Pearland Independent School District

H. C. Carleston Elementary

2024-2025

Board Approval Date: February 11, 2025
Public Presentation Date: February 11, 2025

Mission Statement

We provide exceptional service to the community and empower children by meeting every students' needs, delivering rigorous instruction, developing innovative programs, modeling professionalism and producing outstanding student performance.

Vision

To instill in students a love of learning through an exemplary education, civic responsibility and personal determination

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Campus Education Improvement Committee (CEIC) for Carleston Elementary held it's first meeting for its Comprehensive Needs Assessment (CNA) on May 15, 2023, at 3:45 pm in the Carleston Elementary library. Mrs. Etchberger, Principal, chaired the meeting. She provided an overview of the CNA process and the role of the CEIC members as the campus School Support Team (SST), as required for the Title I program.

Mrs. Etchberger then shared that the CEIC members would write down what types of data they would like to review for their next meeting. She provided categories of types of data they might want to review: Reading performance data, Math performance data, discipline data, attendance data, parent participation, student/teacher demographics. She also asked for input on what questions the CEIC recommends for a campus parent survey going out soon. CEIC members completed the handout with data requests and survey questions.

The meeting adjourned at 4:30 pm.

The second CNA meeting of the Carleston CEIC meeting was held June 12, 2023, at 3:45 pm in the campus library. CEIC committee members were broken up into groups of 3-4 people to review the requested data. Each group had data to review and to come up with strengths and weaknesses.

The data reviewed was: attendance by six weeks for the last 3 years, math benchmark scores, reading benchmark scores, student reading levels, discipline referral data for two years, student demographics, campus teacher retention data, and parent survey results.

Each group shared out its strengths and weaknesses and then prioritized the weaknesses/problem statements for improvement moving forward. The group then came to consensus on the three main problem statements.

The prioritized problem areas the CEIC identified are: attendance, 3rd and 4th grade math scores, BAS levels, and school communication.

The meeting adjourned at 4:50 pm.

Demographics

Demographics Summary

Please click the link below to access our demographic data for the 23-24 school year.

[Carleston Demographic Information 23-24](#)

Demographics Strengths

2023-2024 campus initiatives are focused on an improved climate and culture for our school community. The following are some target points:

- Increased family engagement activities
- School-wide PBIS and Character Strong initiative with students, staff, and families
- New staff support

- Our diversity continues to grow. Our overall student enrollment decreased from last year, but the African American and Hispanic populations increased.

- Our economically disadvantaged student population increased from last year. In the 2022-2023 school with 781 students, we had 66%, currently we have 764 students with 68%.

- Our Emergent Bilingual population decreased by 1% from last year.

- Our Special Education population has increased 2% over the last year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Percentages of Economically Disadvantaged continue to increase requiring additional supports.
Root Cause: This population requires an adjustment in curriculum design, instruction, and social-emotional learning strategies to better meet the needs of these students.

Student Learning

Student Learning Summary

Student Learning Strengths

Student Learning Strengths - list or summarize student learning strengths. See guiding questions and examples below.

In 2024, we increased our 3rd grade STAAR reading Meets and Masters percentage by 3 points compared to 2023.

In 2024, we increased our 3rd grade STAAR Spanish reading Meets percentage by 4 points and Masters percentage by 6 points compared to 2023.

In 2024, we increased our 4th grade STAAR Math percentages by 3 points in Approaches, 6 points in Meets, and 4 points in Masters.

In 2024, Carleston exceeded the TELPAS expected growth and earned 4 points for progress.

In 2024, all sub-populations increased STAAR reading Meets percentages compared to 2023 except one (two-or-more races).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2024 data on the Reading STAAR test in 3rd and 4th grade shows scores below the state average.
Root Cause: Students that scored below the state average on the STAAR Reading test are significantly behind in reading and require solid Tier I instruction and data-driven Tier II instruction.

Problem Statement 2 (Prioritized): 2024 data on the Math STAAR test in 3rd and 4th grade shows scores below the state average.
Root Cause: Students that scored below the state average on the STAAR Math test are significantly behind in reading and require solid Tier I instruction and data-driven Tier II instruction.

Problem Statement 3 (Prioritized): On average student achievement scores on the RLA and Math STAAR scores were lower than 2023.
Root Cause: Students scored lower due to attendance rates, mobility, parent support, tier I and II instruction, and teacher knowledge of content.

School Processes & Programs

School Processes & Programs Summary

Emergent Bilinguals

313 students

0.3 ESL Teacher

18 Dual Language Teachers

73% of Carleston Teachers are ESL or Bilingual Certified

All K-4th Grade EB students participate in TELPAS

Special Education

106 students

1 PPCD Teacher, 1 Life Skills Teacher, and 4 Inclusion/Resource Teachers

Gifted/Talented

29 students

GT students are served in designated cluster class by teachers with 30-Hour GT certification and annual 6-hour update.

80% of Carleston Teachers have their 30-Hours GT certification.

School Processes & Programs Strengths

- Grade Level Teams have common planning time, and they meet weekly to plan for instruction and have an additional 30 minutes once a week to dive deeply into instruction and data.
- Our Master schedule was created based on students that need support accessing grade-level curriculum through inclusion and resource.
- Staff recieves the "Etch Express" which is a daily email that includes important meeting dates such as faculty meetings, important annoucements, and staff shout outs from peers.

- PBIS (Positve Behavior Intervention Support) is effective to teach, support, and acknowledge safe, respectful, and responsible behavior.
- Our school is supported by Communities in Schools's daytime program as well as the after school program called ACE.
- Carleston recruited several new teachers this year with new ideas, passions, and positivity.
- Carleston has extensive support from multiple departments including Special Programs, Curriculum and Instruction, Bilingual, Advanced Academics, Human Resources, and more!
- 2022-2023 focus: Positive campus culture and climate, improved student behavior, instructional support for teachers, and increased family involvement.
- Increased family involvement through PBIS events, PTA events, ACE events, curriculum nights, and additional opportunities.
- Monthly tech trainings with our CTL.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student behavior is a concern for staff, students, and families.
Root Cause: PBIS needs implementation with fidelity to ensure it's success.

Problem Statement 2: Parent and family engagement has decreased.
Root Cause: COVID-19 and lack of opportunities to attend school events.

Priority Problem Statements

Problem Statement 1: 2024 data on the Math STAAR test in 3rd and 4th grade shows scores below the state average.

Root Cause 1: Students that scored below the state average on the STAAR Math test are significantly behind in reading and require solid Tier I instruction and data-driven Tier II instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2024 data on the Reading STAAR test in 3rd and 4th grade shows scores below the state average.

Root Cause 2: Students that scored below the state average on the STAAR Reading test are significantly behind in reading and require solid Tier I instruction and data-driven Tier II instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: On average student achievement scores on the RLA and Math STAAR scores were lower than 2023.

Root Cause 3: Students scored lower due to attendance rates, mobility, parent support, tier I and II instruction, and teacher knowledge of content.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data

Goals

Revised/Approved: February 11, 2025

Goal 1: Pearland ISD will provide a safe and orderly environment by enforcing safety and security measures and training at all levels focused on prevention, mitigation, preparation, response, and recovery.

Performance Objective 1: Carleston will develop safety measures, drills and trainings.

    Evaluation Data Sources: District Plans, Monitoring Reports, Safety Drill Reports, Reporting Documentation

Strategy 1 Details
Strategy 1: Develop and maintain a Campus Threat Assessment Team.
Strategy's Expected Result/Impact: Increase in safe and secure school.
Staff Responsible for Monitoring: Administrators

Strategy 2 Details
Strategy 2: Monitor physical safety measures and schedule safety drills on a regular basis.
Strategy's Expected Result/Impact: Maintain campus security at all times. Provide required safety training to all staff and students.

Strategy 3 Details
Strategy 3: Monitor and document that all campus exterior doors are closed, locked and latched during the instructional day.
Strategy's Expected Result/Impact: Maintain campus security at all times. Weekly documentation that all campus doors have been checked. Ensure that campuses are not easily accessible.
Staff Responsible for Monitoring: Administrators

Goal 1: Pearland ISD will provide a safe and orderly environment by enforcing safety and security measures and training at all levels focused on prevention, mitigation, preparation, response, and recovery.

Performance Objective 2: Carleston will provide methods for addressing violence prevention and intervention.

    Evaluation Data Sources: Discipline referrals, Threat Assessments

Strategy 1 Details
Strategy 1: Students will receive character lessons, including anti-bullying lessons, to promote positive behaviors.
Strategy's Expected Result/Impact: Student behaviors will improve; lower referrals for discipline   **Staff Responsible for Monitoring:** Administrators, Counselor

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 1: Increase percentage of students meeting expected or accelerated growth on 4th Math STAAR by 10% and RLA STAAR by 15%.

    Evaluation Data Sources: Math and Reading STAAR tests, Grades 3 and 4

Strategy 1 Details

Strategy 1: Monitor student progress through common assessments, benchmarks, iReady, grades, and BAS levels.
    Strategy's Expected Result/Impact: Improved student reading levels.
    Staff Responsible for Monitoring: Administrators, Intervention staff, teachers
 	
    TEA Priorities:
Build a foundation of reading and math

Strategy 2 Details

Strategy 2: Data monitoring walls and data discussions.
    Strategy's Expected Result/Impact: Increase each student's academic growth and performance
    Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, and Administrators

Strategy 3 Details

Strategy 3: Fidelity of Small Group instruction
    Strategy's Expected Result/Impact: Increase student performance and growth on STAAR and BAS levels.
    Staff Responsible for Monitoring: Administrators
 	
    Problem Statements: Student Learning 1, 2, 3
    Funding Sources: Instructional Coach - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed

Strategy 4 Details

Strategy 4: Utilize math and reading iReady data and personalized instruction with intervention time to support MTSS.
    Strategy's Expected Result/Impact: Increased student performance.
    Staff Responsible for Monitoring: Classroom teachers, Administrators
 	
    Problem Statements: Student Learning 1, 2, 3
    Funding Sources: Tutors, supplies - 199 - PIC 24, 26, 28, &/or 30, State Comp Ed, Tutors, supplies - 211 - Title I, Part A, Intervention Teacher - 211 - Title I, Part A

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 2: Increase reading level in all grade levels with a focus on K-1.

    Evaluation Data Sources: BAS levels from beginning of the year, BAS levels from end of the year.

Strategy 1 Details

Strategy 1: Inform parents about the importance of daily and prompt attendance and its impact on instruction.
    Strategy's Expected Result/Impact: Improved instructional effectiveness in all content areas
    Staff Responsible for Monitoring: Administrators, teachers, and Intervention staff will monitor student growth and progress throughout the year.
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2 Details

Strategy 2: Data Monitoring Wall and Data Discussions
    Strategy's Expected Result/Impact: Improve instructional effectiveness in all content areas
    Staff Responsible for Monitoring: Administrators, teachers, and Intervention staff will monitor student growth and progress throughout the year.
 	
    TEA Priorities:
Build a foundation of reading and math

Strategy 3 Details

Strategy 3: Use data from supplemental resources, reading level data, anecdotal notes from teachers
    Strategy's Expected Result/Impact: Improved instructional effectiveness in all content areas
    Staff Responsible for Monitoring: Administrators, teachers, and Intervention staff will monitor student growth and progress throughout the year.

Strategy 4 Details

Strategy 4: Fidelity of small group instruction
    Strategy's Expected Result/Impact: Improved instructional effectiveness in all content areas
    Staff Responsible for Monitoring: Administrators, teachers, and Intervention staff will monitor student growth and progress throughout the year.
 	
    Problem Statements: Student Learning 1, 2, 3

Strategy 5 Details
Strategy 5: Strategic scheduling of Cub Time and intervention support from tutors and paraprofessionals.

    Strategy's Expected Result/Impact: Improved instructional effectiveness in all content areas

    Staff Responsible for Monitoring: Administrators, teachers, and Intervention staff will monitor student growth and progress throughout the year.

    Problem Statements: Student Learning 1, 2, 3

Strategy 6 Details
Strategy 6: MTSS resources shared for Tier II instruction.

    Strategy's Expected Result/Impact: Improved instructional effectiveness in all content areas

    Staff Responsible for Monitoring: Administrators, teachers, and Intervention staff will monitor student growth and progress throughout the year.

    Problem Statements: Student Learning 1, 2, 3

Goal 2: Pearland ISD will continue to make quality instruction and academic performance a top priority.

Performance Objective 3: Increase Approaches/Meets/Masters by at least 3% on Math and RLA STAAR.

    Evaluation Data Sources: Student achievement, Math and RLA STAAR scores

Strategy 1 Details
Strategy 1: Engagement in Tier I instruction utilizing strategies from district approved resources.
Strategy's Expected Result/Impact: STAAR scores in Reading/Language Arts and Math will be above the state average. Students will gain knowledge, confidence, and strengthen their self-efficacy which will allow them to score higher on the STAAR test.
Staff Responsible for Monitoring: Administrators, Instructional Coaches, collaboration with C&I and the Multilingual departments to ensure grade-level planning is on track for student growth. Administrators and Intervention staff will monitor and track progress for students receiving push-in/pull-out support. Teachers will participate with Administrators to make data informed decisions.
Problem Statements: Student Learning 1, 2, 3

Strategy 2 Details
Strategy 2: Align depth of resources, student practice, and activities to the depth of TEKS.
Strategy's Expected Result/Impact: STAAR scores in Reading/Language Arts and Math will be above the state average. Students will gain knowledge, confidence, and strengthen their self-efficacy which will allow them to score higher on the STAAR test.
Staff Responsible for Monitoring: Administrators, Instructional Coaches, collaboration with C&I and the Multilingual departments to ensure grade-level planning is on track for student growth. Administrators and Intervention staff will monitor and track progress for students receiving push-in/pull-out support. Teachers will participate with Administrators to make data informed decisions.
Problem Statements: Student Learning 1, 2, 3

Strategy 3 Details
Strategy 3: Implementation of Language Demands.
Strategy's Expected Result/Impact: STAAR scores in Reading/Language Arts and Math will be above the state average. Students will gain knowledge, confidence, and strengthen their self-efficacy which will allow them to score higher on the STAAR test.
Staff Responsible for Monitoring: Administrators, Instructional Coaches, collaboration with C&I and the Multilingual departments to ensure grade-level planning is on track for student growth. Administrators and Intervention staff will monitor and track progress for students receiving push-in/pull-out support. Teachers will participate with Administrators to make data informed decisions.

Strategy 4 Details

Strategy 4: Monitor when interventions occur to not miss Tier I instruction and small group time with classroom teacher.

    Strategy's Expected Result/Impact: STAAR scores in Reading/Language Arts and Math will be above the state average. Students will gain knowledge, confidence, and strengthen their self-efficacy which will allow them to score higher on the STAAR test.

    Staff Responsible for Monitoring: Administrators, Instructional Coaches, collaboration with C&I and the Multilingual departments to ensure grade-level planning is on track for student growth. Administrators and Intervention staff will monitor and track progress for students receiving push-in/pull-out support. Teachers will participate with Administrators to make data informed decisions.

    Problem Statements: Student Learning 1, 2, 3

Strategy 5 Details

Strategy 5: Support Purposeful Planning

    Strategy's Expected Result/Impact: STAAR scores in Reading/Language Arts and Math will be above the state average. Students will gain knowledge, confidence, and strengthen their self-efficacy which will allow them to score higher on the STAAR test.

    Staff Responsible for Monitoring: Administrators, Instructional Coaches, collaboration with C&I and the Multilingual departments to ensure grade-level planning is on track for student growth. Administrators and Intervention staff will monitor and track progress for students receiving push-in/pull-out support. Teachers will participate with Administrators to make data informed decisions.

    Problem Statements: Student Learning 1, 2, 3

Strategy 6 Details

Strategy 6: Use Process Standards in math with all skills.

    Strategy's Expected Result/Impact: STAAR scores in Reading/Language Arts and Math will be above the state average. Students will gain knowledge, confidence, and strengthen their self-efficacy which will allow them to score higher on the STAAR test.

    Staff Responsible for Monitoring: Administrators, Instructional Coaches, collaboration with C&I and the Multilingual departments to ensure grade-level planning is on track for student growth. Administrators and Intervention staff will monitor and track progress for students receiving push-in/pull-out support. Teachers will participate with Administrators to make data informed decisions.

Strategy 7 Details

Strategy 7: Utilize district approved resources for Tier II intervention and small groups.

    Strategy's Expected Result/Impact: STAAR scores in Reading/Language Arts and Math will be above the state average. Students will gain knowledge, confidence, and strengthen their self-efficacy which will allow them to score higher on the STAAR test.

    Staff Responsible for Monitoring: Administrators, Instructional Coaches, collaboration with C&I and the Multilingual departments to ensure grade-level planning is on track for student growth. Administrators and Intervention staff will monitor and track progress for students receiving push-in/pull-out support. Teachers will participate with Administrators to make data informed decisions.

    Problem Statements: Student Learning 1, 2, 3

Strategy 8 Details

Strategy 8: Retain teachers

    Strategy's Expected Result/Impact: STAAR scores in Reading/Language Arts and Math will be above the state average. Students will gain knowledge, confidence, and strengthen their self-efficacy which will allow them to score higher on the STAAR test.

    Staff Responsible for Monitoring: Administrators, Instructional Coaches, collaboration with C&I and the Multilingual departments to ensure grade-level planning is on track for student growth. Administrators and Intervention staff will monitor and track progress for students receiving push-in/pull-out support. Teachers will participate with Administrators to make data informed decisions.

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 1: Develop a positive school culture through building positive relationships and healthy communication among staff, students, administrators, and families.

    Evaluation Data Sources: Teacher and student attendance, PFE Survey information

Strategy 1 Details

Strategy 1: Build positive relationships with staff and students by greeting each other in halls by name, ensuring each campus member is valued and respected, and supporting student learning and teacher growth.
    Strategy's Expected Result/Impact: Improved attendance, buy-in from all stakeholders, improved student and teacher success.
    Staff Responsible for Monitoring: Administrators

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 2: 100% of students will participate in PBIS initiative and other character-building activities.

    Evaluation Data Sources: PBIS Data and Character-Building Program implementation plan

Strategy 1 Details
Strategy 1: Positive Behavior Intervention Support will be implemented using the Carleston PBIS Handbook which outlines school-wide matrix and acknowledgement practices as well as classroom matrices and acknowledgement practices.
Strategy's Expected Result/Impact: PBIS data will demonstrate a decrease in student misbehaviors that result in discipline actions such as in-school suspension allowing students to remain in class for instruction.   **Staff Responsible for Monitoring:** Classroom Teachers, PBIS team, and Administrators

Strategy 2 Details
Strategy 2: Students will receive social-emotional behavior lessons and other character-building activities, such as anti-bullying campaign, Red Ribbon Week, etc.

Strategy's Expected Result/Impact: Students will learn and demonstrate behaviors to be productive citizens of our school community.
    Staff Responsible for Monitoring: Administration, Counseling
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 3 Details
Strategy 3: Staff and parents will receive additional training and support on PBIS and other social-emotional behavior programs and how to implement the program with fidelity.

Strategy's Expected Result/Impact: Increased parental support, involvement, and a decrease in student misbehavior.
    Staff Responsible for Monitoring: Counselor, Administrators
 	
    Funding Sources: Professional Development - 211 - Title I, Part A

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 3: Increase student attendance to at least 97%

    Evaluation Data Sources: PEIMS Reports

Strategy 1 Details
Strategy 1: Recognize student perfect attendance through individual and class acknowledgements
Strategy's Expected Result/Impact: Improved student performance on appropriate grade level assessments
Staff Responsible for Monitoring: Administrators
TEA Priorities:
Build a foundation of reading and math

Goal 3: Pearland ISD will provide for the physical and mental wellbeing of all students and staff.

Performance Objective 4: 100% of students will participate in all physical fitness activities.

    Evaluation Data Sources: Master Schedule, Recess Schedule, and Fitness Gram

Strategy 1 Details
Strategy 1: Provide a Master Schedule that include 225 minutes of PE every 2 weeks.
Strategy's Expected Result/Impact: Improved student performance on Fitness Gram
Staff Responsible for Monitoring: Administrators

Strategy 2 Details
Strategy 2: Provide a Recess Schedule that includes 30 minutes daily for free play.
Strategy's Expected Result/Impact: Students participate daily in free choice of physical fitness activities.
Staff Responsible for Monitoring: Administrators

Goal 4: Pearland ISD will provide a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1: All parents/guardians will have access to student information and campus information.

Strategy 1 Details

Strategy 1: Teachers will communicate with parents weekly about schedules, agendas, assignments, etc. through district student management systems, and/or teacher's website.
    Strategy's Expected Result/Impact: Improved home-school connection
    Staff Responsible for Monitoring: Administrators
 	
    TEA Priorities:
Build a foundation of reading and math

Strategy 2 Details

Strategy 2: Administration will using digital software to post and send a weekly campus newsletter including events on the campus website.
    Strategy's Expected Result/Impact: Improved home-school connection
    Staff Responsible for Monitoring: Administrators
 	
    Funding Sources: Communication and translation software - 211 - Title I, Part A

Strategy 3 Details

Strategy 3: Promote importance of academics, school attendance, and positive behavior interventions through Meet the Teacher Night, Learning Events, Multicultural Events, Title I Parent and Family Engagement Meetings, and PBIS trainings.
    Strategy's Expected Result/Impact: Improved home-school connection
    Staff Responsible for Monitoring: Administrators, Counselor, Title I Teachers
 	
    TEA Priorities:
Build a foundation of reading and math
    Funding Sources: Supplies and materials, light snacks - 211 - Title I, Part A

Strategy 4 Details

Strategy 4: Increase family involvement by introducing new events such as Popsicles with Principals, Trick or Treat Trail, Thanksgiving Feast, and collaborating with PTA more.
    Strategy's Expected Result/Impact: Strong community and stakeholder buy-in
    Staff Responsible for Monitoring: Administrators

Title I

Title I Personnel

Name	Position	Program	FTE
Ivette Lopez	Teacher Math Title	Title I, Part A	1.0
Jacqueline Marquette	Teacher Reading Title	Title I, Part A	1.0
Jeanette Hernandez	Teacher, Intervention Title (Reading)	Title I, Part A	0.5
Raina Joiner	Teacher, Title I Intervention	Title I	1.0