

Lamar Consolidated Independent School District

Carter Elementary

2022-2023 Campus Improvement Plan



Mission Statement

Carter Elementary School...
a safe and unique student-centered environment where meaningful relationships are promoted
and well-rounded life-long learners are created through our
engaging, intentional, and inclusive high-quality learning program.

Vision

Changing the World, One Coyote at a Time

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: By June 2023, 85% of stakeholders (parent, staff and student average) will rate the overall campus quality as Outstanding resulting in an A rating as measured by the 2022-23 Carter Climate Survey.	12
Goal 2: Overall each grade level, Kindergarten through 5th grade, will increase Meets Grade Level Expectations Standards by 3-5% on their reading end of year assessment in the 2022-2023 school year as measured by STAAR ELAR (3rd-5th) or 85% (K-2nd) students will be reading on or above level by EOY GRA. 3rd Grade will increase from 80% to 83% to a cumulative increase of 85% in 2024. 4th grade will increase from 76% to 80% with a cumulative increase of 85% in 2024. 5th grade will increase from 80% to 83% with a cumulative increase of 85% in 2024.	15
Goal 3: By the end of the 2022-2023 school year, the percentage of all students scoring meets on the 2023 math STAAR will increase by 3-5%. 3rd Grade will increase from 68% to 73% to a cumulative increase of 80% in 2024. 4th grade will increase from 75% to 80% with a cumulative increase of 85% in 2024. 5th grade will increase from 81% to 84% with a cumulative increase of 85% in 2024.	23
Goal 4: By the end of the 2022-2023 school year, the percentage of all students scoring meets on the 2023 Science STAAR will increase by 5%.	27
State Compensatory	29
Budget for Carter Elementary	30
Personnel for Carter Elementary	30
Campus Funding Summary	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Carter ES opened in the fall of 2018 as a K-5th grade campus in Lamar CISD. Beginning fall of 2020, Pre-Kindergarten was added as a grade level. We serve 5 subdivisions: Bonbrook, Bonbrook Lakes, Bridlewood, Brazos Lakes, and Stonecreek. Our current enrollment is 880 students. Enrollment data reveals the Hispanic student population continues to be the largest group with 29% followed by 25% white, 25% African American, 16% Asian, and 1% Pacific Islander, Native American, or multiracial. 14% of our students receive Gifted & Talented services. 38% of our population is classified as At-Risk, with 36% qualifying as economically disadvantaged, 17% receiving ESL services, 14% receiving Special Education services, and 1% receiving 504 services. Our mobility rate is 8%.

Demographics Strengths

Carter ES is proud of our rich diversity which is reflective of our diverse community. Over 27 languages are represented throughout our campus, with 17% of our students receiving English as a Second Language services. This diversity is a strength on our campus. The learning experience of all students is enhanced by the varying cultural backgrounds and experiences of our student population.

Carter also houses an Early Childhood Special Education Classrooms, two Structured Learning Classrooms, and three full day Pre-K classrooms. These classrooms offer all of our students an opportunity to collaborate and grow as a community of learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our EB/EL ELAR scores are consistently lower than their non-EB/EL peers. **Root Cause:** Sheltered instructional strategies are not being utilized in tier one instruction.

Problem Statement 2: Our Special Education students' scores are consistently lower than their non-Special Education peers. **Root Cause:** Special Education & General Education staff need to collaborate on appropriate strategies & interventions for the Special Education students.

Problem Statement 3: Science scores improved, but we still have a significant number of students at the Approaches level. We need to move them to Meets and Masters. **Root Cause:** We need to provide more training and opportunities for Science lab experiences and classroom hands-on demonstrations and experiences so that students use higher level thinking skills on a regular basis..

Student Learning

Student Learning Summary

On the 2022 math STAAR, as a campus, students showed a 6% increase in approaches, a 12% increase in meets, and a 6% increase in masters levels when compared to the 2021 math STAAR results.

On the 2022 reading STAAR, as a campus, students showed a 6% increase in approaches, 17% increase in meets, and a 14% increase in the Masters levels when compared to the 2021 reading STAAR results.

On the 2022 5th grade science STAAR, 5th grade students showed a 8% increase in approaches, a 12% increase in meets, and a 14% increase in masters levels when compared to the 2021 science STAAR results

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Science scores improved, but we still have a significant number of students at the Approaches level. We need to move them to Meets and Masters. **Root Cause:** We need to provide more training and opportunities for Science lab experiences and classroom hands-on demonstrations and experiences so that students use higher level thinking skills on a regular basis..

Problem Statement 2: Our EB/EL ELAR scores are consistently lower than their non-EB/EL peers. **Root Cause:** Sheltered instructional strategies are not being utilized in tier one instruction.

School Processes & Programs

School Processes & Programs Summary

During the 2022-23 school year, grade level teams will meet weekly with instructional coaches in order to enhance student learning. Key components of lesson plans include academic vocabulary, sentence stems, quality questioning, and leadforward strategies. Additional days throughout the year will be dedicated to long range planning and road-mapping to focus on learning progression.

PLCs are held monthly. Attendees include teachers, coaches, administration, and other support personnel. Data will be continually reviewed and best practices discussed to target the growth of each student. Sheltered instruction strategies, HOTS questioning, and student discourse will be our focus in PLCs this year.

Through the MTSS process, student progress will be measured throughout the school year during Coyote Watch meetings. Coyote Watch includes teachers, administrators, coaches, and other staff as needed. Classroom teachers are responsible for inputting individual student data into a grade level spreadsheet including reading levels, STAAR scores, grades on common assessments, number of sight words, etc. depending on the grade. The core team sets the minimum criteria when sorting student data for each meeting. All members discuss the data presented in the spreadsheet and work to create an action plan for students whose data will fall below the minimum criteria. Students received additional support needed by the classroom teachers or coaches.

Another tutor was hired this year to work specifically filling gaps from loss of attendance due to the pandemic and negative effects of virtual instruction. Groups will be continually monitored for progress during PLC and CORE team meetings. Two other tutors will start working with students who are still showing gaps on PMAs and Curriculum Checkpoints after the end of the first semester.

School Processes & Programs Strengths

We continually strive to maintain a strong connection with our parents and community stakeholders. The Carter staff, parents, and community worked collaboratively to continue to build our Parent/Teacher Organization. The purpose of the organization is to bring families closer together and work towards common goals for the betterment of our students.

Throughout the school year, there are multiple opportunities for families and the school community to attend events. This includes: Meet the Teacher, Curriculum STREAM Night, Veteran's Day Program, Spirit Nights, Red Ribbon Week, Winter and Spring Class Parties, PBIS Celebrations, House Days, Behavior Parties, 5th grade drive thru celebration, Halloween Trunk or Treat, Drive-In Movie Night, Family Game Night, ESL informational sessions for parents, 4th Grade Winter Musical, Holiday Sing-a-long, and Reindeer Run.

The campus communicates consistently through bi-monthly campus newsletters, Canvas, call outs, emails, maintaining school website, Twitter, Facebook, phone calls, and parent conferences.

As a growing campus, it is essential to recruit a staff of highly qualified and talented professionals that shared a common vision for all vacant positions. This was done by conducting purposeful interviews and through collaboration with teams. As a staff, it is essential to continue to align our vision and goals to meet the evolving needs of the students at Carter Elementary. Through weekly planning sessions with the campus facilitators, PLCs, and Instructional Rounds staff members work collaboratively to refine their craft. Seasoned staff members collaborate with year 1 and 2 teachers each 9 weeks to discuss teacher tips and topics that are relevant to new staff. A cycle of mentorship continues with our partnership with U of H student teachers. It is our goal that these student teachers have a rigorous and valuable field experience in order to produce highly qualified staff for our campus and beyond. It continues to be a priority that staff members feel valued for the work they do as well. We celebrate successes and provided opportunities for staff shout outs during staff meetings and in our weekly staff newsletter.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Gaps in learning are still evident in many students who were virtual learners for 2020 & 2021. **Root Cause:** Loss of instruction due to the pandemic shutdown/virtual leaning.

Perceptions

Perceptions Summary

We are a student-centered campus with a strong focus on relationship-building and rigorous, engaging academics. We focus on growing and challenging students in both academic and social skills. We highlight our campus Essential 6 in all areas: Carter Coyotes demonstrate Respect, Aspiration, Perseverance, Integrity, Compassion, and Enthusiasm.

Perceptions Strengths

According to the climate survey Carter parents scored us above 89% agree or strongly agree in Academic Preparation for the past 3 years.

Parent communication satisfaction scores have risen from 85% to 91% in the last 3 years.

The majority of both parents and students agree that our campus is a safe environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the climate survey, 69% of parents agree or strongly agree that curriculum materials are diverse. **Root Cause:** We need to increase parent awareness of our diverse instructional materials and highlight our efforts to differentiate the curriculum.

Problem Statement 2: According to the climate survey, 79% of parents/guardians rated the overall campus quality as an A. This is down from 80% in 2019-2020. **Root Cause:** We need to increase communication via social media and parent newsletters.

Problem Statement 3: According to the climate survey, 69% of students felt they were praised for doing good work at school. **Root Cause:** We need to implement programs to acknowledge positive behaviors and achievement for students.

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: By June 2023, 85% of stakeholders (parent, staff and student average) will rate the overall campus quality as Outstanding resulting in an A rating as measured by the 2022-23 Carter Climate Survey.

Performance Objective 1: Continue support of students and staff to ensure a shared vision for collaboration, equity, high expectations, and commitment to improve school wide academic performance and social-emotional learning.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Grade level teams will meet monthly for PLC meetings focusing on data to drive instruction. Strategy's Expected Result/Impact: Assessment data will drive instructional decisions and scores on assessments will increase. Staff Responsible for Monitoring: Principal, Coaches, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Grade Level Teams will meet weekly with campus coaches to collaborate and plan high quality Tier 1 instruction utilizing culturally diverse materials to implement LCISD best practices for students. Strategy's Expected Result/Impact: Lesson plans will reflect in walk-throughs and parent responses will reflect a 5% increase regarding the diversity of curriculum materials presented to students as indicated on the Staff Climate Survey. Students will reflect a 5% increase in understanding how their lessons relate to life outside school as reflected on the Climate Survey. Staff Responsible for Monitoring: Principal, Coaches, PK-5 Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Character Counts punch cards and RCA House Points will be utilized to reward students and improve student behavior. Strategy's Expected Result/Impact: Student responses will reflect a 5% increase regarding receiving praise for doing good in school as reflected on the Carter Climate Survey. Staff Responsible for Monitoring: RCA Committee, Teachers from each house, Counselors</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Counselors will continue to plan and implement Character Counts and No Place for Hate activities to support social-emotional well-being in students. Strategy's Expected Result/Impact: Student responses will reflect an 5% increase on the climate survey question about feeling safe and having an adult they can go to at school for help. Student responses will reflect an 5% increase regarding their belief that other students are friendly in the school as indicated on the Climate Survey. Staff Responsible for Monitoring: Counselors, AP, Principal</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will attend Oscar the Bully program and participate in No Place for Hate activities to instill bullying awareness and promote an inclusive learning environment.</p> <p>Strategy's Expected Result/Impact: Student responses will reflect an 5% increase on the climate survey question about feeling safe in a bully free school. Parent responses will reflect an 5% increase on the climate survey question about feeling their students are in a bully free school.</p> <p>Staff Responsible for Monitoring: Counselors, AP, Principal</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$500</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize HGI Counselors and campus Counselor-led small groups to provide social-emotional learning opportunities to students with a demonstrated need for additional support.</p> <p>Strategy's Expected Result/Impact: Student responses will reflect an 5% increase on the climate survey question about feeling safe and having an adult they can go to at school for help.</p> <p>Staff Responsible for Monitoring: Counselors</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: By June 2023, 85% of stakeholders (parent, staff and student average) will rate the overall campus quality as Outstanding resulting in an A rating as measured by the 2022-23 Carter Climate Survey.

Performance Objective 2: Create and maintain systems to ensure efficient and timely communication of information throughout the school community, both internal communication for staff and external communication for families.

Evaluation Data Sources: Campus Climate Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administration will communicate campus news to staff using bimonthly Smore newsletter.</p> <p>Strategy's Expected Result/Impact: Staff responses will reflect a 5% increase regarding administration expectations on the Staff Climate Survey.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus will send a bi-monthly parent newsletter highlighting campus activities, events, and successes.</p> <p>Strategy's Expected Result/Impact: 95% of parents will agree or strongly agree that they are informed about school-wide activities and programs as indicated on the Climate Survey.</p> <p>Parents will reflect a 5% increase in being aware of the Standard Response Protocol (SRP) as indicated on the Climate Survey.</p> <p>Staff Responsible for Monitoring: Principal, Coaches, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Grade level teams, administration and Social Media Contributors will communicate at a minimum weekly on social media highlighting activities and events.</p> <p>Strategy's Expected Result/Impact: 95% of parents will agree or strongly agree that they are informed about what their child is learning in school as indicated on the Climate Survey.</p> <p>Student responses will reflect a 5% increase regarding receiving praise for doing good in school as reflected on the Carter Climate Survey.</p> <p>Staff Responsible for Monitoring: Administration, teachers</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Each grade level will create and manage a grade level newsletter in Canvas to communicate with parents weekly.</p> <p>Strategy's Expected Result/Impact: Parent responses will reflect 85% agree or strongly agree that teachers provide useful information on how to help their children do well in school as indicated on the Climate Survey.</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Counselor will maintain campus website to ensure up to date parent information is available.</p> <p>Strategy's Expected Result/Impact: Parents will reflect a 5% increase in being informed about activities, workshops, and 10 other events as indicated on the Climate Survey.</p> <p>Staff Responsible for Monitoring: Counselor, Administration</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Campus will host at least one Curriculum night per semester and at least three other parent outreach events per semester.</p> <p>Strategy's Expected Result/Impact: Parents will reflect a 5% increase in being aware of the Standard Response Protocol (SRP) as indicated on the Climate Survey.</p> <p>Parent responses will reflect 85% agree or strongly agree that teachers provide useful information on how to help their children do well in school as indicated on the Climate Survey.</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Overall each grade level, Kindergarten through 5th grade, will increase Meets Grade Level Expectations Standards by 3-5% on their reading end of year assessment in the 2022-2023 school year as measured by STAAR ELAR (3rd-5th) or 85% (K-2nd) students will be reading on or above level by EOY GRA.

3rd Grade will increase from 80% to 83% to a cumulative increase of 85% in 2024.

4th grade will increase from 76% to 80% with a cumulative increase of 85% in 2024.





5th grade will increase from 80% to 83% with a cumulative increase of 85% in 2024.

Performance Objective 1: Provide professional development (such as Next Steps Forward in Guided Reading and phonics) to improve implementation of Next Steps to Guided Reading and Tier 1 instruction for K-5 regular education and SPED teachers.

Evaluation Data Sources: GRA

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: K-5 Teachers will attend weekly planning meetings with the Instructional Coach to cover, such as lesson plan and assessment creation, data analysis, and long-range planning.</p> <p>Strategy's Expected Result/Impact: Lesson Plans will reflect strategies implemented and be reflected in walkthroughs.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$1,250, - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$300</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teacher will utilize professional literature such as the Next Steps Forward in Guided Reading and Next Steps Forward in Word Study by Jan Richardson to strengthen their Guided Reading/station blocks.</p> <p>Strategy's Expected Result/Impact: Lesson Plans will reflect NSGR strategies implemented during small group instruction.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$250</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will continue to focus on implementing classroom discussions with a concentration on HOTS questioning, integration of sentence stems, student discourse, and use of content vocabulary.</p> <p>Strategy's Expected Result/Impact: Increase of 85% K-2 on or above level on the EOY GRA and 3-5% increase in meets expectations category on STAAR reading scores.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will utilize and implement information learned through Reading Academies to strengthen Tier 1 instruction Strategy's Expected Result/Impact: Lesson plans will reflect a deeper set of strategies to engage students in reading instruction. Walk throughs Staff Responsible for Monitoring: Principals, Teachers, Instructional Coach	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: EB Coach will provide training to teachers to be purposeful and thoughtful when selecting language objectives. Strategy's Expected Result/Impact: Telpas Speaking scores will improve for students. Staff Responsible for Monitoring: Administrators, EB Coach, Teachers	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: PK staff will focus on early literacy and language acquisition through Book Making. Strategy's Expected Result/Impact: Creates a strong reading base for students to build on Staff Responsible for Monitoring: PK teacher, PK Aides	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Kindergarten through second teachers will attend professional development for Blast Phonics to strengthen phonemic awareness and phonics ability. Strategy's Expected Result/Impact: Create strong reading base for students to build on Staff Responsible for Monitoring: teachers	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide professional development to PK-5 ELAR teachers on Interactive Read Alouds to strengthen student discourse and comprehension. Strategy's Expected Result/Impact: Increasing percentage of students meeting expectations on STAAR and GRA Reading scores.	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
Strategy 9: All students in K-5 will use Education Galaxy to increase mastery on grade level ELAR TEKS. K-2 students will access Raz Kids to improve early literacy and comprehension practice. 4th and 5th grade students will access Storyworks to improve comprehension. Strategy's Expected Result/Impact: Increased GRA and grades 3-5 STAAR scores. Staff Responsible for Monitoring: Principals, Instructional Coach, Teachers Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$650	Formative		
	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Teachers will develop assessments and students will have the opportunity to utilize Mastery Connect to determine mastery of the objectives.</p> <p>Strategy's Expected Result/Impact: Lesson plans, assessments, improved mastery of TEKS</p> <p>Staff Responsible for Monitoring: Principal, teachers, Instructional coach</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Overall each grade level, Kindergarten through 5th grade, will increase Meets Grade Level Expectations Standards by 3-5% on their reading end of year assessment in the 2022-2023 school year as measured by STAAR ELAR (3rd-5th) or 85% (K-2nd) students will be reading on or above level by EOY GRA.

3rd Grade will increase from 80% to 83% to a cumulative increase of 85% in 2024.

4th grade will increase from 76% to 80% with a cumulative increase of 85% in 2024.





5th grade will increase from 80% to 83% with a cumulative increase of 85% in 2024.

Performance Objective 2: Provide intervention opportunities during the school day for identified students that are below level and at risk.

Evaluation Data Sources: GRA, Common Formative Assessments, MAP diagnostic

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All Reading classrooms will implement Next Steps to Guided Reading, Blast phonics instruction/word work. Strategy's Expected Result/Impact: GRA, Walkthroughs by Administrators, increased performance on GRA Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: K-2 teachers will take a running record once every 3 weeks for below-level students and once every 4 weeks for on-level or above students to determine instructional adjustments in guided and shared reading. These check ins will be increased for below-level readers. Strategy's Expected Result/Impact: Increased awareness of what is needed for student growth in GRA levels Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will use sheltered instruction strategies with EB students in small groups/stations to deepen understanding and develop vocabulary. Strategy's Expected Result/Impact: Increase in GRA and TELPAS scores Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers, EB Coach</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students reading below grade level in grades 3-5 will be assigned a Raz Kids account to access during school hours and at home for extra reading support and comprehension practice. All students K-5 reading below level will also be given access to the Lift-Off reading program.</p> <p>Strategy's Expected Result/Impact: Increased performance on Common and Formative Assessments</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$500</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will attend monthly PLC meetings to discuss student performance and review assessment data, intervention plans and enrichment opportunities.</p> <p>Strategy's Expected Result/Impact: Strategies will be discussed for effectiveness and chosen to fit student needs to increase performance on MAP, GRA levels, and grades 3-5 STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Intervention opportunities for students receiving special education will be targeted during Coyote Time and school tutorials, resulting in a decrease in failures in special education from 1.67% to 0.5%.</p> <p>Strategy's Expected Result/Impact: Special Ed students will show an increase of 3-5% in subjects receiving interventions.</p> <p>Staff Responsible for Monitoring: Principal, Special Education teachers, Instructional Coaches and Teachers</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The Instructional Coach and Tutor will provide supplemental instruction and Tier 3 support and timely interventions 3 times weekly for 30 minutes to address the needs of at-risk students using research based materials.</p> <p>Strategy's Expected Result/Impact: Increased GRA and reading STAAR scores of at risk students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,363, - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$200</p>	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Teachers will target identified HB 4545 students during Coyote Intervention time to address areas of academic need. Strategy's Expected Result/Impact: HB 4545 students will show an increase e of 3-5% in subjects receiving interventions. Staff Responsible for Monitoring: Principals, coaches	Formative		
	Nov	Feb	June
<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 2: Overall each grade level, Kindergarten through 5th grade, will increase Meets Grade Level Expectations Standards by 3-5% on their reading end of year assessment in the 2022-2023 school year as measured by STAAR ELAR (3rd-5th) or 85% (K-2nd) students will be reading on or above level by EOY GRA.

3rd Grade will increase from 80% to 83% to a cumulative increase of 85% in 2024.





4th grade will increase from 76% to 80% with a cumulative increase of 85% in 2024.

5th grade will increase from 80% to 83% with a cumulative increase of 85% in 2024.

Performance Objective 3: Teachers will provide sheltered instruction and support to EBs in small group/stations to deepen understanding and develop vocabulary resulting in an increase on the Reading STAAR in meets expectations from 53% to 60%.

Evaluation Data Sources: Summative, Formative
Walk throughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Sheltered Instruction Professional learning opportunities for K-5 ELL teachers to improve Tier 1 instruction. Strategy's Expected Result/Impact: Lesson plans Walk throughs Staff Responsible for Monitoring: Principal, EB Coach, Teachers	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: New teachers who do not pass the EB/EL supplemental exam will participate in an online course and be provided feedback from EB Coach. Strategy's Expected Result/Impact: 100% staff EB certified Staff Responsible for Monitoring: Principals, EB coach, teachers	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide sheltered instruction training utilizing TELPAS scores, rubrics and student exemplars to promote student discourse. Strategy's Expected Result/Impact: Improved tier 1 instruction, literacy and student discourse. Staff Responsible for Monitoring: EB Coach	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: The Summit K resource will be utilized with specific students who have not demonstrated adequate growth in TELPAS 4th and 5th grade. Strategy's Expected Result/Impact: Increased EB STAAR scores. Staff Responsible for Monitoring: Principal, EB Coach	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will engage daily during Tier 1 instruction in structured ELAR activities, QSSSR, Talk Read Talk Write, interactive journals, and adaptive/leveled text.</p> <p>Strategy's Expected Result/Impact: Increased performance on common and formative assessments</p> <p>Staff Responsible for Monitoring: EB Coach, Teachers</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: By the end of the 2022-2023 school year, the percentage of all students scoring meets on the 2023 math STAAR will increase by 3-5%.
 3rd Grade will increase from 68% to 73% to a cumulative increase of 80% in 2024.
 4th grade will increase from 75% to 80% with a cumulative increase of 85% in 2024.
 5th grade will increase from 81% to 84% with a cumulative increase of 85% in 2024.

Performance Objective 1: Provide professional learning opportunities for K-5 teachers to improve Tier 1 instruction

Evaluation Data Sources: Improved Common and Formative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional Coach will train new teachers on short answer responses (SARs.) This will include modeling, explaining, solving, and utilizing academic vocabulary, as well as scoring the SARs using the district rubric. Teachers will implement SARs during Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Deepened teacher understanding allowing for rigorous and authentic common and formative assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math teachers will attend district and campus trainings on Guided math, number talks, fact fluency and problem solving. Teachers will focus on academic vocabulary as well as student discourse during instruction.</p> <p>Strategy's Expected Result/Impact: Growth in math scores reflected in student's progress in Common and formative assessments, district and state assessments (MAP, STAAR).</p> <p>Staff Responsible for Monitoring: Principals, Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math teachers will plan weekly with the Instructional Coach to ensure that appropriate teaching and learning strategies are being implemented utilizing the learning progression documents and road maps, which will be reflected in teacher lesson plans.</p> <p>Strategy's Expected Result/Impact: Long range planning will improve Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Instructional coach will coach new teachers weekly with a focus on maximizing tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Lesson plans and walk throughs will improve Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Principal, Instructional coach</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will develop assessments and students will have the opportunity to utilize Mastery Connect to determine mastery of the objectives.</p> <p>Strategy's Expected Result/Impact: Students and teachers will become familiar with Mastery Connect.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June
<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: By the end of the 2022-2023 school year, the percentage of all students scoring meets on the 2023 math STAAR will increase by 3-5%.
 3rd Grade will increase from 68% to 73% to a cumulative increase of 80% in 2024.
 4th grade will increase from 75% to 80% with a cumulative increase of 85% in 2024.
 5th grade will increase from 81% to 84% with a cumulative increase of 85% in 2024.

Performance Objective 2: Provide intervention opportunities for identified students.

Evaluation Data Sources: Lesson Plans, MTSS Data-Coyote Watch meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will attend monthly PLC meetings to discuss student performance and review assessment data, intervention plans, enrichment opportunities and the materials used during daily school-wide grade level intervention periods.</p> <p>Strategy's Expected Result/Impact: Assessment data will drive instructional decisions increasing assessment scores.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Instructional Coach and Tutor will provide supplemental instruction and Tier 3 support and timely interventions 3 times weekly for 30 minutes using data from PMAs, classroom assessments, teacher input and data (STAAR Master and QSSR) and a variety of research based materials to support the needs of at-risk students.</p> <p>Strategy's Expected Result/Impact: MTSS Data-Coyote, Watch meetings, Common and Formative Assessments: Tier 3 student scores will increase by 10% on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,363, - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$500</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Identified at-risk students will use Dreambox, a math computer software, in grades K-5 that will personalize learning and monitor progress.</p> <p>Strategy's Expected Result/Impact: Increased performance on common and Formative Assessments</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Intervention opportunities for identified students will be provided during Coyote Time, Guided math, and in-school tutorials.</p> <p>Strategy's Expected Result/Impact: Increased performance on common and Formative Assessments and MAP diagnostic reports.</p> <p>Staff Responsible for Monitoring: Principal, Special Education teachers, Instructional Coaches and Teachers</p>	Formative		
	Nov	Feb	June

0% No Progress

100% Accomplished





→ Continue/Modify

✗ Discontinue

Goal 4: By the end of the 2022-2023 school year, the percentage of all students scoring meets on the 2023 Science STAAR will increase by 5%.

Performance Objective 1: Provide professional learning opportunities for K - 5 teachers to improve Tier 1 instruction to include providing hands-on learning opportunities, lab experiences, and incorporation of StemScopes.





Evaluation Data Sources: Increased performance on common and Formative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Science teachers will attend weekly planning meetings with the Instructional Coach. Strategy's Expected Result/Impact: Lesson plans will reflect strategies implemented and be reflected in walkthroughs. Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Science teachers will attend monthly PLC meetings to discuss student performance and review MAP and benchmark assessment data, as well as create intervention plans and enrichment opportunities. Strategy's Expected Result/Impact: Increased performance on common and Formative Assessments Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Instructional Coach will provide weekly coaching opportunities for new teachers to retain 100% of new teachers. Strategy's Expected Result/Impact: Lesson plans show relevance and rigor in the classroom, Increased number of Look-fors in Walkthroughs, Increased performance on common Formative Assessments Staff Responsible for Monitoring: Principal, Instructional Coach</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide opportunities for district coaches to assist, plan, and execute science lab investigations for K-5th grades science teachers. Strategy's Expected Result/Impact: Increased performance on common Formative assessments, and 5th Grade STAAR scores Staff Responsible for Monitoring: Principal, Instructional coach, teachers</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will develop assessments and students will have the opportunity to utilize Mastery Connect to determine mastery of the objectives. Strategy's Expected Result/Impact: Lesson plans show relevance and rigor in the classroom , increased performance on assessments Staff Responsible for Monitoring: Teachers, Instructional Coach, Principal</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: By the end of the 2022-2023 school year, the percentage of all students scoring meets on the 2023 Science STAAR will increase by 5%.

Performance Objective 2: Provide hands-on instructional opportunities with technology integration for identified students in the area of Science.

Evaluation Data Sources: Increased science scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will conduct hands on science experiences in the science lab utilizing materials, digital microscopes and/or iPads at least once per week.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Math/Sci Coach, Teachers</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$500</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students in K-5 will use Flocabulary for vocabulary support and enrichment as well as Stemscoptes and BrainPop softwares in investigations and hands on experiences at least once per week.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Math/Science Coach, Teachers</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$1,250</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Intervention opportunities for students receiving special education will be targeted during Coyote Time and school tutorials, resulting in a decrease in failures in special education from 1.67% to 0.5%.</p> <p>Strategy's Expected Result/Impact: Demonstrated growth on district and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, Special Education teachers, Instructional Coaches, and teachers</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will have the opportunity to visit Long Acres Ranch for a variety of real-world, hands on science investigations targeted to 5th grade curriculum.</p> <p>Strategy's Expected Result/Impact: Blending real world experiences to improve understanding of key concepts.</p> <p>Staff Responsible for Monitoring: Principal, Math/Science coach, teachers</p>	Formative		
	Nov	Feb	June
<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>			

State Compensatory

Budget for Carter Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

--

Personnel for Carter Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Demauria Stovall	PreK Aide	1
Hillary Clark	PK Aide	1

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$500.00
2	1	1			\$1,250.00
2	1	1			\$300.00
2	1	2			\$250.00
2	1	9			\$650.00
2	2	4			\$500.00
2	2	7			\$200.00
2	2	7			\$2,363.00
3	2	2			\$2,363.00
3	2	2			\$500.00
4	2	1			\$500.00
4	2	2			\$1,250.00
Sub-Total					\$10,626.00
Budgeted Fund Source Amount					\$10,626.00
+/- Difference					\$0.00
Grand Total Budgeted					\$10,626.00
Grand Total Spent					\$10,626.00
+/- Difference					\$0.00