

Corsicana Independent School District
2021-2022 Carroll Campus Improvement Plan



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.

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

"One Town...One School...One Family"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Carroll Elementary is a Bilingual Campus serving approximately 470 students to include PreK and Head Start. In 2020, we merged with the former Drane Learning Center to incorporate students from our local PreK and Head Start Programs. The student demographic distribution is as follows:

Grade Level	Count	Percentage
Early Education:	25	5%
PreKindergarten:	144	31%
Kindergarten:	54	12%
1 st Grade:	73	16%
2 nd Grade:	50	11%
3 rd Grade:	62	13%
4 th Grade:	61	13%

Distribution	Count	Percentage
African American	128	27%
Hispanic	259	55%
White	58	12%
American Indian	1	0.2%
Pacific Islander	4	0.9%
Two or More Races	19	4%
Economically Disadvantaged	416	89%
Limited English Proficient	104	22%
At Risk	112	24%
Gifted and Talented	7	2%

(Data Source: OnPoint, as of 01 Oct 2021)

Student Achievement

Student Achievement Summary

On the **2019 STAAR Assessment**, Carroll Elementary earned an Accountability Rating of **Improvement Required**, which will be carried forward for the 2021-2022 school year.

Improvement Required Domains:

- Domain 1 - Student Achievement (56)
- Domain 2 - School Progress (58)
- Domain 3 - Closing the Performance Gaps (43)

Missed Targets in Domain 3: (Additional Targeted Supported)

- All Students
- African American
- Hispanic
- Economically Disadvantaged
- English Learners (current & monitored)

Targeted Goal for 2021 STAAR Tests (Reading & Math)

Projected		
STAAR Performance "Goals" for 2021	Reading	Math
Approaches GL or Above	71	71
Meets GL or Above	34	34
Masters GL	10	10
Component Score	37	37

3rd & 4th Grade Performance for 2021 STAAR Tests (Reading, Writing, & Math)

2021 STAAR Performance	Reading	Math	Writing
Approaches GL or Above	67	75	29
Meets GL or Above	30	35	9
Masters GL	8	19	2
Component Score	33		

Student Achievement Strengths

STAAR Math

Third and Fourth Grade students exceeded the projected STAAR Math Goal for 2021.

Math STAAR Assessment scores historically have been higher than Reading due to our English Learners transitioning from an early-exit Bilingual Program into an ESL program.

TELPAS

Students met the TELPAS growth measure on the 2021 STAAR Assessment.

Our English Learners are making academic progress in their second language acquisition, as evidenced in their Listening and Reading TELPAS ratings.

Reading

95% of the tested area teachers are proficient and/or exceeding expectations according to TTESS. The consistency of caliber in instruction will positively impact our academic achievement scores this school year.

School Culture and Climate

School Culture and Climate Summary

With consistent campus leadership, teacher turnover and grade level changes have been minimal. End of year surveys showed continuous improvement in the school culture and climate. Administrators and Teachers meet weekly as a Professional Learning Community to discuss student data and plans for lesson alignment. We continue to implement strategies, such as PBIS (Positive Behavior Intervention and Support) to further reduce our discipline referrals and overall behavioral issues.

To encourage students to attend school each day, our campus is on our 4th year of The 100% Club. Each day the principal announces the class that has earned a sticker for having 100% of classroom students in attendance. On Friday, classes who have earned six stickers are given a reward such as:

- * Extra Recess
- * Lunch Outside
- * Popcorn/Bubble/Glo Stick/Dance Reward
- * Yard Games, etc.

Staff morale continues to be boosted by providing surprise treats and incentives bi-weekly. Faculty and Staff are acknowledged during the morning announcements as well.

School Culture and Climate Strengths

When meeting with the staff, they feel supported by campus leadership. Staff and parents continue to be pleased with Class Dojo and how it has helped open the doors of communication (the program also translates for parents/teachers). Stated expectations, consistent follow-through, and daily walk-throughs have created a safe and orderly environment for students and staff. Administration and counselor are visible and have an open-door policy for students, staff, and parents.

Teachers and staff have access to technology and programs that are utilized by the students. Our virtual learners all have access to laptops and hotspots provided by the district. Our help desk is available Monday through Friday for those students and parents who need assistance.

With the changing culture due to the Coronavirus Pandemic, students and staff are becoming more at ease with the school health and safety protocols.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2021-2022 school year, 4 of the 43 teachers are new to our campus. Also, 6 of the 43 teachers have less than 5 years experience. The average years of experiences for teachers is 14 years. 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.

Staff Quality, Recruitment, and Retention Strengths

Every staff member who is new to the district is provided a mentor for the first year. The staff at Carroll Elementary are very caring and committed to student success. Each grade level shares a common planning period and meet weekly to plan their lessons. Teachers meet on a weekly basis with the leadership team to review student achievement data, plan interventions, discuss ongoing needs for support, and engage in professional development. Our Bilingual Teachers also meet once each semester for vertical alignment meetings to discuss the achievement plans for our English Language Learners.

A Curriculum and Instruction facilitator is housed on our campus to provide support to all teachers especially those who are in need of extra support. In addition, the remaining C&I facilitators visit the campus once a week to conduct walkthroughs and give teacher feedback.

Our staff also participates in ongoing professional development through campus training in Canvas LMS, Fundamental Five, PBIS, LPAC Trng., ELPS and Professional Learning Communities. As part of the Learning Mmanagement System, our district digital coach conducts monthly trainings.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The 2020-2021 school year has begun our second year implementing HMH Reading curriculum. Teachers feel more comfortable with the curriculum delivery while integrating engaging experiences and adaptive curriculum. A committee of stakeholders voted on the HMH curriculum which focuses on vocabulary, Guided Reading and TEKS alignment. During grade level planning, teachers work together to disaggregate and compile data that will drive instruction, spiral TEKS back into the curriculum and provide targeted interventions for students. During their planning period, teachers use a lesson planning template to provide differentiated instruction for struggling as well as gifted and talented students.

Curriculum, Instruction, and Assessment Strengths

It is our goal to have high quality lesson plans that are checked by the team leader 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.

Teachers utilize data on a weekly basis to design small group instruction and intervention to fill in the gaps as needed.

Istation

Education Galaxy

TX-KEA

Benchmarks

Module Assessments

Parent and Community Engagement

Parent and Community Engagement Summary

The Campus provides PTO meetings, Awards Assemblies, special programs, campus improvement meetings and parent/teacher conferences. This is all done via Zoom as part of social distancing.

Parent Engagement and Communication has increased via social media due to COVID-19 and social distancing.

- *Class DOJO

- *Facebook

- *Carroll Elementary Monthly newsletter

Parent and Community Engagement Strengths

We continue to plan ways to continue family engagement virtually.

- *Virtual Read-O-Ween (Oct. 29th)

- *Virtual Veteran's Day Program (Nov. 2020)

- *Fundraisers

Technology

Technology Summary

Aligning with our strategic plan geared toward technology-based instruction, students and staff have been trained on Canvas to ensure continuous learning in the event school closure. The goal is to use technology to minimize breaks in student learning.

- *Teachers are trained in the Canvas LMS
- *Every teacher was provided a laptop
- *Every virtual student is provided a laptop and hotspot as needed
- *Teachers receive monthly trainings two times per month for 30-45 minutes

Technology Strengths

Each student is provided with their own laptop and teachers are able to design lessons that incorporate digital resources and encourage students to become technology proficient.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Carroll Elementary School will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 1: CES students will be successfully engaged in rigorous and relevant instruction that leads to academic excellence.

We will continue to develop instructional practices that enhance student achievement through real-world applications and hands-on learning.

Targeted or ESF High Priority

Evaluation Data Sources: The number of students approaching grade level standards or higher on state assessments. The use of state, district, and campus data to drive daily classroom instruction and small groups.

Strategy 1 Details

Strategy 1: Teachers will continue to utilize the Fundamental 5 strategies and the use of data to drive instruction and interventions.

Strategy's Expected Result/Impact: Evaluations, walkthrough data, common assessments, and diagnostic screeners (MAP & Education Galaxy)

Opportunities for refresher course on Fundamental 5 is offered through Canvas.

Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, School Improvement Team, Principal, Assistant Principal

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF**

Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: CES will continue with a consistent math and reading RTI plan across all grade levels. Grades K-4 will continue a universal and diagnostic screener in math and reading three times a year. Increased time for individualized interventions will continue to be a part of the daily master schedule.

Strategy's Expected Result/Impact: Progress monitoring data, student grades, identification of students who need specialized instruction, the number of students meeting approaches grade level standard or higher on state assessments, and a reduction of at risk students.

Staff Responsible for Monitoring: Assistant Superintendent for Curriculum, School Improvement Team, Principal, Assistant Principals, Interventionists

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF**

Levers: Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**

Strategy 3 Details

Strategy 3: CES teachers will design lessons to incorporate small group instruction utilizing hands-on learning and use of manipulatives for concrete application of concepts. This should include instruction in guided reading, guided math, interventions, and reteaching. Small group strategies will be adapted for virtual learners.

Strategy's Expected Result/Impact: Increased student achievement and content mastery in all grades and content areas.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

Strategy 4 Details

Strategy 4: EL Academy

Provide learning opportunities to improve the academic performance of students who are English learners in reading, listening, speaking and writing.

Strategy's Expected Result/Impact: Increase the number of English learners who meet grade-level expectations as indicated by MAP growth, TELPAS - advanced high performance levels, and/or STAAR performance in reading and math.

Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction, School Improvement Team, Principal, Assistant Principals, Teachers, Instructional Coach, Interventionist, Coordinator of ESL/Bilingual Education.

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy**

Strategy 5 Details

Strategy 5: Embedded and targeted Professional Development to improve classroom instruction; thus, improving student performance.

Strategy's Expected Result/Impact: Evidence of training, Functional Friday, leadership meetings, RTI progress monitoring, and GT Updates

Staff Responsible for Monitoring: Principal, assistant principal, curriculum team, classroom teachers

Strategy 6 Details

Strategy 6: All faculty and staff will actively engage in ELPS strategies in all content areas (in-class and remote conferencing).

Strategy's Expected Result/Impact: T-TESS and instructional walk-throughs, assessment data, student grades, progress monitoring, and number of students at approaches grade level standard or higher on state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

Strategy 7 Details

Strategy 7: CES teachers will plan instructional lessons following the CISD calibration process for all learning methods (in class and remote conferencing).

Strategy's Expected Result/Impact: Increased student achievement and content mastery in all grades and content areas.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, and Curriculum Department

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction

Strategy 8 Details

Strategy 8: Teachers will design lessons to incorporate small group instruction utilizing hands-on learning and use of manipulatives for concrete application of concepts. This should include instruction in guided reading, guided math, interventions, and reteaching. Small group strategies will be adapted for virtual learners.

Strategy's Expected Result/Impact: Increased student achievement and content mastery in all grades and content areas.

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum and Instruction, Instructional Coach and Interventionist

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Strategy 9 Details

Strategy 9: Teachers will monitor progress of oral reading fluency for each student in grades K-4 utilizing district RTI programs & resources.

Strategy's Expected Result/Impact: Increased oral reading fluency and reading proficiencies.

Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionist, Teacher

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF**

Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 10 Details

Strategy 10: Carroll Elementary will increase the use of station teach and parallel teach inclusion models with special education and general education teachers in core K-12 classrooms. Teaching strategies will be adjusted for all learning methods, in-class and virtual.

Strategy's Expected Result/Impact: An increase in the number of students approaching grade level standard on state assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Special Programs Department

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF**

Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 11 Details

Strategy 11: Carroll teachers will plan instructional lessons following the CISD calibration process for all learning methods (in class and virtual).

Strategy's Expected Result/Impact: Increased student achievement and content mastery in all grades and content areas.

Staff Responsible for Monitoring: Curriculum Department, Principal, Assistant Principals, and Instructional Coaches.

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF**

Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 12 Details

Strategy 12: Teachers will incorporate the Jan Shaffer writing strategies in all content areas K-4.

Strategy's Expected Result/Impact: Increased student achievement in writing in all grade levels.

Staff Responsible for Monitoring: Curriculum and Instruction, Principal, Assistant Principal, and Instructional Coaches.

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 13 Details

Strategy 13: Teachers will close gaps in foundational literacy skills by supplementing with a phonics program (Spalding Phonics) and increase time spent in hands-on activities in phonics, phonemic awareness, spelling and fluency in grades K-4..

Strategy's Expected Result/Impact: Increased mastery of phonics, reading fluency, spelling, reading and writing proficiencies.

Staff Responsible for Monitoring: Curriculum and Instruction, Principals, Assistant Principal, Instruction Coaches, Interventionists and Teachers.

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Goal 1: Carroll Elementary School 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 22% to 40%

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment, TAPR Report, State Accountability Data

Strategy 1 Details

Strategy 1: Increase 3rd grade literacy proficiency through effective implementation of the RTI programs, oral reading fluency practice & monitoring, small group instruction, and core instruction aligned to the TEKS and district ELAR adoption.

Strategy's Expected Result/Impact: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 29% to 33% by June 2021. Continued annual increases will achieve campus goal of 40% by June 2024.

Staff Responsible for Monitoring: Curriculum & Instruction, Principal, Assistant Principal, Instructional Coaches, and Teachers.

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

Goal 1: Carroll Elementary School 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 from 35% to 46% by June 2024.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Math Assessment, TAPR Report, State Accountability Data

Strategy 1 Details
<p>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 and district instructional resources.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Math will increase from 25% to 35% by June 2022. Continued annual increases will achieve the campus goal of 46% by June 2024.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, School Improvement Team, Principal, Assistant Principal, Teachers, and Instructional Coaches, and Curriculum Department.</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>

Goal 1: Carroll Elementary School will meet or exceed all State and Federal Standards for Academic Excellence.

Performance Objective 4: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 22% to 40% by June 2024.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment, TAPR Report, State Accountability Data

Strategy 1 Details

Strategy 1: Increase 3rd grade literacy proficiency through effective implementation of the RTI programs, oral reading fluency practice & monitoring, small group instruction, and core instruction aligned to the TEKS and district ELAR adoption.

Strategy's Expected Result/Impact: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 25% to 30% by June 2022. Continued annual increases will achieve campus goal of 40% by June 2024.

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction, School Improvement Team, Principal, Assistant Principals, Teachers, Instructional Coaches, and the Curriculum Team.

Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**

Goal 2: Carroll Elementary will create a vital partnership among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

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

Evaluation Data Sources: The number of views, shares and likes on social media venues.

Strategy 1 Details
<p>Strategy 1: Regularly utilize Social Media, Class DOJO, school web pages, and weekly Blue Folders sent home to parents as a means of communication.</p> <p>Strategy's Expected Result/Impact: Increased shares and likes on social media, increased parent/community participation in school events</p> <p>Staff Responsible for Monitoring: Campus Administration/Classroom Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Host Instructional Events:</p> <ul style="list-style-type: none">Meet the TeacherTiger Cub AcademyOpen HouseParent AcademyRead-O-Ween (Reading)Winter FestivalVarious other programs and events <p>Strategy's Expected Result/Impact: Increased parent and community participation in school-sponsored events.</p> <p>Staff Responsible for Monitoring: Campus Administration/Classroom Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>

Goal 2: Carroll Elementary will create a vital partnership among the home, school, and community, one that begins during the preschool years, is strengthened when the child formally enrolls, and continues through graduation.

Performance Objective 2: VISION 2020: Communication - Build community support by informing stakeholders of educational advancements, innovations, and opportunities offered by the district.

Evaluation Data Sources: Website posts, social media clicks, presentations

Strategy 1 Details
<p>Strategy 1: Utilize all media formats to promote, inform and educate</p> <p>Strategy's Expected Result/Impact: Increased parent involvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Computer Technician</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>

Goal 3: Carroll Elementary School will create a safe and orderly environment that promotes and enhances student learning.

Performance Objective 1: Campus will implement PBIS and staff will begin to researching and discussing the use of restorative discipline methods which reduce the amount of class time lost to student disciplinary consequences.

Evaluation Data Sources: Reduced number of discipline referrals, student suspensions, and ISS visits; more consistent series of discipline consequences for offenses; more behavioral supports put in place for students.

Strategy 1 Details

Strategy 1: Staff will continue with PBIS. Staff will continued to be trained and make any changes needed.

Strategy's Expected Result/Impact: Minutes and agendas from meetings and trainings, written reflections by teachers, the use of class DOJO

Staff Responsible for Monitoring: Principal, Assistant Principal, counselor

ESF Levers: Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Classroom and schoolwide discipline plans will be developed and used to reduce class time being lost to disciplinary actions.

Strategy's Expected Result/Impact: Copies of classroom and schoolwide discipline plans, fewer discipline referrals, fewer students removed from class for disciplinary reasons

Staff Responsible for Monitoring: Assistant principal, Instructional Facilitator, Counselor, Teachers

ESF Levers: Lever 3: Positive School Culture

Goal 3: Carroll Elementary School will create a safe and orderly environment that promotes and enhances student learning.

Performance Objective 2: School safety measures will be strengthened by increasing the variety and number of safety drills and staff training events.

Evaluation Data Sources: Greater number of safety drills, reduced risk factors, more staff training events

Strategy 1 Details
<p>Strategy 1: School leaders will increase staff awareness of safety issues. Strategy's Expected Result/Impact: Agendas from meetings, documentation of safety audits and routine campus safety checks Staff Responsible for Monitoring: District and campus administration</p>
Strategy 2 Details
<p>Strategy 2: Staff will participate in regularly scheduled safety drills for a variety of possible threats to safety. Strategy's Expected Result/Impact: Documentation of drills, agendas from safety meetings, proper safety equipment and information located in correct location in each area of the building Staff Responsible for Monitoring: District and campus administration</p>

Goal 3: Carroll Elementary School will create a safe and orderly environment that promotes and enhances student learning.

Performance Objective 3: Student attendance rates will improve through more focused efforts on improving attendance, reducing tardies, and eliminating truancy.

Evaluation Data Sources: Student attendance rates will improve overall, students will be on time more regularly, truancy rates will decrease

Strategy 1 Details
<p>Strategy 1: Staff will increase attention to student attendance through staff training in truancy prevention measures and the development of more consistent classroom and campus attendance incentives.</p> <p>Strategy's Expected Result/Impact: Attendance data, agendas from staff training and meetings, campus truancy policy, classroom and campus attendance incentive plans</p> <p>Staff Responsible for Monitoring: Principal, counselor, assistant principal, PEIMS clerk, classroom teachers</p>

Schoolwide and Targeted Assisted Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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

- Documents and Parent Information are sent home in both English and Spanish
- Translators are present during Parent Information Nights and PTO meeting

2.4: Opportunities for all children to meet State standards

- After School Tiger Training
- Response to Intervention

2.5: Increased learning time and well-rounded education

- Tiger Training (After School Tutoring) - Tuesdays and Thursdays, 3:45pm to 4:45pm
- Computer Coding - Monday, Wednesday and Friday (90 minutes per week)
- Engaging Experiences
- Morning Reading Club (Kinder and First Grade)

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

Carroll Elementary will make every effort to address the needs of all students, particularly those who are at risk.

- Allow students multiple opportunities for practice and learning (Istation, Moby Max, Imagine Learning, etc.)
- Implement engaging activities to give students real-world experiences.
- Extended School and Extended Year Services
- Utilize Response to Intervention and data to assess students' individual needs and provide interventions to support them.
- Regularly monitor students' reading ability (DRA, Istation)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Carroll Elementary will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA.

- Invite parents to participate as members of the District Educational Improvement Committee (DEIC).

- Invite parents to participate as members of the Carroll Elementary Site Based Decision Making Committee (SBDM).
- Invite parents to participate in the review of current Campus Improvement Plan, and recommend additions or changes.
- Invite parents to participate in the review of current Targeted Improvement Plan

3.2: Offer flexible number of parent involvement meetings

Carroll Elementary will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- Posting required information on the Carroll webpage on the CISD website in English and Spanish
- Providing helpful links to Curriculum and Assessment sites
- Providing interactive links with Istation, Moby Max and Imagine Learning
- Providing opportunities for Parent/Family Council members to observe and/or take the assessment
- Parent Academy: Providing opportunities for parents to learn about how they can best support their children at home.