

Corsicana Independent School District
2023-2024 Carroll Campus Improvement Plan
2023-2024 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

Revised/Approved: September 15, 2023

Demographics

Demographics Summary

Carroll Elementary is a Bilingual Campus serving approximately 603 students to include PreK and Head Start. In November 2022, campus leadership merged to Mr. Betts as the principal for Carroll and Director for our local PreK program. Head Start remains a partnership in our final year of the contract. The student demographic distribution is as follows for all CISD Carroll Elementary students:

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 09/22/2023)	Count	Percent
Gender		
Female	255	44.27%
Male	321	55.73%
Ethnicity		
Hispanic-Latino	341	59.20%
Race		
American Indian - Alaskan Native	2	0.35%
Asian	3	0.52%
Black - African American	148	25.69%
Native Hawaiian - Pacific Islander	10	1.74%
White	50	8.68%
Two-or-More	22	3.82%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 09/22/2023)

	Count	Percent
Dyslexia	22	3.82%
Gifted and Talented	19	3.30%
Regional Day School Program for the Deaf	0	0.00%
Section 504	13	2.26%
Special Education (SPED)	132	22.92%
Bilingual/ESL		
Emergent Bilingual (EB)	189	32.81%
Bilingual	75	13.02%
English as a Second Language (ESL)	105	18.23%
Alternative Bilingual Language Program	8	1.39%
Alternative ESL Language Program	2	0.35%
Title I Part A		
Schoolwide Program	576	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Preliminary Fall PEIMS file loaded 09/22/2023)

	Count	Percent
At-Risk	331	57.47%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	8	1.39%
Intervention Indicator	0	0.00%
Migrant	3	0.52%
Military Connected	4	0.69%
Transfer In Students	2	0.3472%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	439	76.22%
Free Meals	267	46.35%
Reduced-Price Meals	18	3.12%
Other Economic Disadvantage	154	26.74%
Homeless and Unaccompanied Youth		
Homeless Status Total	12	2.08%
Shelter	2	0.35%
Doubled Up	9	1.56%
Unsheltered	1	0.17%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	12	2.08%
Is Unaccompanied Youth	0	0.00%

Special Education Services (2023 - 2024 Preliminary Fall PEIMS file loaded 09/22/2023)	Count	Percent
Primary Disabilities		
No Disability	1	0.76%
Orthopedic impairment	0	0.00%
Other health impairment	6	4.55%
Auditory impairment	0	0.00%
Visual impairment	1	0.76%
Deaf-Blind	0	0.00%
Intellectual disability	9	6.82%
Emotional disturbance	0	0.00%
Learning disability	24	18.18%
Speech impairment	28	21.21%
Autism	43	32.58%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	20	15.15%
Instructional Settings		
Speech Therapy	28	21.21%
Homebound	1	0.76%
Hospital Class	0	0.00%
Mainstream	16	12.12%
Resource Room	30	22.73%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	20	15.15%
Full-Time Early Childhood	37	28.03%
Nonpublic Day School	0	0.00%

(Data Source: OnPoint, as of September 15, 2023)

Demographics Strengths

Carroll showed growth in student progress for students receiving special education services on STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Carroll will continue to improve in all demographic areas on STAAR and accountability. **Root Cause:** TEA has transitioned all testing to online format with different question types than in the past.

Student Achievement

Student Achievement Summary

On the 2023 STAAR Assessment, Carroll Elementary has not earned its report card grade due to changes still occurring within TEA for accountability..

Improvement Required Domains:

- Domain 1 - Student Achievement (D)
- Domain 2 - School Progress (D)
- Domain 3 - Closing the Performance Gaps (D)

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

2021 STAAR Performance	Reading	Math	Writing
Component Score	33		

(Data Source: TEA, 2021 STAAR Performance, Calculation Report)

Student Achievement Strengths

STAAR Math

Fourth Grade students exceeded the projected STAAR Math Goal for 2022.

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

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Only 54% of our students in Kindergarten, 26% in First Grade, 40% in Second Grade, 35% in Third Grade, and 32% in Fourth Grade are reading yellow to blue levels per our BOY MAP data. **Root Cause:** Carroll is developing effective practices to improve fluency in K-2 grade using Saxon Phonics to close the gap during core instruction and with our Tiered students who see the the teacher to ensure students reach their literacy goals.

School Culture and Climate

School Culture and Climate Summary

With consistent campus leadership, teacher turnover and grade level changes have been minimal. End of the reporting period 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 implementing incentives by "House" to encourage 100% and meeting with parents as well. Each day, week, month and reporting period the principal announces the student, class from each house, and the house that has the best attendance. On Friday, students, classes and House will earned the prescribed incentive.

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.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Carroll has had a negative impact concerning the culture and climate on campus due to a division created by having three administrations and programs located on campus. **Root Cause:** The campus merged four years ago. Last year, Mrs. West retired November 5, 2022 and the campus unified under the leadership of Mrs. Chairez and I. Attempts to solidify norms on campus has been an issue regarding the Partnership Program with Headstart on our campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For the 2023-2024 school year, four teachers are new to our campus in which two were added due to growing numbers after the start of the school year. 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.

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 three week reporting period 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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The campus has had a high turnover rate for the last six years requiring the constant replacement of highly qualified teachers over the last six years. The campus has been in Improvement Required six years out of the past seven years. **Root Cause:** Due to the location of the school, 96% low socio economic status, Improvement Required label , and student population has affected the growth, staff recruitment, and the retention of staff over the last five years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The 2023-2024 school year has begun our second year implementing Stemscope Math and Science curriculum. Teachers feel more 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 need.

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.

Progress Learning

- TX-KEA

- Benchmarks

- Module Assessments

Interim Assessments

- Lalito

- Circle

- CLI Engage (Circle, TX-KEA, & TPRI)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The campus has struggled in sending students reading on grade level as indicated in STAAR results and district data over the past six years. **Root Cause:** The lack of a solid phonics program has hindered progress in achieving this goal.

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.

Parent Engagement and Communication has increased via social media and parent letters.

- *Class DOJO

- *Facebook

- *Carroll Elementary Monthly newsletter

Parent and Community Engagement Strengths

We continue to plan ways to continue family engagement .

Rock the Block, Brittany Barretto Day, Fall Festival, Parent University, Grandparents Day, Book Fair, Lunch Fair, Fine Arts' Events, Cinco de Mayo, Field Day and many more.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent participation within the school and in after school programs have been minimal participation over the last three years prior to me coming. **Root Cause:** The remanence of COVID, district mandates, and the safety of students and staff has altered the way we interact.

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

- *Teachers receive monthly trainings 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.

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
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- 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
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community 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

Goals

Revised/Approved: September 15, 2023





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

Performance Objective 1: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase from 45% by 2024.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students who score "Meets" grade level or "Above" on STAAR Reading will increase to 45% by June 2024.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Principal, Assistant Principal, Instructional Coaches, and Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
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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 Math will increase 45% by June 2024.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<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.</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 45% by June 2024. Continued annual increases will achieve the campus goal of 50% by June 2025.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Principal, Assistant Principal, Teachers, and interventionist.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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.

High Priority

Evaluation Data Sources: The number of views, shares and likes on social media venues and parent engagement surveys once every grade reporting period.

Strategy 1 Details	Reviews			
<p>Strategy 1: Regularly utilize Social Media, Class DOJO, school web pages, School Messenger and weekly folders will be 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>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Host Instructional Events:</p> <ol style="list-style-type: none"> 1. Meet the Teacher 2. Parent University 3. Open House 4. Fall Festival 5. Themed programs and events 6. Teacher University. <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>Title I: 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will utilize Survey Monkey and Class Dojo to obtain feedback from the school community in order to enhance the school's vision and mission.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Teachers and Campus Secretaries.</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Campus will implement the current campus administration's PBIS strategies and staff will use restorative 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: Google Doc on Discipline, Skyward, Class Dojo

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will utilize disciplinary measures set for the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Reduction in the number and time consumed by disciplinary write-ups, class disruptions and time away from instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Disciplinary Committee</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Carroll Elementary will utilize a House System to celebrate and promote a positive climate and culture. The system will include three houses where 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</p>	Formative			Summative
	Nov	Jan	Mar	May

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.

Strategy's Expected Result/Impact: Increase in climate and culture amongst students and staff and high positive climate and culture will exist on campus where staff and students feel valued and supported.

Staff Responsible for Monitoring: Campus Administration

Title I:

4.1, 4.2


- TEA Priorities:


Recruit, support, retain teachers and principals, Improve low-performing schools


- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Funding Sources: Monogrammed gifts for staff and students - Grant Fund - \$1,500

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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 strategic planning of safety drills as well as staff and student training.

High Priority





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

Strategy 1 Details	Reviews			
<p>Strategy 1: School leaders will utilize Navigate 360 to log drill data. Strategy's Expected Result/Impact: Improved safety on campus. Staff Responsible for Monitoring: District and campus administration</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will participate in regularly scheduled safety drills for a variety of possible threats to safety. Strategy's Expected Result/Impact: The campus will have an increase in safety, safety awareness, and compliance with local, state, and federal guidelines. Staff Responsible for Monitoring: Campus Administration, Campus SRO, Chief Stephens and Superintendent</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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	Reviews			
<p>Strategy 1: Campus Administration will work to increase student attendance through truancy prevention measures and the development of consistent classroom and campus attendance incentives.</p> <p>Strategy's Expected Result/Impact: The need for campus attendance hearing, home visits and educational gaps will decrease with a rise in student attendance on campus.</p> <p>Staff Responsible for Monitoring: Principal, counselor, assistant principal, PEIMS clerk, classroom teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	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.

Campus Excellence Committee

Committee Role	Name	Position
Administrator	Tim Betts	Principal
Administrator	Krystal Chairez	Assistant Principal
Administrator	April Marshall	Counselor
Non-classroom Professional	Heather Hill	Instructional Facilitator

Campus Funding Summary

Grant Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Monogrammed gifts for staff and students		\$1,500.00
Sub-Total					\$1,500.00