Lamar Consolidated Independent School District

Carter Elementary

2023-2024 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

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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 937 students. Enrollment data reveals the Hispanic student population continues to be the largest group with 27% followed by 24.9% white, 25.5% African American, 16% Asian, and 6% Pacific Islander, Native American, or multiracial. 12% of our students receive Gifted & Talented services. 34% of our population is classified as At-Risk, with 36% qualifying as economically disadvantaged, 17% receiving ESL services, 14% receiving Special Education services, and 4.4% 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 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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..

Priority Problem Statements

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 1: 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 1 Areas: Demographics

Problem Statement 2: Our EB/EL ELAR scores are consistently lower than their non-EB/EL peers.

Root Cause 2: Sheltered instructional strategies are not being utilized in tier one instruction.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our Special Education students' scores are consistently lower than their non-Special Education peers.

Root Cause 3: Special Education & General Education staff need to collaborate on appropriate strategies & interventions for the Special Education students.

Problem Statement 3 Areas: Demographics

Problem Statement 4: At the beginning of the 2023-24 year, 30% of students are reading below grade level expectations.

Root Cause 4: Lack of resources and training around correct strategies and targeted interventions.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: At the beginning of the 2023-24 year, 16% of students are performing at the "Did Not Meet" category in NWEA MAP Math.

Root Cause 5: Lack of resources and training around correct strategies and targeted interventions.

Problem Statement 5 Areas: Student Learning

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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-TESS 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

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: By June 2024, 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 2023-2024 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 schoolwide academic performance and social/emotional learning.

    Evaluation Data Sources: Climate survey, District, state, local assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade level teams will meet monthly following campus and district expectations: agendas, products, for PLC meetings focusing on data to drive instruction.	**Formative**		
Strategy's Expected Result/Impact: State, district, summative assessments, majors, climate survey	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Admin, coaches			
Problem Statements: Student Learning 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Grade level teams will meet weekly with campus coaches to collaborate and plan high quality tier 1 instruction using culturally diverse materials to implement LCISD practices and following the district lesson plan format by unwrapping the student expectations and best practices for students. Feedback is being provided by administration to ensure a continuous cycle of learning and improvement in instruction/ planning.	**Formative**		
Strategy's Expected Result/Impact: Lesson plans, Summative and Formative assessments	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Coaches, administration, teachers			
Problem Statements: Demographics 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: RCA house points will be utilized to motivate, recognize, and reward student behavior.	**Formative**		
Strategy's Expected Result/Impact: Climate survey, Discipline reports,	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: RCA committee, teachers, administrator			
Problem Statements: Student Learning 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will set performance goals at BOY and will revise goals at data checkpoints to ensure themselves they are on track.	**Formative**		
Strategy's Expected Result/Impact: State, district, summative assessments, majors	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Admin, coaches, teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
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.

Student Learning
Problem Statement 1: At the beginning of the 2023-24 year, 30% of students are reading below grade level expectations.   **Root Cause**: Lack of resources and training around correct strategies and targeted interventions.

Goal 1: By June 2024, 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 2023-2024 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: Parent and staff newsletters, skylerts, parent/teacher conferences

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade level teams will utilize Canvas to provide resources for parents to support student learning.	Formative		
Strategy's Expected Result/Impact: Each grade level will create and manage a grade level newsletter in Canvas to communicate with parents weekly per Canvas Courses.	Nov	Feb	June
Staff Responsible for Monitoring: Admin, teacher			
Problem Statements: Student Learning 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Administration will communicate campus news to staff using weekly newsletter.	Formative		
Strategy's Expected Result/Impact: Staff responses will reflect a 5% increase regarding administration expectations on the Staff Climate Survey.	Nov	Feb	June
Staff Responsible for Monitoring: Admin			
Problem Statements: Student Learning 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus will send a bi-monthly parent newsletter highlighting campus activities, events, and successes.	Formative		
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. Parents will reflect a 5% increase in being aware of the Standard Response Protocol (SRP) as indicated on the Climate Survey.	Nov	Feb	June
Staff Responsible for Monitoring: Administrator **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: Grade level teams, administration and Social Media Contributors will communicate at a minimum weekly on social media highlighting activities and events.	**Formative**		
	Nov	Feb	June
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. 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:** Administrator, counselor, librarian, teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1			

Strategy 5 Details	Formative Reviews		
Strategy 5: Incentives such as free dress, tokens, and/or homework pass will be offered to students who's parent signs a form stating they have completed the campus climate survey in order to produce more parent participation.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase of 50% parent participation on the Climate survey. **Staff Responsible for Monitoring:** Admin, teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1			

Strategy 6 Details	Formative Reviews		
Strategy 6: Librarian and Admin Assistant will maintain campus website to ensure up to date parent information is available.	**Formative**		
	Nov	Feb	June
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. **Staff Responsible for Monitoring:** Librarian Admin Assistant **Problem Statements:** Student Learning 1			

Strategy 7 Details	Formative Reviews		
Strategy 7: Campus will host at least one Curriculum night per semester and at least three other parent outreach events per semester.	**Formative**		
	Nov	Feb	June
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. **Staff Responsible for Monitoring:** Admin, CORE Team, Team Leader **Problem Statements:** Student Learning 1			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: At the beginning of the 2023-24 year, 30% of students are reading below grade level expectations.   **Root Cause**: Lack of resources and training around correct strategies and targeted interventions.

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 2023-2024 school year as measured by STAAR ELAR (3rd-5th) or 90% (K-2nd) students will be reading on or above level by EOY GRA.
3rd Grade will increase from 69% to 72% to a cumulative increase of 75% in 2025.
4th grade will increase from 67% to 70% with a cumulative increase of 73% in 2025.
5th grade will increase from 71% to 74% with a cumulative increase of 77% in 2025.

Performance Objective 1: Improve implementation of Tier 1 instruction for K-5 regular education and SPED teachers, including Guided Reading, novel studies, and phonics/vocabulary instruction.

Evaluation Data Sources: GRA, STAAR, formative and summative assessment data, MAP diagnostic scores

Strategy 1 Details	Formative Reviews		
Strategy 1: PK-5 Teachers will attend weekly planning meetings using the district-wide planning process of unwrapping the TEKS with the Instructional Coach to cover, such as lesson plan and assessment creation, data analysis, and long-range planning.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Lesson Plans will reflect strategies implemented and be reflected in walkthroughs.
     Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers
 	
     Problem Statements: Student Learning 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher will attend professional development to support the implementation of using novels and conducting book clubs during small group reading instruction.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Lesson Plans will reflect novel study during small group instruction in 2nd-5th grade.
     Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers
 	
     Problem Statements: Student Learning 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will continue to receive professional development on implementing classroom discussions with a concentration on HOTS questioning, integration of sentence stems, student discourse, and use of content vocabulary.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase to 90% from 88% K-2 on or above level on the EOY GRA and 3-5% increase in meets expectations category on STAAR reading scores. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Teachers **Problem Statements:** Student Learning 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: All K-2 and 3-5 (as an intervention) reading classrooms will implement phonics instruction/word work (Countdown to Phonics, Blast Phonics, UFLI Foundations).	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased performance on GRA, STAAR, majors **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Teachers **Problem Statements:** Student Learning 1			

Strategy 5 Details	Formative Reviews		
Strategy 5: All major assessments will include data-supported spiral review questions.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will demonstrate improved retention of previously-taught concepts **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Teachers **Problem Statements:** Student Learning 1, 2			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: At the beginning of the 2023-24 year, 30% of students are reading below grade level expectations. **Root Cause**: Lack of resources and training around correct strategies and targeted interventions.
Problem Statement 2: At the beginning of the 2023-24 year, 16% of students are performing at the "Did Not Meet" category in NWEA MAP Math. **Root Cause**: Lack of resources and training around correct strategies and targeted interventions.

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 2023-2024 school year as measured by STAAR ELAR (3rd-5th) or 90% (K-2nd) students will be reading on or above level by EOY GRA.
3rd Grade will increase from 69% to 72% to a cumulative increase of 75% in 2025.
4th grade will increase from 67% to 70% with a cumulative increase of 73% in 2025.
5th grade will increase from 71% to 74% with a cumulative increase of 77% in 2025.

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		
Strategy 1: K-2 teachers will take a running record once every 3 weeks for below-level students to determine instructional adjustments in guided and shared reading. This data will be used to form purposeful groups for Coyote Time intervention.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increased awareness of student needs for intervention
   Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers
 	
   Problem Statements: Student Learning 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students reading below 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. Teachers will have access to Reading A-Z as a resource for leveled text.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increased performance on common and formative assessments.
   Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers
 	
   Problem Statements: Student Learning 1
   Funding Sources: Learning A-Z Reading (Including Raz Kids) - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $3,513			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will attend monthly Coyote Watch meetings to discuss student performance and review assessment data, intervention plans, and enrichment opportunities.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increased student performance due to targeted intervention plans
   Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers
 	
   Problem Statements: Student Learning 1, 2			

Strategy 4 Details	Formative Reviews		
Strategy 4: Intervention opportunities for students receiving Special Education will be targeted during Coyote Time and school tutorials.	**Formative**		
Strategy's Expected Result/Impact: Students receiving Special Education services will show an increase of 3-5% in subjects receiving intervention.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators, Instructional Coach, Special Education Teachers, Classroom Teachers			
Problem Statements: Demographics 2			

Strategy 5 Details	Formative Reviews		
Strategy 5: The campus tutor will provide supplemental instruction, Tier 3 support, and timely interventions 2 times weekly for 30 minutes to address the needs of at-risk students using research-based materials.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased scores for at-risk students.			
Staff Responsible for Monitoring: Administrators, Instructional Coach, Tutor			
Problem Statements: Student Learning 1, 2			
Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $2,500			

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will target identified HB 1416 students during Coyote Intervention Time to address areas of academic need.	**Formative**		
Strategy's Expected Result/Impact: HB 4545 students will show an increase of 3-5% in subjects receiving intervention.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers			
Problem Statements: Student Learning 1, 2			

 0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
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.

Student Learning
Problem Statement 1: At the beginning of the 2023-24 year, 30% of students are reading below grade level expectations.   **Root Cause**: Lack of resources and training around correct strategies and targeted interventions.
Problem Statement 2: At the beginning of the 2023-24 year, 16% of students are performing at the "Did Not Meet" category in NWEA MAP Math.   **Root Cause**: Lack of resources and training around correct strategies and targeted interventions.

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 2023-2024 school year as measured by STAAR ELAR (3rd-5th) or 90% (K-2nd) students will be reading on or above level by EOY GRA.
3rd Grade will increase from 69% to 72% to a cumulative increase of 75% in 2025.
4th grade will increase from 67% to 70% with a cumulative increase of 73% in 2025.
5th grade will increase from 71% to 74% with a cumulative increase of 77% in 2025.

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 with students using language evident during walk throughs and on the Reading STAAR in meets expectations from 29% to 35%.

Evaluation Data Sources: Summative, Formative
Walk throughs

Strategy 1 Details	Formative Reviews		
Strategy 1: EB Coach will provide training to teachers to be purposeful and thoughtful when selecting language objectives.	**Formative**		
Strategy's Expected Result/Impact: TELPAS Speaking scores will improve for EB students.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators, EB Coach, Teachers			
Problem Statements: Demographics 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide Sheltered Instruction professional learning opportunities for PK-5 EB teachers and paraprofessionals utilizing TELPAS data to improve Tier 1 instruction and increase student discourse.	**Formative**		
Strategy's Expected Result/Impact: Increased language proficiency/performance	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators, EB Coach, Teachers, paraprofessionals			
TEA Priorities: Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** 3 PK paraprofessionals - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $95,922.73			

Strategy 3 Details	Formative Reviews		
Strategy 3: The Summit K/12 resource will be utilized with specific students in 4th & 5th grade who have not demonstrated adequate growth in TELPAS.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased EB STAAR & TELPAS scores **Staff Responsible for Monitoring:** Administrators, EB Coach **Problem Statements:** Demographics 1 **Funding Sources:** Summit K Software - 199 PIC 25 State Bilingual/ESL - $2,750			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
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.

Goal 3: By the end of the 2023-2024 school year, the percentage of all students scoring meets on the 2024 math STAAR will increase by 3-5% and and 3% increase from 65% to 68% in (K-2) MAP meets score.
3rd Grade will increase from 69% to 72% to a cumulative increase of 75% in 2025.
4th grade will increase from 68% to 71% with a cumulative increase of 74% in 2025.
5th grade will increase from 72% to 75% with a cumulative increase of 78% in 2025.

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		
Strategy 1: Math teachers will attend district and campus trainings on Guided math, number talks, fact fluency, and 3 Reads Protocol.	**Formative**		
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).	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principals, Instructional Coach, Teachers			
Problem Statements: Student Learning 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will focus on academic vocabulary as well as student discourse during instruction. Vocabulary walls, anchor charts, and other visuals will be visible in the classroom for student referral.	**Formative**		
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).	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principals, Instructional Coach, Teachers			
Problem Statements: Student Learning 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will plan weekly with the Instructional Coach to ensure that appropriate teaching and learning strategies are being implemented utilizing the features within district road maps, which will be reflected in teacher lesson plans.	**Formative**		
Strategy's Expected Result/Impact: Long range planning will improve Tier 1 instruction.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers			
Problem Statements: Student Learning 2			

Strategy 4 Details		Formative Reviews

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will develop mini-assessments in Eduphoria and students will have the opportunity to determine mastery of the objectives and to expose students to new item type questions.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will become proficient with new item type questions, and teachers will use the data to improve Tier 1 instruction. **Staff Responsible for Monitoring:** Principal, Instructional Coach, and Teachers **Problem Statements:** Student Learning 2			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: At the beginning of the 2023-24 year, 16% of students are performing at the "Did Not Meet" category in NWEA MAP Math. **Root Cause**: Lack of resources and training around correct strategies and targeted interventions.

Goal 3: By the end of the 2023-2024 school year, the percentage of all students scoring meets on the 2024 math STAAR will increase by 3-5% and and 3% increase from 65% to 68% in (K-2) MAP meets score.
3rd Grade will increase from 69% to 72% to a cumulative increase of 75% in 2025.
4th grade will increase from 68% to 71% with a cumulative increase of 74% in 2025.
5th grade will increase from 72% to 75% with a cumulative increase of 78% in 2025.

Performance Objective 2: Provide intervention opportunities for identified students.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Intervention opportunities for identified students will be provided during Coyote Time and small group instruction within the math block.	**Formative**		
	Nov	Feb	June

Strategy's Expected Result/Impact: Increased performance on common and Formative Assessments and MAP diagnostic reports.
    Staff Responsible for Monitoring: Principal, Special Education teachers, Instructional Coaches and Teachers
 	
    Problem Statements: Student Learning 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: The school appointed tutor will provide supplemental instruction and Tier 3 support. This includes collaboration with Instructional Coach, weekly intervention using data from MAP, classroom assessments, and teacher input. The tutor will use sheltered instruction and a variety of research based materials to support the needs of at-risk students.	**Formative**		
	Nov	Feb	June

Strategy's Expected Result/Impact: MTSS Data, Common and Formative Assessments: Tier 3 student scores will increase by 10% on STAAR.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Tutor
 	
    Problem Statements: Student Learning 2
    Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $2,500			

Strategy 3 Details	Formative Reviews		
Strategy 3: Identified at-risk students will use Dreambox, a math computer software, in grades K-5 that will personalize learning and monitor progress.	**Formative**		
	Nov	Feb	June

Strategy's Expected Result/Impact: Increased performance on common and Formative Assessments
    Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers
 	
    Problem Statements: Student Learning 2			

Strategy 4 Details	Formative Reviews

	Formative		
Strategy 4: Teachers will attend weekly 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.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Assessment data will drive instructional decisions increasing assessment scores. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teachers **Problem Statements:** Student Learning 2			

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: At the beginning of the 2023-24 year, 16% of students are performing at the "Did Not Meet" category in NWEA MAP Math. **Root Cause**: Lack of resources and training around correct strategies and targeted interventions.

Goal 4: By the end of the 2023-2024 school year, the percentage of all students scoring meets on the 2024 Science STAAR will increase by 3-5% and 3% increase from 65% to 68% in (2nd-4th) MAP meets score.
5th Grade will increase from 53% to 56% to a cumulative increase of 59% in 2025.

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

    Evaluation Data Sources: Increased performance on common and Formative Assessments

Strategy 1 Details	Formative Reviews		

Strategy 1: Science teachers will attend weekly planning meetings with the Instructional Coach to ensure that appropriate teaching and learning strategies are being implemented utilizing the features within the district roadmaps which will be reflected in teacher lesson plans.
     Strategy's Expected Result/Impact: Long range planning will improve Tier 1 instruction.
     Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers
 	
     Problem Statements: Demographics 3
	Formative		

	Nov	**Feb**	**June**

Strategy 2 Details	Formative Reviews		

Strategy 2: Provide opportunities for teachers to attend district and campus science trainings on SCR's, science stations, and hands on investigations.
     Strategy's Expected Result/Impact: Increased performance on common Formative assessments, MAP, composing SCR's, and 5th Grade STAAR scores
     Staff Responsible for Monitoring: Principal, Instructional coach, teachers
 	
     Problem Statements: Demographics 3
	Formative		

	Nov	**Feb**	**June**

Strategy 3 Details	Formative Reviews		

Strategy 3: Teachers will focus on academic vocabulary as well as student discourse during instruction. Vocabulary walls, anchor charts, and other visuals such as Flocabulary, Interactive Word Walls, Visual Non-Glossary, Stemscopes, and science vocabulary cards will be visible in the classroom for student referral.
     Strategy's Expected Result/Impact: Growth in science scores reflected in student's progress in Common and formative assessments, district and state assessments (MAP, STAAR).
     Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers
 	
     Problem Statements: Demographics 3
     Funding Sources: Flocabulary - 199 PIC 25 State Bilingual/ESL - $2,560
	Formative		

	Nov	**Feb**	**June**

Strategy 4 Details	Formative Reviews

Strategy 4 Details					Formative Reviews		
Strategy 4: The instructional coach will coach teachers weekly with a focus on maximizing Tier 1 instruction using Deep Practice and SCR's.					**Formative**		
Strategy's Expected Result/Impact: Lesson Plans and walk throughs will improve Tier 1 instruction. **Staff Responsible for Monitoring:** Principal, Instructional Coach **Problem Statements:** Demographics 3					**Nov**	**Feb**	**June**

Strategy 5 Details					Formative Reviews		
Strategy 5: Teachers will develop mini-assessments and students will have the opportunity to utilize Eduphoria to determine mastery of the objectives and to expose students to new item type questions.					**Formative**		
					Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will become proficient with new item type questions, and teachers will use the data to improve Tier 1 instruction. **Staff Responsible for Monitoring:** Principal, Instructional Coach, Teachers **Problem Statements:** Demographics 3							

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
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..

Goal 4: By the end of the 2023-2024 school year, the percentage of all students scoring meets on the 2024 Science STAAR will increase by 3-5% and 3% increase from 65% to 68% in (2nd-4th) MAP meets score.
5th Grade will increase from 53% to 56% to a cumulative increase of 59% in 2025.

Performance Objective 2: Provide hands-on instructional opportunities with technology integration for identified students in the area of Science and connect the learning to what it would look like on an assessment.

    Evaluation Data Sources: Increased science scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will conduct hands on science investigations utilizing STEMscopes kits, digital microscopes, and technology connected to what it will look like on an assessment at least once per week.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Demonstrated growth on district and state assessments.   **Staff Responsible for Monitoring:** Principal, Instructional Coach, and Teachers
 	
    Problem Statements: Demographics 3
    Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $500			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students in K-5 will use STEMscopes for vocabulary support and enrichment as well as BrainPop software in investigations and hands on experiences at least once per week.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Demonstrated growth on district and state assessments.   **Staff Responsible for Monitoring:** Principal, Instructional Coach, and Teachers
 	
    Problem Statements: Demographics 3
    Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $1,250			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Blending real world experiences to improve understanding of key concepts. **Staff Responsible for Monitoring:** Principal, Instructional Coach, and Teachers **Problem Statements:** Demographics 3			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
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..

Goal 4: By the end of the 2023-2024 school year, the percentage of all students scoring meets on the 2024 Science STAAR will increase by 3-5% and 3% increase from 65% to 68% in (2nd-4th) MAP meets score.
5th Grade will increase from 53% to 56% to a cumulative increase of 59% in 2025.

Performance Objective 3: Provide intervention opportunities for identified students.

    Evaluation Data Sources: Lesson plans, MTSS data, Coyote Watch meetings

Strategy 1 Details	Formative Reviews		
Strategy 1: Intervention and enrichment opportunities for identified students will be targeted during Coyote Time and small group instruction within the science block.	**Formative**		
Strategy's Expected Result/Impact: Increased performance on Common and Formative Assessments and MAP diagnostic reports.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal, Special Education Teachers, Instructional Coach, and Teachers			
Problem Statements: Demographics 3			

Strategy 2 Details	Formative Reviews		
Strategy 2: Identified at-risk and enrichment students will use STEMScopes, a science computer software, in grade K-5 that will address targeted weaknesses and/or growth areas.	**Formative**		
Strategy's Expected Result/Impact: Increased performance on Common and Formative Assessments.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal, Instructional Coach, and Teachers			
Problem Statements: Demographics 3			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will attend weekly 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.	**Formative**		
Strategy's Expected Result/Impact: Assessment data will drive instructional decisions increasing assessment scores.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal, Instructional Coach, and Teachers			
Problem Statements: Demographics 3			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
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..

State Compensatory

Budget for Carter Elementary

Total SCE Funds: $19,800.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel such as instructional coaches, paraprofessionals, and tutors are paid partially or completely with these funds in order to provide services to At-Risk students, lined out through the MTSS process. Supplies and resources directly impacting the interventions needed for these students are also paid for with these funds.

Personnel for Carter Elementary

Name	Position	FTE
Demauria Stovall	Pre K Aide	1
Denia Ocho	Pre K Aide	1
Hillary Clark	Pre K Aide	1

Campus Funding Summary

<table>
<tr><td colspan="6">199 PIC 24 State Compensatory Ed (SCE) Accelerated</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>2</td><td>2</td><td>Learning A-Z Reading (Including Raz Kids)</td><td></td><td>$3,513.00</td></tr>
<tr><td>2</td><td>2</td><td>5</td><td></td><td></td><td>$2,500.00</td></tr>
<tr><td>2</td><td>3</td><td>2</td><td>3 PK paraprofessionals</td><td></td><td>$95,922.73</td></tr>
<tr><td>3</td><td>2</td><td>2</td><td></td><td></td><td>$2,500.00</td></tr>
<tr><td>4</td><td>2</td><td>1</td><td></td><td></td><td>$500.00</td></tr>
<tr><td>4</td><td>2</td><td>2</td><td></td><td></td><td>$1,250.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$106,185.73</td></tr>
<tr><td colspan="4"></td><td>Budgeted Fund Source Amount</td><td>$106,185.73</td></tr>
<tr><td colspan="4"></td><td>+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6">199 PIC 25 State Bilingual/ESL</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>3</td><td>3</td><td>Summit K Software</td><td></td><td>$2,750.00</td></tr>
<tr><td>4</td><td>1</td><td>3</td><td>Flocabulary</td><td></td><td>$2,560.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$5,310.00</td></tr>
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<tr><td colspan="4"></td><td>Grand Total Budgeted</td><td>$111,495.73</td></tr>
<tr><td colspan="4"></td><td>Grand Total Spent</td><td>$111,495.73</td></tr>
<tr><td colspan="4"></td><td>+/- Difference</td><td>$0.00</td></tr>
</table>