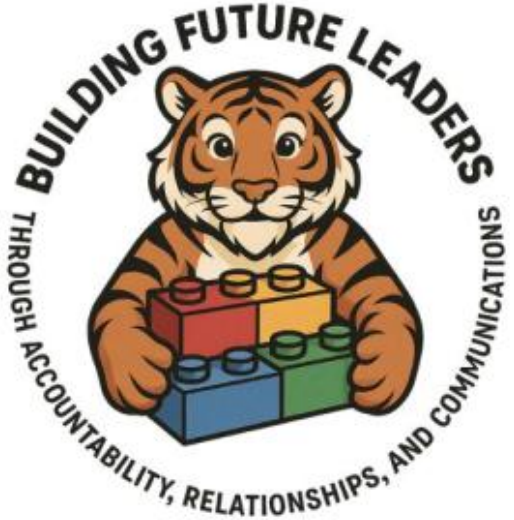
Corsicana Independent School District

2025-2026 Carroll Campus Improvement Plan

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Carroll Elementary, in partnership with parents and community, will teach a rigorous curriculum in a safe and nurturing environment, preparing our students to succeed and work in a diverse world and encouraging them to become lifelong learners.

Vision

Students will achieve their full potential as empowered, responsible, and productive citizens in our changing society.

#ARC (Accountability, Relationships, & Communication)

 # Building Future Leaders

#DBD (Dare to Be Different)

Value Statement

Core Beliefs

We believe that we must:

Educate every child

Provide every child the greatest opportunity to learn

Maintain a safe and secure environment: mentally, physically, emotionally, and academically

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Carroll Elementary serves a total of **588 students**, including **Pre-Kindergarten**. The Pre-K program consists of **15 classrooms**, which include **3 Bilingual classrooms**, **3 ECSE classrooms**, **1 Blended classroom**, **4 Partnership classrooms**, and **4 CISD General Education classrooms**. In addition, the campus houses **two Head Start classrooms** serving three-year-olds, which operate under the Head Start program and are **not directly supervised by CISD**.

The **Head Start partnership** continues to play a vital role in supporting early childhood education, with **contract modifications implemented during the previous school year** to strengthen program alignment and collaboration.

The **student demographic distribution** for all **CISD Carroll Elementary students** is as follows:

Student Demographics	Count	Percent
Gender		
Female	286	48.64%
Male	302	51.36%
Ethnicity		
Hispanic-Latino	332	56.46%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	1	0.17%
Black - African American	155	26.36%
Native Hawaiian - Pacific Islander	10	1.70%
White	64	10.88%
Two-or-More	26	4.42%

Demographics Strengths

All student groups performed relatively well on state assessments and district-wide benchmark testing.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Carroll will continue to work on improving TELPAS scores in an effort to continue closing the GAP
Root Cause: The campus has struggled to solidify testing routines and procedures for TELPAS due to two changes in supervision of the program over the last two years.

Student Achievement

Student Achievement Summary

Carroll made significant gains in student achievement. The campus has earned its first "B" Rating since the A-F Accountability system was put in place by TEA.

Student Achievement Strengths

Carroll earned two distinctions based on student performance and earned a "B" rating in accountability.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 29% of all students in Kindergarten through fourth grade are in the red zone for math, and 34% in the red zone in reading on MAP BOY testing
Root Cause: The campus had no interventionists or Instructional Coaches during the 2024-2025 school year to assist with instructional practices within all classrooms consistently.

School Culture and Climate

School Culture and Climate Summary

Carroll Elementary benefits from **consistent and stable campus leadership**, resulting in **minimal teacher turnover and few grade-level changes**. This continuity has positively impacted both staff morale and student achievement. Results from **End-of-Year climate and culture surveys** demonstrate continued improvement in staff satisfaction, collegiality, and perceptions of leadership support.

Practices and Implementation:
Campus administrators and teachers collaborate **weekly through Professional Learning Communities (PLCs)** to analyze student performance data, ensure lesson alignment, and strengthen instructional practices. The campus continues to integrate **Positive Behavioral Interventions and Supports (PBIS)** alongside **Restorative Practices** to promote positive student behavior, strengthen relationships, and reduce disciplinary incidents.

All professional staff have completed **Capturing Kids' Hearts (CKH)** training, reinforcing the district's vision of building strong relationships and fostering a culture of respect, accountability, and empathy.

To improve **student attendance**, Carroll Elementary implements a **House system** that recognizes students, classes, and Houses achieving 100% attendance. The campus collaborates with the district's **School Status platform** to track attendance trends. Attendance data are shared publicly, and recognition occurs each reporting period through announcements and **weekly PAWS ticket drawings** for incentives.

Staff morale remains a focus area, supported through **bi-monthly staff appreciation activities**, surprise treats, and regular recognition of faculty and staff during morning announcements. These efforts have contributed to a positive and supportive work environment where staff feel valued and connected.

Evidence of Effectiveness:

- Decrease in discipline referrals from the previous school year
- Increased staff satisfaction per End-of-Year survey results
- Improved average daily attendance rates
- Stable staff retention and reduced turnover

School Culture and Climate Strengths

Staff members consistently report feeling **supported by campus leadership**, fostering a collaborative and positive work environment. Both **staff and parents** have expressed satisfaction with **ClassDojo**, which has strengthened communication channels and provides translation features to ensure accessibility for all families.

The campus maintains a **safe and orderly environment** through **clearly stated expectations, consistent follow-through, and daily administrative walk-throughs**. **Administration and the school counselor** are highly visible on campus and maintain an **open-door policy** for students, staff, and parents, reinforcing a culture of approachability and support.

Teachers and staff have access to **technology and instructional programs** that are actively utilized to support student learning and engagement. **Campus surveys** are employed to identify and recognize exemplary staff through initiatives such as the **House Members of the Month**, with monthly prizes and public acknowledgment based on survey results

collected via Microsoft Forms.

All **administrators are actively engaged** in campus operations, leading and participating in all duty stations to model leadership and ensure a safe, structured environment for students and staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: While Carroll Elementary has established a positive and supportive school environment with stable leadership, staff support systems, and effective behavior and attendance initiatives, areas for growth remain in further strengthening student engagement and consistent implementation of school-wide expectations.
Root Cause: The challenges in strengthening student engagement and consistent implementation of school-wide expectations stem from inconsistent reinforcement of expectations across some classrooms, which creates tension between staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2025-2026 school year, five teachers are new to our campus in which one was added due to growing numbers and two due to promotions to higher positions within the district and on campus, and two due to teachers leaving the district. Teacher retention continues to improve as shown by the yearly increases. Teacher retention has steadily improved, and administrators will work to improve teacher morale in an effort to retain highly qualified teachers. We will communicate with Human Resources throughout the school year and work closely with them for the recruitment of teachers to fill possible upcoming vacancies. Every quarter, the Campus Leadership Team will review numbers and FTE positions and develop plans based on the needs assessment. The campus was able to retain all TIA Teachers with Distinctions.

Staff Quality, Recruitment, and Retention Strengths

Every staff member who is new to the district is provided a mentor for the first two years. The staff at Carroll Elementary is very caring and committed to student success. Each grade level shares a common planning period and meets weekly to plan their lessons. Our Prekindergarten department has grown to fifteen teachers, and due to this number, a divided planning period was devised between "Partnership Teachers" and the remaining CISD teachers. Teachers meet weekly with the leadership team to review student achievement data, plan interventions, discuss ongoing needs for support, and engage in professional development. Our Bilingual Teachers meet to discuss the achievement plans for our English Language Learners using the Gomez and Gomez approach. Our staff also participates in ongoing professional development through campus training, CKH/PBIS/ Restorative Practices, LPAC Training, ELPS, and Professional Learning Communities. In our Kindergarten through Fourth Grade classrooms, all except four teachers are fully certified through a university preparation program. Our Prekindergarten department has four alternatively certified teachers who are working diligently with their programs to secure certification. Carroll has three paraprofessionals who hold bachelor's degrees and one graduating in December 2025.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The campus had a high turnover rate before my assignment as principal, which required the constant replacement of highly qualified teachers. The campus has been in Improvement Required for four years out of the past eight years.
Root Cause: Due to the location of the school in a high-poverty community where 95% are low socio-economic, the Improvement Required label, and the student population has affected the growth, staff recruitment, and the retention of staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers feel comfortable with the curriculum delivery while integrating engaging experiences and adaptive curriculum. Currently, the district is revamping the C&I department to be more responsive to each campus' unique needs. The department has had a change in leadership as Mrs. Famer has assumed the reins as Executive Director of C&I. Clear assessment guidelines have been implemented for the coming year, with a reduction in the amount of testing compared to last year. The district is piloting Bluebonnet Reading this year and involving stakeholders at all levels for implementation. All grant meetings for Bluebonnet have been set for the year, and coaches have been assigned to monitor implementation of the reading. C&I is currently reviewing the math curriculum and collaborating with all stakeholders for this year. The department will make a decision this year on which math curriculum will be implemented next year.

Curriculum, Instruction, and Assessment Strengths

Our goal is to have high-quality lesson plans that the team leader reviews before being submitted to administrators. The lesson plans will include clear objectives, opportunities for differentiation, questioning, and formative assessments that include the level of rigor expected on STAAR which are all aligned to the RBIS in math and reading. Teachers utilize data every week to design small group instruction and intervention to fill in the gaps as needed. TX-KEA, Benchmarks, Module Assessments, Interim Assessments, Circle, CLI Engage (Circle, TX-KEA, & TPRI), My Math and Reading and MAP will be used to assess students and track progress throughout the year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The campus has struggled in sending students reading and solving math calculations on grade level, as indicated in STAAR, MAP, DRA results and district data over the previous seven years
Root Cause: The loss of interventionists in our intervention program and how interventions are implemented has slowed the progress of students' achievement due to a reduction in focus on Tier 2 & 3 interventions.

Family and Community Engagement

Family and Community Engagement Summary

The Campus provides PTO meetings, Awards Assemblies, special programs, campus improvement meetings, and parent/teacher conferences. Parent Engagement and Communication has increased via social media and parent letters. Class DOJO, Facebook, Carroll Elementary's Monthly newsletter, and our open-door policy have increased public knowledge. The campus has moved parent engagement opportunities to timeframes that are more suitable to our school communities' availability.

Family and Community Engagement Strengths

We continue to plan ways to continue family engagement. Rock the Block, Girls with Pearls and Guys with Ties Formal, Fall Festival, Parent University, Grandparents Day, Book Fair, Lunch Fair, Fine Arts' Events, Cinco de Mayo, Field Day, and many more events are planned to increase parent engagement..

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parent participation within the school and in after-school programs has been minimal over the last four years due to COVID conditions and the lack of events on campus.
Root Cause: Parent participation within the school and in after-school programs has been minimal over the last four years due to COVID conditions and the lack of events on campus.

School Organization

School Organization Summary

Carroll Elementary is a **Title I campus** serving students in **Prekindergarten through Fourth Grade**. The campus is committed to providing a safe, nurturing, and academically challenging environment where every child is valued and supported. Through intentional collaboration, data-driven practices, and strong family and community partnerships, Carroll Elementary strives to ensure that all students achieve success academically, socially, and emotionally.

The **administrative team**, consisting of the principal and assistant principal, provides instructional leadership, oversees daily operations, and ensures alignment with district, state, and federal goals. The campus is supported by a dedicated team of classroom teachers, instructional interventionists, special education staff, paraprofessionals, and bilingual educators who work collectively to meet the diverse needs of students.

Carroll Elementary includes **three Early Childhood Special Education (ECSE) classrooms** serving students with specialized learning needs, one Blended Classroom serving both general education and special education, and **three bilingual classrooms** supporting the development of English language learners through dual language instruction. The campus also partners with **Child Care Group**, which enhances early learning opportunities and supports smooth transitions for young learners entering the Prekindergarten program.

Grade-level teams engage in **Professional Learning Communities (PLCs)** to analyze data, internalize instruction, and implement best practices aligned with the Texas Essential Knowledge and Skills (TEKS). Teachers and staff collaborate to provide differentiated instruction, targeted interventions, and enrichment opportunities that promote growth for every student.

The school culture emphasizes **relationships, accountability, and communication**, fostering a sense of belonging and shared responsibility among staff, students, and families. **Positive Behavior Interventions and Supports (PBIS)**, **Social-Emotional Learning (SEL)**, and attendance initiatives further contribute to a positive and supportive learning environment.

Through its comprehensive structure and community-focused approach, Carroll Elementary remains dedicated to its mission of preparing all students for lifelong success by cultivating strong academic foundations, social-emotional resilience, and a love for learning.

School Organization Strengths

Collectively, the campus administration has over thirty years of education. The principal is a graduate of Corsicana ISD, a tenured teacher before his administrative role, and currently the longest sitting principal with eleven years in campus administration. Although the assistant principal is new to her role, she is not new to the campus. The campus has strong veteran teachers in STAAR grade levels with 96 collective years of experience. The campus structure with veteran staff has yielded an accountability score of a "B" rating. The partnership program allows us to support families who are in severe need.

Problem Statements Identifying School Organization Needs

Problem Statement 1: The partnership program tends to be problematic in implementation and oversight.
Root Cause: Child Care Group operates under strict guidelines from the Federal Government. Classroom sizes are lower than CISD-only classrooms, which causes animosity between staff. Due to not being a CISD entity, the program leans heavily on campus administration and resources to obtain space, reports, guidance, implementation of curriculum, and discipline.

Technology

Technology Summary

Aligning with our district's strategic plan geared toward technology-based instructional supports for second through fourth grade, by being one-to-one. The district updated all student devices. All student laptops were migrated to Chromebooks. Prekindergarten through First grade received five up-to-date iPads per teacher. *Teachers are trained in various programs and applications purchased by the district. Every teacher is provided a laptop, and all students have access to devices in the classroom. Prekindergarten through First grade have iPads and Second through fourth have computers with headphones and mice.

Technology Strengths

All students have access to devices, and teachers can design lessons that incorporate digital resources and encourage students to become proficient in technology.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students often misuse the technology on hand or break items.
Root Cause: Computers do not have protective gear while in use, and active monitoring often leads to the destruction of property.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- 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
- Accountability Distinction Designations
- Community Based Accountability System (CBAS)

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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: November 3, 2025

Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: Increase Kindergarten through Fourth grade literacy proficiency through effective implementation of the Bluebonnet Curriculum adoption.

High Priority

HB3 Goal

Evaluation Data Sources: DMAC, MAP, Interim Assessments, and Teacher Walk Through

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Implement the Texas Bluebonnet curriculum with fidelity. **Strategy's Expected Result/Impact:** Students will have increased stamina in reading, read more fluently, and higher vocabulary. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches, and ESC 12 **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instructional Supplies - 211 Title I - $3,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 2: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 45% by 2026-2027 school year.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Increase 3rd grade literacy proficiency through effective implementation of the RTI programs, oral reading fluency practice through map & monitoring through small group instruction, and core instruction aligned to the TEKS and district ELAR/Phonics adoption. **Strategy's Expected Result/Impact:** Students in third and fourth grade will meet the expectations of the district and State standards. **Staff Responsible for Monitoring:** Campus Administration and C&I. **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Progress Learning - 211 Title I - $1,500				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Corsicana ISD will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 3: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Math will increase to 47% by June 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR & MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Increase 3rd grade math proficiency through effective implementation of the RTI programs, computational, fluency practice and monitoring, small group instruction, and core instruction aligned to the TEKS. **Strategy's Expected Result/Impact:** Students in third grade will meet the expectations of the district and State standards. **Staff Responsible for Monitoring:** Superintendent, Campus Administration and C&I **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Progress Learning and MAP - 211 Title I - $1,500				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Corsicana ISD will promote and develop positive relationships through communication, involvement, and partnerships with all stakeholders.

Performance Objective 1: Continue to increase the campus level social media presence and engagement of parents and the community.

High Priority

Evaluation Data Sources: Facebook, Class Dojo and Skyward views, shares and likes along with reporting period surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Social media platforms will be divided between campus administration in order to effectively communicate to our school community. **Strategy's Expected Result/Impact:** Parents and the community are up to date on all activities and events occurring at Carroll Elementary. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Nurse, and Secretaries. **Title I:** 2.53 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - 199 General - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Host Instructional Events: 1. "Meet the Teacher" 2. Rock the Block (Open House) 2. Fall Festival 3. Themed programs and events 4. Instructional Grade Level Field Trips 5. Partnership Program Meetings 6. Emergent Bilingual Nights 7. Grade Level Nights **Strategy's Expected Result/Impact:** Increased parent and community participation in school-sponsored events that will enhance the knowledge and well-being of the entire school community. **Staff Responsible for Monitoring:** Campus Administration & Campus Staff **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Supplies for Events - 211 Title I - $2,500, Prizes for events - 199 comp Ed. - $750, Instructional Field Trip Fees - 211 Title I - $2,500, Instructional Field Trip Fees - 199 comp Ed. - $3,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3: The campus will migrate from Microsoft Forms to Google and use Class Dojo to obtain feedback from the school community in order to enhance the school's vision and mission. **Strategy's Expected Result/Impact:** The campus will be able to utilize the public's feedback to address and correct campus deficiencies and continue to expand on things that are going well. **Staff Responsible for Monitoring:** Campus administration, secretaries and classroom educators. **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: The Corsicana ISD will create a safe and orderly environment that promotes student learning and staff effectiveness.

Performance Objective 1: The Corsicana ISD will create a safe and orderly environment that promotes student learning and staff effectiveness.

High Priority

Evaluation Data Sources: Drill documentation in Sentinnel

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Campus Administration will preschedule all drills for the 2024-2025 school year. **Strategy's Expected Result/Impact:** The campus will meet the state mandated drill requirements. **Staff Responsible for Monitoring:** Campus Administration and Campus SRO. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: The Corsicana ISD will create a safe and orderly environment that promotes student learning and staff effectiveness.

Performance Objective 2: Campus will implement implement the current campus administration's PBIS strategies in conjunction with Capturing Kids Hearts and staff will use CKH's discipline methods which reduce the amount of class time lost to student disciplinary consequences with active campus administrative support in all circumstances.

High Priority

Evaluation Data Sources: Discipline Reports and Skyward and CKH dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: The campus will utilize the training from CKH and integrate the the program/strategy into the campus current PBIS structure. **Strategy's Expected Result/Impact:** Students will hold each other accountable and discipline referrals to the office will decrease each reporting period by 5%. **Staff Responsible for Monitoring:** All Staff **Title I:** 2.52 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Incentives for students and staff - 211 Title I - $2,000, Incentives for students and staff - 199 comp Ed. - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: The Corsicana ISD will create a safe and orderly environment that promotes student learning and staff effectiveness.

Performance Objective 3: Carroll Elementary will utilize a House System to celebrate and promote a positive climate and culture. The system will include three houses were teachers enter based on a house drawing. Students will be automatically inducted into the same house as their homeroom teacher. Each month the campus will celebrate a teacher based on campus votes who exhibit the characteristic of their house and a boy and girl will be selected from each grade level to represent our campus as students of the month.

Evaluation Data Sources: Surveys, Class Dojo and House Challenges.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: The campus will recognize students weekly from each homeroom class and at the end of the month campus administration will review data and select a student of the month for each homeroom. House members of the month will be voted on by the school community and announced by email. A gift will be provided to each house member as well as a featured article on social media/school board announcements. Brag tags will be implemented to reinforce positive behavior. Attendnace winners will be graphed and charted int he front office every week. **Strategy's Expected Result/Impact:** An increase in morale for staff and students will increase and provide supports for one another. Staff and student attendance will improve as well. **Staff Responsible for Monitoring:** Front Office Staff and Campus Administration **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Incentives for staff and students - 211 Title I - $2,000, Incentives for staff and students - 199 comp Ed. - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Campus Funding Summary

211 Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Supplies		$3,000.00
1	2	1	Progress Learning		$1,500.00
1	3	1	Progress Learning and MAP		$1,500.00
2	1	2	Instructional Field Trip Fees		$2,500.00
2	1	2	Supplies for Events		$2,500.00
3	2	1	Incentives for students and staff		$2,000.00
3	3	1	Incentives for staff and students		$2,000.00
				Sub-Total	$15,000.00

199 General					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$1,000.00
				Sub-Total	$1,000.00

199 comp Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Instructional Field Trip Fees		$3,000.00
2	1	2	Prizes for events		$750.00
3	2	1	Incentives for students and staff		$2,000.00
3	3	1	Incentives for staff and students		$2,000.00
				Sub-Total	$7,750.00