

Decatur Independent School District



Carson Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Carson Elementary's mission is to empower all students to pursue excellence through authentic learning experiences and relationships to obtain individual successes.

Vision

Carson students will develop a desire to learn, helping them to reach their fullest potential socially and academically by being independent thinkers with a positive self concept.

Value Statement

We want to be a campus where all children succeed, feel safe, and have their curiosity cultivated.

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Comprehensive Needs Assessment

Demographics

Summary

[Demographics](#), per PEIMS, 2025-26 school year.

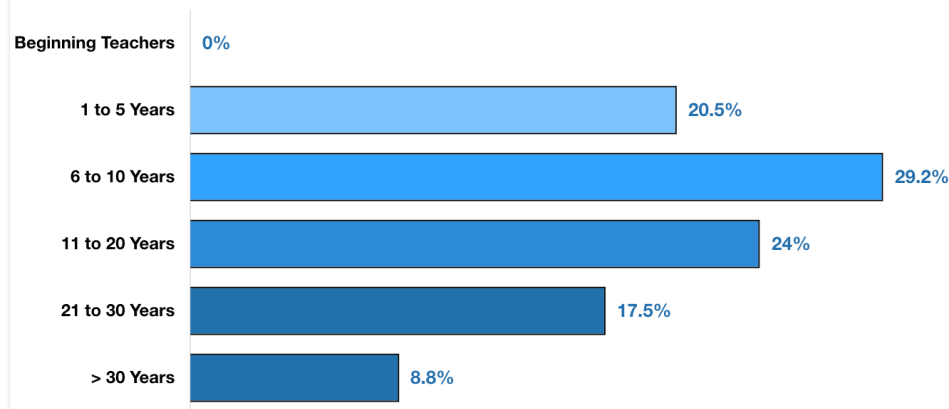
Demographics summary:

Carson Elementary has typically housed between 450-520 students in recent years. We are a predominantly two-ethnicity school (white and Hispanic), with the third ethnic group (two or more races) comprising less than 4% of the population.

Carson's Dyslexia and GT populations are similar to state averages, while our Special Education population is significantly higher than the state average (24.3% vs. 16.5%) and carries a Title I designation due to a high Economically Disadvantaged percentage, though our percentage fell from the mid-40s to 36.3% this past year.

Teacher Info:

Teachers by Years of Experience



Carson traditionally has low turnover.

Between last year to this year, we have four new teachers joining the staff. Two are in 5th grade, one in 3rd grade, and one in 2nd grade.

Strengths

- Fairly low mobility numbers -- while we have some move-ins and move-outs, most of our student body stays consistent over the year and moving from grade-to-grade.
- Stable teaching staff. Low turnover means consistency.
- Stabilizing Dyslexia & GT numbers. In previous years, GT numbers had dipped to a very low percentage while dyslexia had spiked. Both have settled around the 8-9 % mark.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 We have a high percentage of students from populations that typically struggle with academic learning (Eco Dis, SpEd, etc.).	Students lack contextual understanding of academic learning. Many entered kindergarten lacking skills conducive to school success and many also do not have the life experiences to draw upon that make learning relevant and meaningful.
2 High special education population presents challenges for academic performance measures.	Carson demographics have shifted significantly over the past several years.

★ = Priority

Student Learning

Summary

2025-26 Accountability Data:

Texas Education Agency

2026 Accountability Rating Overall Summary CARSON EL (249905103) - DECATUR ISD - WISE COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

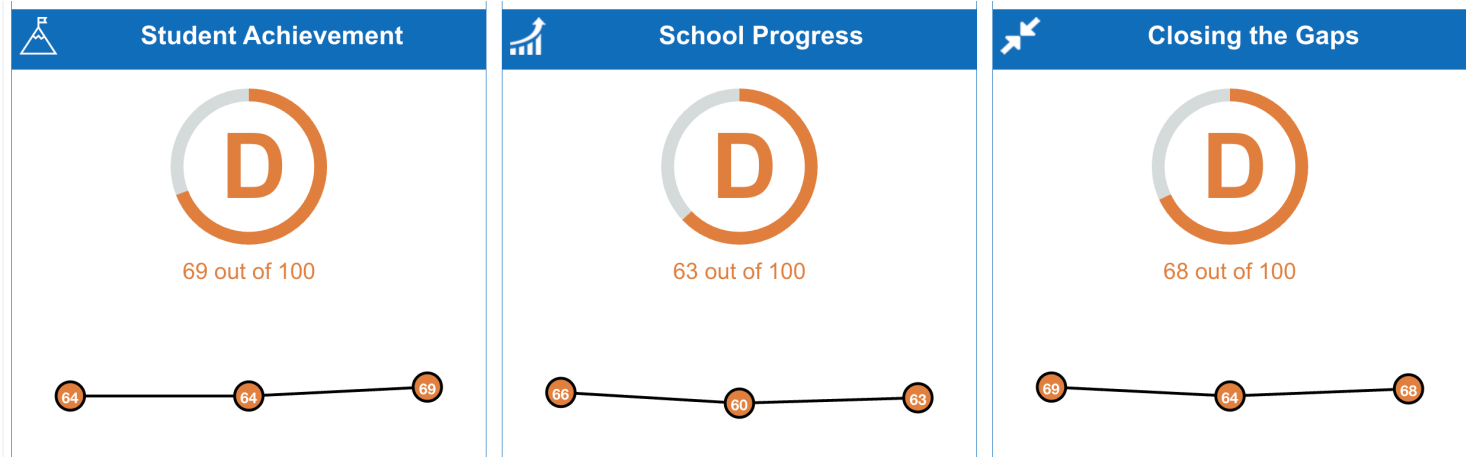
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		69	D	
Student Achievement		69	D	70%
STAAR Performance	40	69		
College, Career and Military Readiness				
Graduation Rate				
School Progress		63	D	0%
Academic Growth	58	63	D	✓
Relative Performance (Eco Dis: 36.3%)		55	F	
Closing the Gaps	30	68	D	30%

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

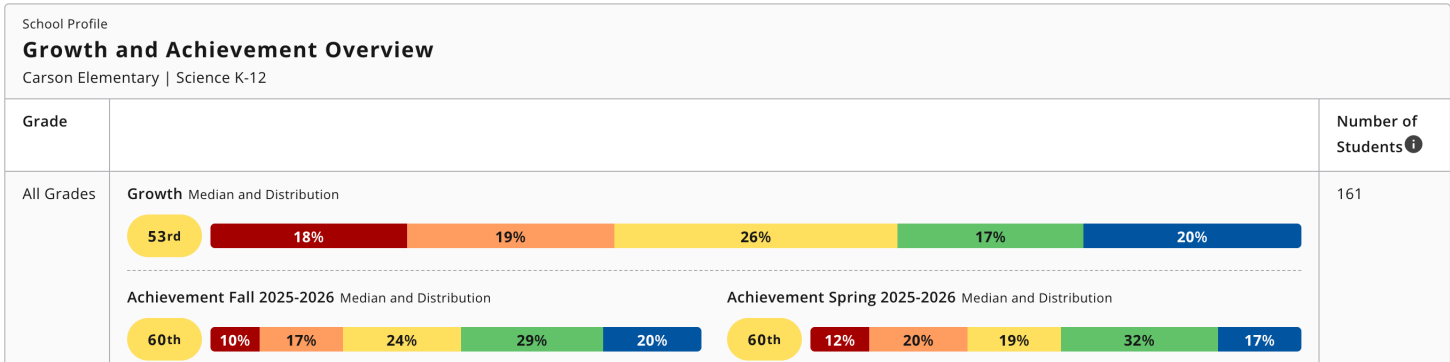
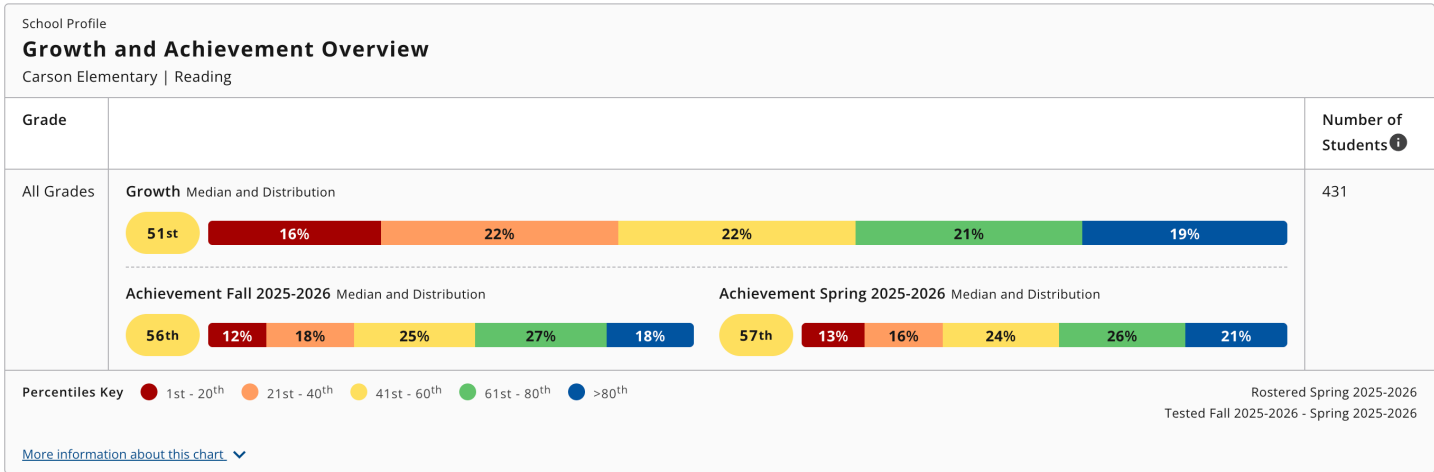
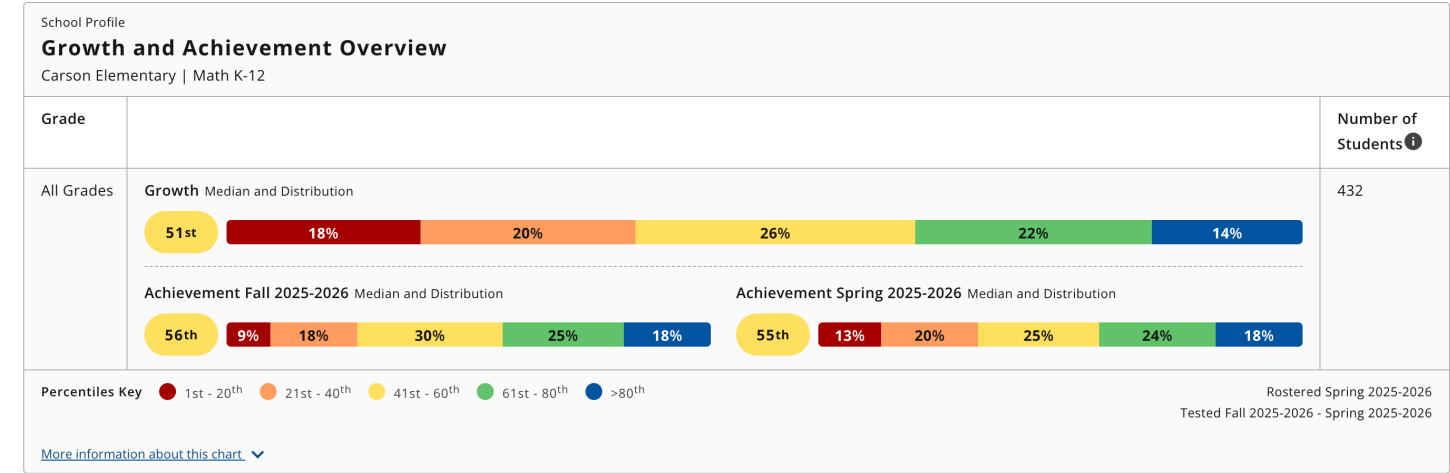


Full TEA Accountability report [here](#).

STAAR Summary:

- Fourth consecutive year of a D rating.
- Growth from 24-25 year (64) of 5 points.

End of Year MAP Data: (in order: math, reading, science)



Strengths

- School growth from 64 to 69 demonstrates some processes were impactful toward student learning.
- MAP provides vetted, scaled results that are utilized by teachers to address student needs.
- PLC protocols--among an array of campus processes-- in place for continuous, frequent checks on student progress and learning indicators.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students are not performing to academic standards, especially in math.	Embedded and effective use of instructional best practices are not occurring enough.
2	Students are not performing to academic standards, especially in math.	Intervention strategies and execution have been inconsistently implemented.
3	PLCs often do not drive decision making.	PLCs have lacked a student-performance focus and too often dwell on adult behaviors rather than student outcomes.

★ = Priority

School Processes & Programs

Summary

- Master schedule built with significant teacher input that balances in-class learning, necessities (lunch, recess, PE, technology time), intervention periods, and co-curricular rotations.
- PLC structures are agenda-driven and focus on data-driven decisions based on student assessments. PLCs occur weekly.
- Professional development offered through district leadership for instruction in curricular areas & associated programs (tech apps, etc.).
- Technology highly integrated in tiers 1 and 2 of instruction. (MyPath, Catalyst, Zearn, etc.)
- Teams organized into teaching pairs (2nd-4th), departmentalization (5th), and self-contained (KG and 1st).
- Support from specialists (GT, Tier 3, dyslexia, resource/inclusion/PASS) to address high needs.

Strengths

- Familiarity with ELAR resources, including consecutive years with Structured Literacy, benefits continuity and effectiveness of lesson delivery.
- Teaming structures and low turnover led to general overall teacher comfort.
- Periodic data review and weekly PLCs provide opportunities to analyze student results for strengths/weaknesses and intervention needs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Delivery of instruction, especially in math, did not yield high results on STAAR.	Newness of Bluebonnet, 4-day work week, etc. led teachers to feel rushed and moving at too fast a pace.
2	Schedule of day has been described as overly choppy and transition heavy.	Balancing needs of mental and physical breaks and required movement through the building (recess, lunch, PE, rotations, intervention) has resulted in our schedule feeling choppy for some grades.

 = Priority

Perceptions

Summary

- Retention remains high over the years. Little staff turnover (3 out of 4 departing teachers left due to moving out of state, not from dissatisfaction).
- Parents continue to support the school through volunteerism, engagement with their child's teachers, and attendance at curricular, extra-curricular, and co-curricular events.
- WATCH DOG program implemented with high degrees of success (kick-off, sign-ups, attendance by dads).

Strengths

- PTO involvement in the school is high and high-impact. Support and supplementation of school efforts is widespread and frequent.
- WATCH DOG is a high-profile parent involvement strategy that has demonstrated sustained success.
- Low turnover/high retention -- continuity and commitment to the school is the norm.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	D ratings have lessened the school's perception in some eyes.	Academic performance needs to match the perception of great things happening in other areas.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions

- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS
- ☒ Texas Success Initiative (TSI) data
- ☒ Intervention data

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/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data

- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Foster Care data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

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
- ☒ Staff mobility/stability
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Community service agencies and support services

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 and high yield strategies
- ☒ Action research results

- ☒ Horizontal and vertical team alignments processes
- ☒ Technology and resource allocation data
- ☒ Enrichment course/materials
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Priorities

Priority 1

Nurture learning to ensure high performance

Performance Objective 1 High Priority HB3 Priority

Students will be Safe and Secure

Evaluation Data Source: Campus drill log, TEA Safety Audit results, EAGLE framework implementation items and deadlines

Key Strategic Action 1

Plan and conduct required safety drills per SRP standards.

Strategy's Expected Result/Impact: Stakeholders within the building, including guests and substitute teachers, will know and execute planned or unplanned drills to a very high level of success.

Staff Responsible for Monitoring: Administration

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

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Key Strategic Action 2

Maintain school security at all times.

Strategy's Expected Result/Impact: The school will remain a secure location through maintenance and monitoring of exterior doors, thorough vetting of visitors by office staff, and challenging unbadged visitors by any and all staff.

Staff Responsible for Monitoring: Administration

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

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Key Strategic Action 3

Develop fundamental, social, and emotional needs of the Carson student body.

Strategy's Expected Result/Impact: Students will learn strategies for making friends, developing personal responsibility, resolving conflict, and addressing other life situations through character development and social-emotional learning. Students' basic needs will be met, regardless of home life.

Staff Responsible for Monitoring: Administration, Counselor, EAGLE committee

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Performance Objective 2 High Priority HB3 Priority

Yearly Student Academic Growth

Evaluation Data Source: STAAR, NWEA (MAP) GROWTH, STAAR Interim & CBAs, Walkthrough/Observation Analysis, ZEARN and Blended Learning analysis

Key Strategic Action 1 Targeted Support Key Strategic Action

 Additional Targeted Support Key Strategic Action  Results Driven Accountability

Carson mathematics teachers will implement the Blended Learning model with fidelity and high degrees of effectiveness. Blended Learning walkthroughs and ZEARN logs will indicate effective implementation of the B.L. framework for Bluebonnet instruction.

Strategy's Expected Result/Impact: Students will meet growth goals (75% of students meeting EOY MAP growth goals set after the BOY MAP), ensuring that gaps are closing instead of growing. Due to STAAR testing results, Carson's accountability rating moves into the C range.

Staff Responsible for Monitoring: Administration, Teachers, Intervention/Specialists, Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Key Strategic Action 2 Targeted Support Key Strategic Action

 Additional Targeted Support Key Strategic Action  Results Driven Accountability

Carson will use a revised Professional Learning Community structure to streamline and focus PLC meetings on student learning outcomes. PLCs are held weekly during Thursday conference times for homeroom teachers. All teachers now have a planning/PLC partner for the 2026-27 school year.

Strategy's Expected Result/Impact: PLCs will be agenda-driven, focusing on DuFour's 4 questions, comparing student work samples, analyzing assessment data, and ultimately tracking student performance. Student intervention needs and strategies will be identified through this process.

Staff Responsible for Monitoring: Administration, Teachers, Intervention/Specialists, Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Key Strategic Action 3 Targeted Support Key Strategic Action

 Additional Targeted Support Key Strategic Action  Results Driven Accountability

Carson will implement targeted, effective intervention strategies to ensure students close gaps, ensure students are provided the enrichment or reteach/remediation that they require, and move within the MTSS system in a timely manner. Intervention PLCs will be held after each assessment window to review assessment data alongside Tier 1 teachers to assess changing student needs.

Strategy's Expected Result/Impact: Student data is used to determine student splits for small group instruction, Tier 2 instruction, Tier 3 instruction, progress monitoring, and Intervention remediation, reteach, and enrichment opportunities.

Staff Responsible for Monitoring: Administration, Teachers, Intervention/Specialists, Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3 **High Priority** **HB3 Priority**

Students will be College and Career Ready

Evaluation Data Source: EAGLE framework milestones and timeline
Leadership team membership and participation
--Welcoming Crew
--FLAG Crew
--Mentor Team
--Announcements Team
Recognition highlights and assemblies for students

Key Strategic Action 1

Carson will make leadership and mentor/mentee opportunities available for students throughout the building. Carson will implement an EAGLE framework implementation that highlights both student and staff successes and contributions.

Strategy's Expected Result/Impact: Students will learn and demonstrate leadership and character attributes desired and supported by the DISD community.

Staff Responsible for Monitoring: All staff

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Priority 2

Invests in faculty & staff growth to ensure a highly engaged staff

Performance Objective 1

Staff will be Safe and Secure

Evaluation Data Source: CIP Training
SRP Drill Performance
Campus Safety Audit

Key Strategic Action 1

Carson will ensure that a robust and CPI certified behavior response team is available at all times to respond to crisis and/or serious behavior.

Strategy's Expected Result/Impact: Serious behaviors do not fall onto one or a few people's responsibility list, but are spread out among a number of capable responders. Behaviors are effectively managed for minimal impact on learning and class success.

Staff Responsible for Monitoring: CPI certified staff (including Administration), case managers

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Key Strategic Action 2

Carson will implement and track safety and security measures, including exterior door sweeps, SRP drills, and emergency training (including the appropriate use of the Centegix badge).

Strategy's Expected Result/Impact: Staff will be confident and prepared to address emergency situations and/or severe student behaviors during the year. Staff will feel that they are in a safe working environment.

Staff Responsible for Monitoring: Administration, All staff

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 High Priority HB3 Priority

Faculty/Staff Professional Development to Build Capacity

Evaluation Data Source: Professional Development Attendance

Staff/Faculty Meeting Attendance

PLC participation and follow-through

T-TESS observation/walkthrough feedback

EAGLE Recognition for Staff

Teacher Incentive Allotment training and implementation

Key Strategic Action 1 Targeted Support Key Strategic Action

 Additional Targeted Support Key Strategic Action  Results Driven Accountability

Carson Elementary will support and provide professional development in the areas of Blended Learning, Teacher Incentive Allotment, T-TESS Appraisal, data analysis and PLC structures, curricular implementation strategies, and best practices for Tier 1 instruction.

Strategy's Expected Result/Impact: Teachers will demonstrated increase efficacy in their job performance.

Staff Responsible for Monitoring: Administration, Teachers

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Key Strategic Action 2 Targeted Support Key Strategic Action

 Additional Targeted Support Key Strategic Action  Results Driven Accountability

Carson Elementary teachers will receive frequent, timely feedback on their instructional practices.

Strategy's Expected Result/Impact: Teachers will increase their efficacy based off of specific, meaningful feedback from walkthroughs and observations, and through group discussions of best practices.

Staff Responsible for Monitoring: Administration, Teachers

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3 High Priority HB3 Priority

Faculty/Staff Engagement and Culture

Evaluation Data Source: Teacher/staff participation in PD, events

PLC participation

EdCon representation, participation

T-TESS Walkthrough/Observation feedback

Staff/Faculty meeting sign-in

Principal & Teacher communication with families

Potential Climate Surveys for staff and/or families

School Social Media activity

EAGLE recognition

Key Strategic Action 1

Carson Elementary will implement EAGLE framework in ways that highlight and celebrate staff efforts, accomplishments, and demonstrations of shared values.

Strategy's Expected Result/Impact: Staff will feel a pervasive sense of belongingness, job satisfaction, and support.

Staff Responsible for Monitoring: Administration, All staff

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Key Strategic Action 2

Carson Elementary will provide opportunities for all staff to increase their involvement, collaboration, and effective impact within the building.

Strategy's Expected Result/Impact: Committees and PLC structures that allow staff to better collaborate with colleagues and peers, resulting in greater efficacy and synergy for better student outcomes.

Staff Responsible for Monitoring: Administration, All staff

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Priority 3

Fosters a culture of excellence with family & community support

Performance Objective 1 High Priority

Parent and Family/Community Engagement

Evaluation Data Source: Sign-in Logs
Attendance/Participation at Events
Student Attendance Rates
Communication (2-way) that is responsive and proactive
Parent Volunteer Rate & Logs
WATCH Dog event and daily sign ups
PTO membership, partnership, event co-coordination
Potential climate survey data

Key Strategic Action 1

Carson will engage families in events, activities, and teacher-parent academic communication that informs and involves them in their child's education.

Strategy's Expected Result/Impact: Increased community and parent engagement, more informed parents concerning academic expectations and performance of their children, increased student performance.

Staff Responsible for Monitoring: Administration, Teachers, Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Key Strategic Action 2

Carson will establish a two-way channel of communication between the school and parents through weekly newsletters, timely responses to questions or concerns, and effective use of social media.

Strategy's Expected Result/Impact: Carson's families will be informed, be involved in responsive and timely communication, and have reliable go-to sources for school events and news.

Staff Responsible for Monitoring: Administration, Teachers, Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Performance Objective 2 High Priority

Community Partnerships

Evaluation Data Source: Collaboration with other DISD entities (namely, DHS student groups)
Partnerships with area businesses, churches, and community groups
Participation and representation in Decatur events and traditions

Key Strategic Action 1

Carson Elementary will develop and foster new and established relationships with area businesses, community groups, and churches in order to support and bolster staff and student programs.

Strategy's Expected Result/Impact: New or strengthened partnerships with area entities that establish or boost programs in the school. Students, especially in higher need, will receive support and assistance they might not otherwise get.

Staff Responsible for Monitoring: Counselor, Administration, Staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Key Strategic Action 2

Carson Elementary will participate in community and district events in order to boost the relationship between Carson and other district and community organizations.

Strategy's Expected Result/Impact: Tighter bonds with other campus and district--as well as community--organizations.

Staff Responsible for Monitoring: Administration, Counselor, all staff

Title I: 2.5.3

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

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

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Performance Objective 3 **High Priority**

Stakeholder Communication and Feedback

Evaluation Data Source: Communication between families/community and the school

Newsletters

Social Media Engagement

Solicitation of feedback through surveys, etc

Parent-teacher conference logs

Marquee & Flyer/Pamphlet distribution

Key Strategic Action 1

Carson Elementary will update and make available information through several forms, including emailed newsletters, marquee and website information, social media blasts, distributed paper flyers, shared communication with PTO, and up-to-date informationals on display in the office.

Strategy's Expected Result/Impact: Parents and related community members will be informed, become more involved, and feel in-the-know concerning the school and their child's experiences.

Staff Responsible for Monitoring: Administration, Teachers, Counselor

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Priority 4

Fiscal responsibility & transparency & maximize community investment

Performance Objective 1 High Priority

Ensure Strong Financial Stewardship

Evaluation Data Source: Budget expenditure records

Key Strategic Action 1

Carson Elementary will ensure strong financial stewardship through intentional targeted spending, timely use of allocated resources, acquisition of high-impact teaching supports, and on-target budgeting.

Strategy's Expected Result/Impact: Effective and efficient use of tax payer dollars that supports learning, safety, and student/staff recognition efforts--all high priorities. Staying within budget and allowing for a healthy start to the 27-28 school year.

Staff Responsible for Monitoring: Administration, PEIMS secretary

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 High Priority

Processes and Planning for Well-Maintained Facilities

Evaluation Data Source: Exterior and interior door checks/logs.
Maintenance and technology work order records.
Prioritizing needs for safety and learning.

Key Strategic Action 1

Carson Elementary will maintain the healthy operation of its hardware and structural resources, placing work orders as needed to address concerns as they arise.

Strategy's Expected Result/Impact: A fully-operational building that is safe, secure, and conducive to the learning and well-being of all students.

Staff Responsible for Monitoring: Administration, Office Staff, All Staff

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November

February

April

June

Performance Objective 3 **High Priority**

Provide Operational Efficiency, Effectiveness, and Transparency

Evaluation Data Source: Operations committee logs
Housed schedules and lists (Google/Hub)
Work order and Purchasing records

Key Strategic Action 1

Carson Elementary will execute a transparent and prioritized operational plan that puts student needs and campus goals as the point of emphasis.

Strategy's Expected Result/Impact: Operations within the school are efficient, responsive to identified needs, and involves the stakeholders who will be asked to implement actions.

Staff Responsible for Monitoring: Administration, all staff

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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