levels. (Periodically scheduled through September 2020- May 2021) (September 2020- February 2021) **Strategy's Expected Result/Impact:** By the end of the 1st quarter we will review CBA1 data and expected results should be an increase of 5 percentage. **Staff Responsible for Monitoring:** Teachers Math/ELA Instructional coaches Principal Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title I - $2,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Data-driven instruction will be provided in the form of tutoring during, and/or after school for 3-5 in order to meet minimum expectations on STAAR Math, Reading, Writing and Science. (January 2021 - March 2021) **Strategy's Expected Result/Impact:** Campus and district based assessments will be used as monitoring tool Attendance Sign In Sheets and STAAR passing percentages **Staff Responsible for Monitoring:** Math/ELA instructional coach Assistant Principal Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - 199-State Comp. Ed. - $2,500	N/A	N/A	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize a variety of research-based instructional resources (STEM) and strategies (Balanced Literacy, Lead4ward, DRA, stem scopes, Write to Learn, AVID, Learning A-Z data wall and intervention strategies. Including technology integration and use of by students. (August 2020- June 2021) **Strategy's Expected Result/Impact:** Classroom Observation, T-Tess data, assessment data, AVID walkthroughs, TTM Data **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches **TEA Priorities:** Build a foundation of reading and math	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide a variety of testing materials to make the STAAR experience smooth for all students. (August 2020- June 2021) **Strategy's Expected Result/Impact:** Classroom Observations during STAAR testing **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers	N/A			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Carroll Elementary will maximize student learning for all.

Performance Objective 2: A. By June 2021, the student achievement score for all students taking the STAAR Reading will increase from 69 to 75.

The percentage of approaches will increase from 66% to 75%.
The percentage of meets will increase from 37% to 42%.
The percentage of masters will increase from 18% to 21%.

B. The Student Growth Measure: By June 2021, the overall growth measure in ELA/Reading will increase from 67% to 71%.

C. Closing the Gap Measure: By June 2021, the closing the gap measure will increase from 70% to 73% in indicators for reading.

Evaluation Data Sources: 2021 STAAR Reading scores and TEA TAPR report

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: 72-38-18

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase availability of reading materials in the classrooms and students' homes, including books, balanced literacy materials, and tutoring materials like Forde-Ferrer, Motivation Reading, etc. (October 2020-June 2021) **Strategy's Expected Result/Impact:** Additional materials to use in classrooms to increase student achievement on DRA and STAAR. **Staff Responsible for Monitoring:** ELA Instructional Coaches Principal	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Carroll Elementary will maximize student learning for all.

Performance Objective 3: A. By June 2021, the student achievement score for all students taking the STAAR Math will increase from 70 to 76.

The percentage of approaches will increase from 70% to 76%.
The percentage of meets will increase from 37% to 47%.
The percentage of masters will increase from 23% to 26%.

B. Student Growth Measure: By June 2021, the overall growth measure will increase from 71% to 72%

C. Closing the Gap Measure: By June 2021, the closing the gap measure will increase from 60% to 63% in indicators for math.

Evaluation Data Sources: 2021 Math STAAR Math scores and TEA TAPR report

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: 70-37-23

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 2) Provide Math intervention, small group instruction and tutorials to target African American, ELL and SpEd student groups (and other identified struggling students, especially those identified as at-risk). (February 2021, April 2021) **Strategy's Expected Result/Impact:** Intervention tracking system, assessment data, RTI Meetings **Staff Responsible for Monitoring:** Intervention Team Campus Administration Instructional Coaches After School Program Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $700	40%	60%	100%	

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Carroll Elementary will maximize student learning for all.

Performance Objective 4: By June 2021, the student achievement score for all students taking the STAAR writing will increase from 44 to 54.

The percentage of students at approaches will increase from from 44% to 54%.
The percentage of students at meets will increase from 16% to 25%.
The percentage of students at masters will increase from 2% to 5%.

Evaluation Data Sources: 2021 STAAR Writing scores and TEA TAPR report

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: N/A

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will participate in on-going tutoring groups. (January 2021) **Strategy's Expected Result/Impact:** An increase 4th Writing Mock scores **Staff Responsible for Monitoring:** ELA Instructional Coach Principal **Funding Sources:** The Writing Academy Revising and Editing Student Training (2 sessions) - 199-State Comp. Ed. - $3,000	25%	100%	100%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Carroll Elementary will maximize student learning for all.

Performance Objective 5: By June 2021, the student achievement score for all students taking the STAAR science will increase 64 to 74.

The percentage of students at approaches will increase from from 64% to 74%.
The percentage of students at meets will increase from 34% to 38%.
The percentage of students at masters will increase from 15% to 18%.

Evaluation Data Sources: 2021 STAAR Science summary and end of year district science assessment data will be disaggregated to identify areas of strengths and needs.

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: 65-35-15

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Selected fifth grade science economically disadvantaged students will participate in the Texas Starbase program to facilitate exploration in hands-on STEM activities at Ellington Field (April 2021- May 2021) **Strategy's Expected Result/Impact:** Increased achievement on campus snapshots and 9 week assessments, student survey **Staff Responsible for Monitoring:** Science teacher Math/Science Instructional Coach **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** - 199-General funds - $400	N/A	N/A	N/A	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus will provide hands on STEM experiences using manipulatives and materials to help anchor students' knowledge of science and STEM concepts. (August 2020- June 2021) **Strategy's Expected Result/Impact:** Weekly lesson plans, classroom observations and walkthroughs, increased student achievement on snapshots, 9 week assessments, MOCK STAAR, and STAAR scores **Staff Responsible for Monitoring:** Math/Science Instructional Coach **Funding Sources:** - 211-Title I - $250, - 199-General funds - $850	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Embedded professional development in science and STEM will be provided to teachers. (October 2020, January 2021, March 2021) **Strategy's Expected Result/Impact:** Walkthroughs, weekly lesson plans, 9 weeks assessments, MOCK STAAR, and STAAR scores **Staff Responsible for Monitoring:** Math/Science interventionist Principal Director of Innovative Programs	N/A	N/A	N/A	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The campus will provide technology opportunities to students in all areas including Activity areas like such as PE, STEM, Music, etc. Students will have access to Chromebooks, touchscreen tv, projectors, as needed for the 2020-2021 school year. **Strategy's Expected Result/Impact:** Integration of technology in different areas on campus **Staff Responsible for Monitoring:** Principal Director of Innovative Programs	50%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Carroll Elementary will maximize student learning for all.

Performance Objective 6: Carroll Elementary will increase student attendance from 97.5% to 98%.

Evaluation Data Sources: Average Weekly Attendance reports for the 2020-2021 school year.

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Keep the same attendance goal of 98%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Reward students with perfect attendance by giving attendance incentives (award) each week, each nine weeks and/or EOY. (September 2020- June 2021) **Strategy's Expected Result/Impact:** Increased attendance as measured by attendance records, daily logs, excused files and records. School attendance rate will be at 98% **Staff Responsible for Monitoring:** Student attendance report broken down each week and each nine weeks period **Funding Sources:** - 199-General funds - $400	N/A	N/A		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Carroll will attract, develop and retain highly effective staff.

Performance Objective 1: Carroll Elementary classrooms are taught by a highly effective educator, as monitored by district teacher monthly evaluation.

Evaluation Data Sources: The campus will maintain highly effective teacher status and maintain teacher retention.

Summative Evaluation: Met Objective

Next Year's Recommendation: Goal to have 100% highly effective teachers in the classrooms.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish and maintain a teacher mentor program for new teachers (August 2020- June 2021) **Strategy's Expected Result/Impact:** Ongoing mentor training as documented by mentor logs and meetings. Campus will have 100% of its teachers meet HQ standards and increase retention of teachers. **Staff Responsible for Monitoring:** Coordinator of Compliance and Grants				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement teacher survey soliciting information about what motivates the faculty and staff. (April - May 2021) **Strategy's Expected Result/Impact:** Surveys completed and documented on faculty meeting agenda. Campus will have 60% of its teachers complete survey. Decrease in campus teacher turn-over rate. **Staff Responsible for Monitoring:** Climate committee	N/A	N/A	N/A	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Establish Social Committee to focus on campus Celebrations, campus outings, Holiday party, Teacher Appreciation Week, 12 days of Christmas, etc. (August 2019 - June 2020) **Strategy's Expected Result/Impact:** Monthly morale boosters documented on faculty meeting agendas. Decrease in campus teacher turn-over rate. **Staff Responsible for Monitoring:** Climate Committee	N/A	N/A	N/A	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide specific training for the After School Program Site Coordinator by attending local, state, and national conferences, in district training, and other training resources as required or deemed necessary. (August 2019, October 2019, December 2019, January 2020, February 2020, and June 2020) **Strategy's Expected Result/Impact:** Formative: * Professional development implementation activities * Principal walkthroughs * Staff Mid-Year Evaluations Summative: * Youth Program Quality Assessment Data * Staff End of Year Evaluations **Staff Responsible for Monitoring:** Principal, After School Program Partnership Site Coordinator, and Director of Grant Development & Compliance **Funding Sources:** Professional Development - 289- Partnership After-School Program - $1,500	100%	100%	100%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide teachers with opportunities to grow through Self-directed and/or Administrator directed Professional Development though Simple K-12 from November 2020-November 2021. **Strategy's Expected Result/Impact:** Formative: * Goal Setting PD * Professional development implementation in classrooms * Administrator walkthroughs and Feedback Summative: * Staff End of Year Evaluations **Staff Responsible for Monitoring:** Principal, Assistant Principal, CISs **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	100%	100%	100%	100%

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: Carroll will attract, develop and retain highly effective staff.

Performance Objective 2: By May 2021, one hundred percent (100%) of staff evaluated using the Texas Teacher Evaluation and Support System (T-TESS) will receive initial training and support.

Evaluation Data Sources: Carroll Elementary administrators will conduct walkthroughs and observations throughout the 2020-2021 school year. Staff summative conferences will be evaluated for continued professional development.

Summative Evaluation: Met Objective

Next Year's Recommendation: All teachers met with administrators for summative conferences.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will identify areas of professional growth as established by goal setting conferences and personalized professional development plans (September 2020, January 2021, May 2021) **Strategy's Expected Result/Impact:** Goal Setting form, Observations and Walkthroughs, Summative conference **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Carroll will attract, develop and retain highly effective staff.

Performance Objective 3: By July 2021, an increase of staff will be AVID trained from 50% to 60%, as documented by AVID summer institute training certification.

Evaluation Data Sources: AVID training certification
AVID site plan

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to increase staff PD for teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide teachers with AVID training to focus on skills for building a college readiness program and culture with a focus on growing writing, critical thinking, teamwork, organization, and reading skills of students. (July 2021) **Strategy's Expected Result/Impact:** Completion of AVID Site Plan **Staff Responsible for Monitoring:** Principal **Funding Sources:** AVID Summer Institute - 199-State Comp. Ed. - $11,000, AVID Yearly Certification - 211-Title I - $2,500	100%	100%	100%	→

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 3: Carroll Elementary will promote parent and community engagement.

Performance Objective 1: By June 2021, promote parental volunteer and home-school communication will increase.

Evaluation Data Sources: Increase parental and community engagement support of Carroll Elementary as measured by attendance at school events, parent communication, and volunteer hours. Documentation of survey results will also be used for data disaggregation.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with our goal for face-to-face involvement next year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide a variety of activities to encourage parent and community engagement. a. Title 1/Open House b. Dual Language Literacy Night c. Math and Literacy Night d. STEM Night e. training for parents f. supplemental opportunities for parents of EL students (October 2020- April 2021) **Strategy's Expected Result/Impact:** Parent involvement surveys; Increased parental participation as measured by attendance at campus events. **Staff Responsible for Monitoring:** Principal, School Counselor, ELA/Math Instructional Coach **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** Supplies and Materials - 211-Title I - $500, Refreshments - 211-Title I - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to conduct Parent Involvement Workshops in English and Spanish - Parent University Series (September 2020, November 2021, April 2021) **Strategy's Expected Result/Impact:** Parent involvement surveys and sign in sheets, Increased parental involvement as measured by attendance at campus events **Staff Responsible for Monitoring:** School Counselor **Funding Sources:** Refreshments - 211-Title I - $500	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The after school program will invite parents to participate in activities. Parents will also be invited to participate in our Parent/Community Advisory board meetings held once per quarter. (October 2020, January 2021, March 2021) **Strategy's Expected Result/Impact:** Parent participation **Staff Responsible for Monitoring:** After School Partnership Project Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **Funding Sources:** - 185 Partnership After-School Program (Fee-Based) F - $400	25%	25%	45%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The after school program will provide monthly parent education activities on a variety of topics. All communication will be in Spanish and English. (September 2020- June 2021) **Strategy's Expected Result/Impact:** Parent participation **Staff Responsible for Monitoring:** After School Partnership Project Coordinator **Funding Sources:** - 185 Partnership After-School Program (Fee-Based) F - $500	N/A	N/A	N/A	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide parents with ways of communication including Newsletter, and student activity calendar in both English and Spanish, including training on access to these materials (September 2020- June 2021) **Strategy's Expected Result/Impact:** Parent survey **Staff Responsible for Monitoring:** Counselor Principal	100%	100%	100%	100%

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Carroll Elementary will ensure a safe and positive environment for all students.

Performance Objective 1: Carroll will provide students and staff with a safe and positive environment.

Evaluation Data Sources: End of the year student climate survey

Summative Evaluation: Met Objective

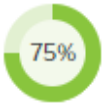
Next Year's Recommendation: EOY parent survey will continue to be positive in nature.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a college-theme for the campus exposing the scholars to postsecondary opportunities. - Career Pictures - College and Career Week - Careers on Wheels - College Day (every Wednesday) (September 2020- June 2021) **Strategy's Expected Result/Impact:** College pennants displayed. College of the Week announcements, Students wearing college t-shirts every Wednesday. Increased student awareness of postsecondary opportunities. **Staff Responsible for Monitoring:** Campus Administration AVID site coordinator School counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase student motivation by providing supplemental programs throughout the school day. 100th Day Celebration Hispanic Heritage Month Black History Month CE News Team End of the year awards assembly Spelling Bee Other (August 2020 - June 2021) **Strategy's Expected Result/Impact:** 90% of planned events are held. **Staff Responsible for Monitoring:** Campus Administration, Rep Council, climate Committee, Student Motivation Committee, Librarian				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The after school program will encourage self expression and creativity with our Arts and Crafts class in which students will complete seasonal and other creative projects throughout the year. (August 2020-June 2021) **Strategy's Expected Result/Impact:** Student participation and completion of projects. **Staff Responsible for Monitoring:** After School Program Coordinator **Funding Sources:** Supplies and materials - 289- Partnership After-School Program				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Offer an After School Program that will provide academic assistance in reading, mathematics, science, social studies, and college and career readiness. (August 2020- June 2021) **Strategy's Expected Result/Impact:** Formative: * Student attendance in the After School Program * Student participation in intervention programs * Parent participation in parent workshops Summative: * Student participation & attendance * Parent participation goal achieved **Staff Responsible for Monitoring:** After school Program Team Leader, Partnership Site Coordinator, Principal, and Director of Grant Development and Compliance **Funding Sources:** Professional development - 289- Partnership After-School Program - $250, Supplies and materials - 289- Partnership After-School Program - $300, Extra duty pay for tutorials - 199-State Comp. Ed. - $2,000	N/A	N/A	N/A	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement a process to provide extra-curricular opportunities for students a. Young Illustrators b. Gadget Girls c. CE cheer d. Boy Scouts e. Student Council f. C-STEM g. Afterschool program h. Honor Choir i. Art Club j. Academic UIL k. STEM Ambassadors l. Summer School (September 2020-June 2021) **Strategy's Expected Result/Impact:** Honor Choir Programs and Art Club Exhibitions Participation in the district annual Choral Canvas. Participation in district and out of district competitions **Staff Responsible for Monitoring:** Club sponsors Afterschool coordinator Assistant Principal **Funding Sources:** - 199-General funds - $500				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement Safety plans and dismissal strategies for all students. Including ID badges and monitoring systems. **Strategy's Expected Result/Impact:** 100% of students will be safe while in the building and during dismissal. **Staff Responsible for Monitoring:** Teachers, CISs, Assistant Principal and Principal **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Carroll Elementary will provide financial accountability.

Performance Objective 1: By June 2021, Carroll Elementary will implement effective allocation of financial resources 100% of the time to meet campus needs.

Evaluation Data Sources: The campus will establish effective processes and systems that support the district financial allocation process.

Summative Evaluation: Met Objective

Next Year's Recommendation: 100% effective allocation of funds

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will implement a balanced budget. (August 2020- July 2021) **Strategy's Expected Result/Impact:** All budget expenditures will be tied to campus improvement plan **Staff Responsible for Monitoring:** Principal	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus secretary will attend district financial training (August 2020- September 2021) **Strategy's Expected Result/Impact:** Financial requisitions will reflect required documentation for purchases based on district requirements **Staff Responsible for Monitoring:** Principal	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Carroll elementary has an enrollment of 590 students with the Hispanic population as majority in the school followed by African American student population. Male and female population is off by one percent. The school has around 6% of students registered in special education and around 53% designated as ELLs. Around 80% of the student population is economically disadvantaged. The campus needs assessment was based on student data from TEA report card 2018, along with student STAAR data for 2019.The campus improvement plan was revised in September 2020 and then again in October, 2020.

2.1: Campus Improvement Plan developed with appropriate stakeholders

SBDM Committee:

Member's Name	Position
Ortiz	1st
Westbrook	2nd
Hernandez	3rd
Velez	4th
Martinez	5th
Sparks	Sped
Tyler	Ancillary
Washington	Leadership
Velia Gonzales	Office/Other
Rex Helmy	Business Partner
Irissa Shelley	PTO
Solmaria Benavides	Admin

2.2: Regular monitoring and revision

The SBDM members were revised for the 2020-21 school year. Team leaders gather information about who would be interested in serving in the committee. Teachers volunteered to be part of it and meet once a month.

2.3: Available to parents and community in an understandable format and language

The CIP will be posted in the community library at North Channel Library. The plan is also posted in the PTO room located across from the front office in the main entrance of the school. The plan will be provided in both English and Spanish.

2.4: Opportunities for all children to meet State standards

TEA Priorities Build a foundation of reading and math.
Comprehensive Support Strategy Targeted Support Strategy

1) Implement progress monitoring assessment to track student data, Guided Reading, Running records, Istation, and teacher created assessments in all grade levels. (Periodically scheduled through September 2020- May 2021)

Teachers will use guided reading lesson plan templates

Campus Administration and Instructional Coaches will use the guided reading walk-through form

by the end of the 1st quarter we will review CBA1 data and expected results should be an increase of 5 percentage.

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2.5: Increased learning time and well-rounded education

Goal 1

Offer an After School Program that will provide academic assistance in reading, mathematics, science, social studies, and college and career readiness. (September 2020 - June 2021)
After School Program Team Leader, Partnership Site Coordinator, Principal, and Director of Grant Development and Compliance
Formative:
* Student attendance in the After School
Program
* Student participation in intervention programs
* Parent participation in parent workshops
Summative:
* Student participation & attendance
* Parent participation goal achieved

2.6: Address needs of all students, particularly at-risk

Goal 1

Provide Math intervention and small group instruction to target ELL and sped student group (and other identified struggling students) and tutorials.

- Intervention Team

Campus Administration
Instructional Coaches
After School Program Coordinator

- Intervention tracking system, assessment data, RTI Meetings

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Targeted needs of the campus includes:

1.Improve Tier I instruction for all students through the implementation of evidence based strategies that will support the all students and students identified as at-risk.

2. Provide focused professional development in all content areas to improve the teaching and learning process.

3. Provide opportunities for parents/guardians to participate in activities to strength the home/school connection that will support the academic program.

4. Provide enrichment activities to promote a well-rounded educational program for all students.

5. Implement strategies to support the special education and EL student populations that will increase their overall academic performance.

3.1: Develop and distribute Parent and Family Engagement Policy

SBDM met at the end of the 2018- 2019 School year to develop and revise the Family Engagement Policy for the 2019-2020 school year. The policy is posted in the PTO room in the front of the school office in English and Spanish. We will keep the same policy for the 2020-21 school year. We will meet to review the dates of events and what events can we keep.

Member's Name	Position
Ortiz	1st
Westbrook	2nd
Hernandez	3rd
Velez	4th
Martinez	5th
Sparks	Sped
Tyler	Ancillary
Washington	Leadership
Velia Gonzales	Office/Other
Rex Helmy	Business Partner
Irissa Shelley	PTO

Member's Name	Position
Solmaria Benavides	Admin

2019-2020

Parent and Family Engagement Policy

Carroll Elementary

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a Parent and Family Engagement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities.

PART I. GENERAL EXPECTATIONS

Carroll Elementary agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).

- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED PARENT AND FAMILY ENGAGEMENT

POLICY COMPONENTS

Carroll Elementary will involve parents in the joint development and joint agreement of its Parent and Family Engagement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA, by taking the following actions:	
Activities/Strategies	Timeline
Meet with PFE committee twice a year	Fall/Spring
Meet Teacher	August 22
Educating Parents on Volunteerism within the School	On going
Parent Survey (utilizing the phone system and Carroll website)	On going
PTA Meetings	On going
Enrollment Packets Orientation to help make information needed for student safety more clear	On going
Open House/Title I/AVID/2019-2020 Review of Parent & Family Engagement Policy/Review 2019-2020 School-Parent Compact	September 26
Carroll Elementary will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:	
Activities/Strategies	Timeline
Open House/Title I/AVID/2019-2020 Review of Parent & Family Engagement Policy/Review 2019-2020 School-Parent Compact	September 26
2019-2020 Review of Parent & Family Engagement Policy/Review 2019-2020 School-Parent Compact	May

Carroll Elementary will involve parents in the joint development and joint agreement of its Parent and Family Engagement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA, by taking the following actions:	
Carroll Elementary will distribute to parents of participating children and the local community, the Parent and Family Engagement Policy, by:	
Activities/Strategies	Timeline
Posted on website	Ongoing
Title 1 Parent Meeting	September
Enrollment Packet	Ongoing

Carroll Elementary will convene an annual meeting to inform parents of the following:	
Activities/Strategies	Timeline
PTA Meetings	September
Calendar of Events	On going
Honoring Teachers and Teacher Appreciation efforts	Every six weeks
Student Activities	On going
Title 1 Meeting	September
2019-2020 Review of Parent & Family Engagement Policy/Review 2019-2020 School-Parent Compact	Sept/May
Carroll Elementary will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:	
Activities/Strategies	Timeline
Carroll Elementary will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet by:	
Activities/Strategies	Timeline
Newsletter/ Posters on school walls	Twice semester
Faculty and Staff e-mailing parents	On going
Calling Parents	On going

Carroll Elementary will convene an annual meeting to inform parents of the following:	
Letters mailed home/ Letter sent home with Students	On going
Carroll Elementary will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:	
Activities/Strategies	Timeline
Carroll Elementary will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:	
Activities/Strategies	Timeline
Carroll Elementary will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described below: • the state's academic content standards, • the state's student academic achievement standards, • the state and local academic assessments including alternate assessments, • the requirements of Part A, • how to monitor their child's progress, and • how to work with educators:	
Activities/Strategies *(List activities, such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.)*	Timeline
Carroll Elementary will educate its teachers, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:	
Activities/Strategies	Timeline
Educator Training: It's All about the "R" Building Relationships with Parents	August 14
Carroll Elementary will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:	
Activities/Strategies	Timeline

PART III. SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Carroll Elementary will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, by:	
Activities/Strategies	Timeline
Parent Training using SKYWARD	Twice a year
Carroll Website with Resource links to encourage Parent Involvement	On going
Online Gradebook	On going
Recruit Fathers to participate in the Watch D.O.G.S. Program	On going
Carroll Elementary will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:	
Activities/Strategies	Timeline
Parent Training using SKYWARD	Twice a year
Math Night for Parents	October
STEAM Night	March
Watch D.O.G.S. Kick-off	September
Getting Parents Ready for STAAR Night	Spring Semester

Carroll Elementary will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.	
Activities/Strategies	Timeline
Staff Development	Monthly

Carroll Elementary will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.	
Home visits	On going
Parent contact& in person meetings	Monthly
District Parent and Family Engagement workshop for Teachers	August
Encourage Teachers to attend PTA Meetings and other Parent Activities	On going
Carroll Elementary will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.	
Activities/Strategies	Timeline
School website	On going
School messenger district phone system	As needed
Phone calls from Administrators/Staff	As needed
Newsletter	Twice semester
Student agendas with Calendar of Events	On going
Letter of Notification of Student Requirements	March

PART IV. BUILDING CAPACITY FOR INVOLVEMENT

The Parent and Family Engagement Policy may include additional discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement.	
Activities/Strategies	Timeline
Grandparents Lunch	October
4th & 5th Grade Book Breakfast	October
3rd Grade Book Breakfast	November 8
Seasonal Music during student lunches	November 22

The Parent and Family Engagement Policy may include additional discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement.	
Seasonal Music during student lunches	December 10
Winter Concert	December 10
2nd Grade Book Breakfast	January 17
1st Grade Book Breakfast	February 21
1st Grade Performance	March 5
3rd Grade Concert	April 14
Art Show	April 20
Choral Canvas	April 23
4th & 5th Grade Concert	April 28
2nd Grade Musical	May 5
1st – 3rd Grade Field Day	May 14
4th – 5th Grade Field Day	May 15
AWARDS	June 3

PART V. SIGNATURE PAGE

MEMBERS OF CARROLL ELEMENTARY PARENT AND FAMILY ENGEGEMENT COMMITTEE HEREBY ACKNOWLEDGE THEIR PARTICIPATION IN THE PROCESS OF WRITING, REVISING, AND ADOPTING THIS POLICY.

TODAY'S DATE:_____

NAME	***SIGNATURE***	***ROLE***
		Principal
		Assistant Principal
		Counselor
		Staff Member
		Staff Member
		1st Grade Lead

NAME	*SIGNATURE*	*ROLE*
		2nd Grade Lead
		3rd Grade Lead
		4th Grade Lead
		5th Grade Lead
		Activities Lead
		Special Ed. Lead
		Instructional Coach Math
		Instructional Coach Math
		Instructional Coach Reading
		Instructional Coach Reading
		Parent
		Parent
		Parent
		Parent
		Parent
		Parent
		Other
		Other
		Other

3.2: Offer flexible number of parent involvement meetings

Calendar of events for parents was developed and revised in the June SBDM meeting.

August 2019			**November 2019**	
Summer Academy	5 & 6		3rd Grade Book Breakfast	8th
New Teachers	12th		Picture with Santa	20th
Staff Day 1 Development	13th		Thanksgiving Week	25th - 29th
Staff Development	23rd			
1st Grade Book Breakfast	26th			

August 2019			**November 2019**	
September 2019				
Holiday	2nd			
Grandparents for Lunch	6th			
Fundraiser Starts	12th			
1st Grade Breakfast	13th			
Picture Day	18th		December 2019	
Watch Dog Night	19th		Donuts with Dad	6th
Open House	26th		Santa Workshop Store	9th -11th
			Jingle Jog check w/Coach	17th
October 2019			Staff work day	20th
Students Holidays	9th, 10th & 11th		End of 2nd 9 weeks	20th
Hispanic Heritage Program	15th		Student Holiday	20th
2nd Grade Book Breakfast	18th			
End of 1st 9 weeks	25th			
1st Day 2nd 9 weeks	28th			
Fall Book Fair	27th - 29th			
Fall Festival	29th			
Book Character Parade	31st			

Title I Personnel

Name	Position	Program	FTE
Coleda Washington	Interventionist	Primary Reading	1.0

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$700.00
1	5	1			$400.00
1	5	2			$850.00
1	6	1			$400.00
4	1	5			$500.00
				Sub-Total	$2,850.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$2,500.00
1	4	1	The Writing Academy Revising and Editing Student Training (2 sessions)		$3,000.00
2	3	1	AVID Summer Institute		$11,000.00
4	1	4	Extra duty pay for tutorials		$2,000.00
				Sub-Total	$18,500.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$2,500.00
1	5	2			$250.00
2	3	1	AVID Yearly Certification		$2,500.00
3	1	1	Supplies and Materials		$500.00
3	1	1	Refreshments		$1,000.00
3	1	2	Refreshments		$500.00
				Sub-Total	$7,250.00

289- Partnership After-School Program					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Professional Development		$1,500.00
4	1	3	Supplies and materials		$0.00

289- Partnership After-School Program					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	4	Professional development		$250.00
4	1	4	Supplies and materials		$300.00
				Sub-Total	$2,050.00

185 Partnership After-School Program (Fee-Based) F					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$400.00
3	1	4			$500.00
				Sub-Total	$900.00