

# **Corsicana Independent School District**

## **2018-2019 Carroll Campus Improvement Plan**

**Public Presentation Date:** September 28, 2018

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Carroll Elementary is a Bilingual Campus serving 386 students. We have students from Kinder to 4th grade, as well as Kindergarten PPCD. Currently there are 386 students enrolled at Carroll Elementary. The ethnic distribution is as follows: African American 29%, Hispanic 58.5%, White 0.05%, American Indian 0.01%, Pacific Islander 0.02%, Two or more Races 0.05%. Economically disadvantaged 97.5%, English Language Learners 50.4%, At-Risk 76.9%, Mobility 18.0%

## Student Achievement

### Student Achievement Summary

On the 2018 STAAR Assessment, Carroll Elementary earned an Accountability Rating of Improvement Required with an overall scaled score of 56; a Target Score of 60 needed to meet the standard. Domain 1 - Student Achievement, a target score of 60 was needed to meet the state standard and a score of 57 was earned. Domain 2 - School Progress, a target score of 60 was needed to meet the state standard and a score of 60 was earned. Domain 3 - Closing Performance Gaps, a target score of 28 was needed and a score of 31 was earned. Index 4 - Postsecondary Readiness, a target score of 12 was needed and a score of 28 was earned.

3rd Grade 2018 STAAR Reading and Math: Reading - 57% (All), 42% (African American), 57% (Hispanic), 53% (Eco.Dis.). Math - 63% (All), 32% (African American), 76% (Hispanic), 78% (Eco.Dis.).

4th Grade 2018 STAAR Reading and Math: Reading - 43% (All), 34% (African American), 45% (Hispanic), 42% (Eco.Dis.). Math - 58% (All), 41% (African American), 71% (Hispanic), 58% (Eco.Dis.). Writing - 48% (ALL), 48% (African American), 45% (Hispanic), 48% (Eco. Dis.)

## **School Culture and Climate**

### **School Culture and Climate Summary**

With the recent changes in leadership, teacher turnover and grade level changes, the school culture and climate continues to improve. We continue to implement many strategies from PBIS to further reduce our discipline referrals and overall behavior issues. Administrators, Interventionists and members of the Curriculum Department meet on a weekly basis with teachers to work on targeted professional development and lesson alignment.

### **School Culture and Climate Strengths**

When meeting with the staff they feel campus leadership and support from the principal as well as the district is at a high level. Any needs for the classroom has been granted to teachers when needed. Staff and parents are excited with Class Dojo and the how they are able to communicate at an easy level. Stated expectations, consistent followthrough, and consistent daily walk-throughs has 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. During the 2018-2019 school year, as part of Vision 2020, students will utilize the Code to the Future computer science program. CTTF is a comprehensive computer science curriculum integrated into existing studies through programming (coding) and game design that is highly engaging and challenging for students. A timeline was developed to slowly integrate the program and provided professional development for teachers.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

For the 2017-2018 school year we had 33 teachers that served K-4th grade. During this school year 6 of the 33 teachers are new to the staff. Also, 12 of the 33 teachers have less than 5 years experience. The average years of experiences of teachers is 12.2 years.

### **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 are 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. Staff also participated in ongoing professional development through campus training in Fundamental Five, PBIS, and Professional Learning Communities.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Teachers utilize TEKS resources to ensure a vertically aligned curriculum with TEKS, all teachers plan collaboratively to ensure all teachers are teaching the same TEKS at the same time to give our students equal educational opportunities. Decisions are data-driven – Istation, Moby Max, Unit Assessments, benchmarks, DRA and on-going assessments in the classroom. Teachers work together to disaggregate and compile data, spiraling TEKS back into the curriculum, while providing targeted interventions for students.

### **Curriculum, Instruction, and Assessment Strengths**

There are multiple supports provided for the struggling student – RTI meetings every 6 weeks, classroom small group stations, 4 interventionist during math and ELAR, interventionists that support our students and teachers.

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

Campus provides Family Nights, PTO meetings, Awards Assemblies, special programs, campus improvement meetings, parent/teacher conferences. The community and the secondary campuses adopt a classroom for the year to assist with parties and other events.

### **Parent and Community Engagement Strengths**

We have increased the participation in our PTO from only teachers to 3 parents. These parents have assisted with family nights, such as Read-O-Ween, Cinco De Mayo and our Black History programs.

# **Technology**

## **Technology Summary**

Aligning with our strategic plan, VISION 2020, to develop meaningful, technology-based instruction, we have begun the Code to the Future computer science program. Code to the Future is comprehensive computer science integrated into the existing curriculum through programming (coding) and game design that is highly engaging and challenging to students.



# Comprehensive Needs Assessment Data Documentation

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

# Goals








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

**Performance Objective 1:** The level of instructional rigor will increase in all content levels to meet the needs of all student populations.

**Evaluation Data Source(s) 1:** Student achievement will improve, by building a more narrow focus for instruction. The use of data to drive instruction will be enhanced as will the daily classroom instruction. This will result in a significant closure of performance gaps.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will continue to utilize the Fundamental 5 strategies and on the use of data to drive instruction and interventions.</p>	Principal, Assistant Principal	<p>Agenda from training, walkthrough data, common assessment data, Moby Max and Istation data</p> <p>Opportunities for refresher course on Fundamental 5 is offered through Edivate.</p>				
Funding Sources: 199 comp Ed. - 7000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) RTI interventions will continue to be put in place as prescribed by the district RTI guidelines. (Tiger Time)</p>	Principal, Assistant Principal, Curriculum Team, Interventionist	<p>Data from Moby Max, Istation, and Isteep progress monitoring, walkthrough data, RTI meetings</p> <p>Progress Monitoring : every Friday</p> <p>Data is used to drive instruction and fill RTI groups</p>				
Funding Sources: 199 comp Ed. - 1500.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers will utilize Mentoring Minds as a resource for STAAR.</p>	Principal, Assistant Principal, Teachers					
Funding Sources: 199 comp Ed. - 3000.00						









<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6</p> <p>4) Provide supplemental materials to bilingual and ESL classrooms to expedite English acquisition.</p>	<p>Principal, Assistant Principal, Teachers</p>	<p>Data Disergeration, common assessment data</p>				
<p>Funding Sources: 199 BiLingual - 1500.00</p>						
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

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

**Performance Objective 2:** All student populations in grades 3-4 will meet or exceed the 65% requirement on STAAR in all content areas.

**Evaluation Data Source(s) 2:** Campus and district leaders will work closely with teachers to align data disaggregation with state standards to ensure that delivery of content is at the rigor needed for STAAR. All student populations will meet the state standard in all content areas. Istep, Istation, Moby Max and DRA end of year will show an increased number of students in Tier 1.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Embedded and targeted Professional Development to improve classroom instruction; thus, improving student performance.</p>	Principal, assistant principal, curriculum team, classroom teachers	Evidence of training, Functional Friday, leadership meetings, RTI progress monitoring, and GT Updates				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Teachers will plan collaboratively and use data to drive instruction.</p>	Principal, assistant principal, curriculum team, classroom teachers	Agendas, grade level meetings, faculty meetings, leadership meetings, curriculum meetings				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

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

**Performance Objective 3:** In 2019, 3rd - 4th grade students will increase 15% on overall student achievement and in individual student growth measures on the STAAR for all tested areas.

**Evaluation Data Source(s) 3:** Design and deliver lessons aligned to the student expectations and assess for lesson effectiveness and student mastery.

**Summative Evaluation 3:**

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

**Performance Objective 4:** In 2019, 3rd - 4th grade students will increase growth and overall student achievement to meet the targets in reading and math in academic achievement and growth in Domain 3 - Closing the Gaps.

**Evaluation Data Source(s) 4:** Increase literacy and numeracy across all grade levels and student populations.

**Summative Evaluation 4:**

**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 Source(s) 1:** The number of views, shares and likes on social media venues.

**Summative Evaluation 1:**

**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 Source(s) 2:** Website posts, social media clicks, presentations

**Summative Evaluation 2:**

**Goal 3: Carroll Elementary School will have 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 disucussing the use of restorative discipline methods which reduce the amount of class time lost to student disciplinary consequences.

**Evaluation Data Source(s) 1:** 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.

**Summative Evaluation 1:**




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Staff will continue with PBIS. Staff will continued to be trained and make any changes needed.	Principal, Assistant Principal, counselor	Minutes and agendas from meetings and trainings, written reflections by teachers, the use of class dojo				
2) Classroom and schoolwide discipline plans will be developed and used to reduce class time being lost to disciplinary actions.	Assistant principal, teachers	Copies of classroom and schoolwide discipline plans, fewer discipline referrals, fewer students removed from class for discipline reasons				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3:** Carroll Elementary School will have 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 Source(s) 2:** Greater number of safety drills, reduced risk factors, more staff training events

**Summative Evaluation 2:**








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) School leaders will increase staff awareness of safety issues.	District and campus administration	Agendas from meetings, documentation of safety audits and routine campus safety checks				
2) Staff will participate in regularly scheduled safety drills for a variety of possible threats to safety.	District and campus administration	Documentation of drills, agendas from safety meetings, proper safety equipment and information located in correct location in each area of the building				
						

**Goal 3:** Carroll Elementary School will have 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 Source(s) 3:** Student attendance rates will improve overall, students will be on time more regularly, truancy rates will decrease

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>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>	Principal, counselor, assistant principal, PEIMS clerk, classroom teachers	Attendance data, agendas from staff training and meetings, campus truancy policy, classroom and campus attendance incentive plans				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						