

Fort Worth Independent School District

110 Carroll Peak Elementary School

2023-2024 Improvement Plan



Mission Statement

The mission of Carroll Peak Elementary School is to provide a safe, secure, and supportive environment that promotes academic rigor that will eliminate the achievement gap for all students.

Vision

"A legacy of excellence."

Campus Values

Respect

Reflection

Perseverance

Collaboration

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Comprehensive Needs Assessment

Revised/Approved: August 2, 2023

Demographics

Demographics Summary

Carroll Peak Elementary is an urban elementary school in the Morningside area of Fort Worth, Texas. It was originally founded in 1914 and named after Carroll M. Peak, Fort Worth's first doctor. CPE educates approximately 460 students in grades Pre-K 3-year old through 5th grade. Many of our students come from multigenerational families who speak a variety of languages, including but not limited to: English, Spanish, and Burmese. We have several invested community partners which help support our campus efforts including: Fort Worth Children's Partnership, Hillside Community Center, Bethlehem Center, and the YMCA via the Fort Worth After School partnership.

We provide regular programming, one-way dual language, ESL, gifted and talented, early childhood special education and inclusion special education classes. We also provide extra curricular activities for students beyond the school day including: Fort Worth After School programming via the YMCA, art club, basketball, soccer, and tutoring.

CPE has an enrollment breakdown as such:

Hispanic: 59.9%

African American: 29.4%%

Asian: 7.6%

Other: 3.1%

EL: 52%

SpEd: 7.4%

Economically disadvantaged: 97%

Our staff is diverse in terms of years of experience and race/ethnicity, but many staff members have been here between 10-20 years.

Student Attendance:

2019-20 (Pre-COVID): 97.8%

2020-21 (Post-COVID- Virtual Option): 93.5%

2021-22 (Post-COVID- In person): 90.86%

2022-23: 92.6%

Demographics Strengths

Carroll Peak has many strength. Some of the most notable demographic strengths include:

- We provide multiple resources to support the economic needs of students and families including: free breakfast and lunch for all students, one-to-one devices for all students,

school supplies, and school uniforms, winter coats, etc. to those in need. W

- Through the YMCA's Fort Worth After School program we provide an after school program that provides dinner to students in grades 3-5.
- We have two PreK 3-year old classes offered for students who qualify through a grant with Fort Worth Children's Partnership.
- We have several SEL supports in place to assist students including: a full-time certified counselor, a case manager, and a MHMR navigator.
- We offer after school enrichment opportunities including: soccer club, basketball club, art club, and FWAS.
- School and community partnerships, such as the Parents and Teachers Association (PTA) and the Fort Worth Children's Partnership (FWCP) provide continued support throughout the school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus attendance average is below the district's attendance average. Carroll Peak has 28% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is African American, where 37% of students are identified as chronically absent. **Root Cause:** Our attendance committee needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Problem Statement 2: 57% (2022-2023) of Hispanic students met BOY to EOY projected growth as evidenced by NWEA Math English compared to their African American peers at 65%. **Root Cause:** Quality professional development has not been systematically provided and monitored for comprehension/ fidelity to support KG-5th grade Hispanic students in math growth. This includes supports tailored to English Learners, culturally responsive teaching with tailored instruction to meet their specific needs and research-based instructional strategies (differentiation).

Student Learning

Student Learning Summary

Student Learning Summary:

Carroll Peak Elementary has made significant academic gains in the past 6 years from an Improvement Required campus to a Texas Education Agency B-rated campus, based on the most recent STAAR in the Spring of 2022. The B-rating was based on School Progress which scored an 88. Closing the Gaps scored 74, and Student Achievement scored 54. To help address learning gaps and to accelerate students, Carroll Peak offers after school tutoring. We have a Special Education inclusion teacher and a dyslexia teacher to help identify and support students with additional academic needs. Additionally, Carroll Peak has several part-time staff which also help support identified students including: a diagnostician, speech teacher and a Licensed Specialists in School Psychology.

Below are additional metrics which illustrate student learning:

- Pre K Circle Data (Pre K) 22-23 EOY
 - 97% "On Track" with phonological awareness in English
 - 100% "On Track" with phonological awareness in Spanish
 - 91% "On Track" with math in English
 - 96% "On Track" with math in Spanish
- MAP Growth (K-5) 22-23 EOY
 - 58% of students met or exceeded their end of year expected growth measure in reading English
 - 46% of students met or exceeded their end of year expected growth measure in reading Spanish
 - 61% of students met or exceeded their end of year expected growth measure in math
- STAAR (3-5) Spring 2023
 - Reading
 - Approaches: 71%
 - Meets: 41%
 - Masters: 17%
 - Math
 - Approaches: 62%
 - Meets: 29%
 - Masters: 12%
 - Science
 - Approaches: 28%
 - Meets: 17%
 - Masters: 2%
- TELPAS 2022 (1-5 ESL students)
 - 43% of students increased their composite score from the previous year.
 - 48% of students kept the same composite score from the previous year.
 - 9% of students regressed on their composite score from the previous year.

Student Learning Strengths

- Carroll Peak's greatest student learning strength is the progress from Improvement Required to a TEA B-rating over six school years. Targeted quality tier one instruction and intentional during and after school interventions were key factors in that success. Teacher commitment in the PLC process played an important role in this growth.
- Students and teachers engage in data tracking conferences and goal-setting processes to analyze BOY/ MOY/ EOY NWEA Math and Reading and benchmark data, along with analyzing formative assessments.
- At the end of the 2022-23 school year, 91% of pre-k4 students were "on track" on Math according to the Circle Assessment and 97% "on track" on Phonological Awareness.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fourth grade students dropped 21% at the Meets Level on STAAR Reading from 2022 (44%) to 2023 (23%). **Root Cause:** Quality professional learning to support understanding the depth of the state standards to be able to create TEKS aligned lessons and exit tickets.

Problem Statement 2 (Prioritized): Fourth grade students dropped 17% at the Meets Level on STAAR Math from 2022 (40%) to 2023 (23%). **Root Cause:** Quality professional learning to support understanding the depth of the state standards to be able to create TEKS aligned lessons and exit tickets.

School Processes & Programs

School Processes & Programs Summary

To create a campus culture which is focused on academic success for all students, our lesson plans follow the FWISD scope and sequence, curriculum, and resources. Daily lesson plan expectations include: the state TEKS, the learning objective(s) written in student-friendly terms, and TEKS aligned activities and formative assessment(s). Teachers are expected to include scaffolds in their lessons to differentiate for student needs to ensure all students can access the level of rigor expected from the state standard (Tier 1 instruction).

To create and model a data-rich campus culture focused on student growth and achievement, teachers also use daily TEKS aligned exit tickets to monitor student learning and adjust instruction based-on student needs by focusing on the misconception from the previous day's learning and providing students with an opportunity to correct the misconception and master the skill.

Carroll Peak utilizes the Ron Clark Academy House system as part of our Positive Behavior Management System. House names, colors, and history were created by campus staff and are unique to CPE. All staff and students, PK-5 are inducted into a house and able to earn "points" for their house in the following categories: academics, citizenship, effort, and school spirit. Each six-weeks, the house with the most points is celebrated. This also creates smaller communities within the school and provides opportunities for student leadership in their houses. These houses have greatly increased school spirit and camaraderie. On Wednesday's staff and students wear their house colors and begin the day in the hallways participating in their house chants.

Another culture-building aspect at CPE is our monthly committees. At the beginning of the year, teachers and staff join a monthly committee which, in communication with the principal, creates and shares out a monthly calendar of events and celebrations for students, staff, and families.

Additional student, staff, and family supports at CPE include: a full-time assistant principal, nurse, counselor, case manager, MHMR navigator, and campus monitor.

Carroll Peak has an active PTA comprised of parents and teachers.

For campus leadership, the Instructional Leadership Team consists of the principal, assistant principal, data analyst, and an instructional coaches. Each grade level, including electives, has a grade level leader and at the start of the year, the faculty votes on the CERC team comprised of staff members who act as an advising body to the principal.

School Processes & Programs Strengths

- Staff and student culture and school spirit is celebrated as a campus strength.
- Staff feel as though they have strong instructional support through instructional coaching, weekly PLCs, and feedback from the Instructional Leadership Team.
- Communication to staff and families via weekly newsletters, monthly activity calendars, call-outs, and social media is a culture building strength.
- Carroll Peak provides free breakfast to all Pre-K through 5th grade students to support classroom performance, attendance, and social emotional needs.
- The process for recruiting, selecting, assigning, inducting and retaining high-quality educators is extremely thoughtful, involves stakeholders, and uses targeted interview questions based on the particular position being filled.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Fourth grade students underperformed the district average by 9% on both Math and Reading STAAR at the Meets Level. CPE Math & Reading at Meets Level 23% District Math & Reading at Meets Level 32% **Root Cause:** Teachers need support understanding the depth of the state standards and the vertical alignment of

TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' proficiency.

Problem Statement 2: The MTSS identification, monitoring, and implementation process is not a consistent schoolwide practice resulting in students falling further behind academically, especially in the primary grades (PK-2nd). **Root Cause:** Teachers need further supports year-round with the MTSS process and accountability through progress monitoring by the Leadership Team.

Perceptions

Perceptions Summary

Campus Climate and Culture

- **House System:** Parents, students, and staff are excited to belong to our House System. The four houses, Heshima, Laulima, Valor, and Cabanga, were created by a campus house committee and modeled after the Ron Clark House System. House committee members attended Ron Clark training to ensure success with the system. All students PK-5 and all campus staff are inducted into one of the houses which they will be a part of their entire time at CPE. Students are able to earn points for their house through academics, citizenship, effort, attendance, and other positive ways. These points can be added by any staff member on campus via the Ron Clark app. The points update instantly and can be displayed for students to see easily. Student names are also displayed when they earn points. Each six weeks, the house with the most points is celebrated. These parties have included: renting video game trucks, laser tag, nerf tag, hamsterball races, glow in the dark dance parties, movie parties, and more! Students dress up every Wednesday in their house colors and wear their campus provided house shirt! Every Wednesday morning begins with a schoolwide chant for all houses which ends with the line "4 houses: 1 school!" to reinforce that all houses make up Carroll Peak. This has been a positive addition to our campus to build campus spirit and to create smaller communities across the campus. It also allows 5th graders opportunities for leadership in their respective houses.
- **Campus Committees:** All staff sign up to be part of at least two committees each year. These committees include attendance, Positive Behavior Intervention Support, LPAC, Grade Level Leads, House Leads, and monthly culture committees. The monthly culture committees are responsible for planning and communicating activities during their assigned month. These activities must include staff, student, and family components. Once the activities have been approved by the principal, the committee creates, posts, and distributes a monthly calendar, so all staff, students, and families can participate.

Parent Participation

- Our biggest parent participation events are Open House, Holiday Festival, Fall Festival, Field Day, and Awards Assemblies. We usually average between 250-500 parents/family members at these events.
- Carroll Peak does have an PTA comprised of teacher and parent members.

Community Partnerships

- Our campus is part of the Fort Worth Children's Partnership (FWCP) which supports our campus in several different areas including providing the opportunity for our PreK and Kindergarten students to attend "Museum School" biweekly. They also help fund a swim camp in partnership with TCU in the summer.
- A & M Barber School comes to CPE monthly to give free haircuts to our students.

Perceptions Strengths

- Carroll Peak is a neighborhood school with students living nearby the school (no school bus), so mobility is lower than other areas in the district.
- The house system supports a strong and collaborative campus climate and culture.
- Usually 35% or more staff have perfect attendance each six weeks.
- Monthly activities and dress up days are planned and communicated with families to strengthen student experience and improve student attendance.
- Strong parent participation in campus events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In the 2022-2023 school year, African American students made up 67% of suspensions compared to Hispanics with 33%. **Root Cause:** Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

Problem Statement 2: In the 2022-2023 school year, African American students had a 90.1% attendance rate compared to Hispanics with 93.1% and White 93.6%. **Root Cause:** A schoolwide chronic absenteeism plan is needed to track, motivate and partner with parents to find solutions and supports to get students to school.

Priority Problem Statements

Problem Statement 1: The campus attendance average is below the district's attendance average. Carroll Peak has 28% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is African American, where 37% of students are identified as chronically absent.

Root Cause 1: Our attendance committee needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In the 2022-2023 school year, African American students made up 67% of suspensions compared to Hispanics with 33%.

Root Cause 2: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Fourth grade students dropped 21% at the Meets Level on STAAR Reading from 2022 (44%) to 2023 (23%).

Root Cause 3: Quality professional learning to support understanding the depth of the state standards to be able to create TEKS aligned lessons and exit tickets.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Fourth grade students dropped 17% at the Meets Level on STAAR Math from 2022 (40%) to 2023 (23%).

Root Cause 4: Quality professional learning to support understanding the depth of the state standards to be able to create TEKS aligned lessons and exit tickets.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Fourth grade students underperformed the district average by 9% on both Math and Reading STAAR at the Meets Level. CPE Math & Reading at Meets Level 23% District Math & Reading at Meets Level 32%

Root Cause 5: Teachers need support understanding the depth of the state standards and the vertical alignment of TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' proficiency.

Problem Statement 5 Areas: School Processes & Programs

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
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved 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
- 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
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Study of best practices
- Action research results

District Goals

Revised/Approved: June 21, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 97% to 100% by May 2024.

*Maintain the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish to 100% by May 2024.

High Priority

Evaluation Data Sources: CLI Wave 3 for PK3 and PK4.

Strategy 1: Ensure direct and explicit instruction through the implementation of the Creative Curriculum/ FWISD Literacy/ Biliteracy Framework ensuring Fundamental Four to improve the fluency and literacy comprehension in all PreK-5th grade classrooms through professional learning sessions, planning and materials.

Strategy's Expected Result/Impact: 100% of PreK teachers will follow and implement the Creative Curriculum for Texas as evidenced in walkthroughs and 100% of PreK teachers will engage in weekly PLCs targeting lesson planning and data analysis.

Staff Responsible for Monitoring: Administrators, Instructional Coach, Data Analyst, PreK Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to teach teachers how to fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS. Focus on differentiation to close achievement gap for at-risk students.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Literacy Delivery Method: In person</p> <p>Funding Sources: Supplies and materials for instructional use to implement aligned instruction - Title I (211) - 211-11-6399-04E-110-30-510-000000-24F10 - \$7,500.97, - SCE (199 PIC 24) - 199-11-6399-001-110-24-313-000000- - \$5,133</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Develop and implement a system of observation and feedback of Literacy instructionally aligned to Science of Reading, Amplify, Creative Curriculum and Reading Academies.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators, Teachers Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Early Learning Delivery Method: In person, on lesson plans</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Administrators and selected teachers will observe teachers with a proven record of success in order to build capacity. Selected teachers will implement 2-3 of the best practices observed.</p> <p>Intended Audience: Selected Teachers Provider / Presenter / Person Responsible: Administrators, Data Analyst, Instructional Coaches Date(s) / Timeframe: September 2023 - March 2024 Collaborating Departments: Early Learning, Other FWISD campuses Delivery Method: In-person</p> <p>Funding Sources: Substitutes for teachers to observe best practices at other campuses. - SCE (199 PIC 24) - 199-11-6112-001-110-24-313-000000- - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources

(Amplify/SAVVAS/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with K-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Support teacher skill and knowledge to plan effective lessons.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- **TEA Priorities:**





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

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Literacy Delivery Method: In person</p> <p>Funding Sources: Extra Duty Pay for Teachers After Hours to develop lessons to meet the needs of all students - Title I (211) - 211-11-6116-0PD-110-30-510-000000-24F10 - \$2,500, Extra duty pay for tutoring ensure all students' needs are met - Title I (211) - 211-11-6116-04E-110-30-510-000000-24F10 - \$2,957</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Instructional Leadership Team ensures teachers are delivering the planned differentiated instruction via lesson plan analysis and feedback as well as frequent, intentionally scheduled, classroom walkthroughs and observations.</p> <p>Intended Audience: ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Weekly throughout the year Collaborating Departments: Literacy Delivery Method: In person, on lesson plans, in STRIVE</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Fourth grade students dropped 21% at the Meets Level on STAAR Reading from 2022 (44%) to 2023 (23%). **Root Cause:** Quality professional learning to support understanding the depth of the state standards to be able to create TEKS aligned lessons and exit tickets.

Problem Statement 2: Fourth grade students dropped 17% at the Meets Level on STAAR Math from 2022 (40%) to 2023 (23%). **Root Cause:** Quality professional learning to support understanding the depth of the state standards to be able to create TEKS aligned lessons and exit tickets.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 54% to 60% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 33% to 47% by May 2024.

*Increase the percentage of Special Education students from 25% to 47% by May 2024.

Evaluation Data Sources: MAP Fluency EOY English and Spanish

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Support teacher skill and knowledge to plan effective lessons.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- **TEA Priorities:**

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





- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure ILT and teachers consistently engage in weekly PLCs focusing on lesson internalization, planning, and modeling/ practicing of lessons. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators, Instructional Coach, Data Analyst Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Literacy and Bilingual Departments Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will engage in after-hours Professional Learning sessions targeting best practices aligned to the instructional materials in order to improve Tier 1 instruction.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administrators, Literacy and Bilingual Department Staff</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: Literacy and Bilingual Department</p> <p>Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Fourth grade students dropped 21% at the Meets Level on STAAR Reading from 2022 (44%) to 2023 (23%). Root Cause: Quality professional learning to support understanding the depth of the state standards to be able to create TEKS aligned lessons and exit tickets.</p>
<p>Problem Statement 2: Fourth grade students dropped 17% at the Meets Level on STAAR Math from 2022 (40%) to 2023 (23%). Root Cause: Quality professional learning to support understanding the depth of the state standards to be able to create TEKS aligned lessons and exit tickets.</p>

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 59% to 64% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 49% to 60% by May 2024.

Evaluation Data Sources: K-5 MAP Reading EOY

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Support teacher skill and knowledge to plan effective lessons.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- **TEA Priorities:**

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

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Data Analyst will create and follow PLC protocol that will focus on equity, standards alignment, internalization of lesson planning and data analysis. Data Analyst and Instructional Coach will facilitate weekly PLCs and data meetings. General supplies needed for implementation will be purchased.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Data Analyst, Instructional Coach</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: Early Learning, Literacy, and Bilingual Department</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Data Analyst provides instructional support, provides professional learning sessions and facilitates data - Title I (211) - 211-13-6119-04E-110-30-510-000000-24F10 - \$85,292, General Supplies for Bilingual Students - BEA (199 PIC 25) - 199-11-6399-001-110-25-313-000000 - \$2,720, General Supplies for Special Education Students - SPED (199 PIC 23) - - \$1,967</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Fourth grade students dropped 21% at the Meets Level on STAAR Reading from 2022 (44%) to 2023 (23%). Root Cause: Quality professional learning to support understanding the depth of the state standards to be able to create TEKS aligned lessons and exit tickets.</p>
<p>Problem Statement 2: Fourth grade students dropped 17% at the Meets Level on STAAR Math from 2022 (40%) to 2023 (23%). Root Cause: Quality professional learning to support understanding the depth of the state standards to be able to create TEKS aligned lessons and exit tickets.</p>

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 91% to 95% by May 2024.
 Increase the percentage of Dual Language students who score On Track on Circle Math from 96% to 100% by May 2024.

Evaluation Data Sources: Circle Math EOY,

Strategy 1: Develop the capacity of PK-5th grade teachers to implement FWISD Curriculum/ Math Framework through targeted professional development in critical thinking, problem-solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Support teacher skill and knowledge to plan effective lessons.

Staff Responsible for Monitoring: Administrators, Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**





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

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: ILT and math teachers will engage in professional learning sessions during PLCs and/ or after school targeting Eureka math and the math trajectory from concrete to abstract and to grow students at all levels. General supplies will be purchased to support student enrichment activities.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators, Instructional Coach Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Math Department Delivery Method: In-person</p> <p>Funding Sources: General supplies and materials for enrichment - Gifted & Talented (199 PIC 21) - - \$274</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Fourth grade students underperformed the district average by 9% on both Math and Reading STAAR at the Meets Level. CPE Math & Reading at Meets Level 23% District Math & Reading at Meets Level 32% **Root Cause:** Teachers need support understanding the depth of the state standards and the vertical alignment of TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' proficiency.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 74% to 80% by May 2024. Increase the percentage of African American students who score On Track on TX-KEA Math from 50% to 80% by May 2024.

Evaluation Data Sources: TX KEA EOY

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level standards and above, including the student performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Strategy's Expected Result/Impact: Support teachers skill and knowledge to plan effective lessons.

Staff Responsible for Monitoring: Administrators, Instructional Coach

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

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





- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team and selected teachers will observe teachers with proven track records of success on different campuses in order to build capacity. Selected teachers will implement 2-3 observed best practices. Instructional supplies will be provided to implement best practices, as needed.</p> <p>Intended Audience: Selected math teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: September 2023 - March 2024 Collaborating Departments: Math department, other FWISD campuses Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure weekly PLCs focus on developing engaging and rigorous lessons that are differentiated based on student needs.</p> <p>Intended Audience: ILT and Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Weekly throughout the year Collaborating Departments: Math Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Fourth grade students underperformed the district average by 9% on both Math and Reading STAAR at the Meets Level. CPE Math & Reading at Meets Level 23% District Math & Reading at Meets Level 32% Root Cause: Teachers need support understanding the depth of the state standards and the vertical alignment of TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' proficiency.</p>

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 62% to 67% by May 2024.

Evaluation Data Sources: EOY MAP Growth Math

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Support teacher skill and knowledge to plan effective lessons.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:

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

- ESF Levers:


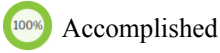
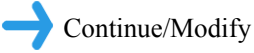

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers will submit lesson plans that include differentiated components and aligned exit tickets and will receive lesson plan feedback prior to the execution of the lessons. Walkthrough feedback will then be provided to close the coaching cycle.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators, Instructional Coach Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Math department Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Computer Lab Assistant will monitor students in the lab as they work on district programs such as Lexia Core 5 and Dreambox which meets students where they are academically, in order to provide differentiation and enrichment and grow all students at least one grade level.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Computer Lab Assistant Date(s) / Timeframe: Weekly throughout the year Delivery Method: Online</p> <p>Funding Sources: Computer Lab Assistant - Title I (211) - 211-11-6129-04U-110-30-510-000000-24F10 - \$34,375</p>	Formative			Summative
	Nov	Jan	Mar	June

School Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Fourth grade students underperformed the district average by 9% on both Math and Reading STAAR at the Meets Level. CPE Math & Reading at Meets Level 23% District Math & Reading at Meets Level 32% Root Cause: Teachers need support understanding the depth of the state standards and the vertical alignment of TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' proficiency.</p>

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 41% to 55% by May 2024.

Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 28% to 45% by May 2024.

Evaluation Data Sources: STAAR Reading 3rd-5th Grade

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: Tracking student progress to ensure growth for all.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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





- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers/ ILT will conference with students, set goals, monitor data, provide feedback to students regarding MAP Growth and other assessments such as benchmark data as evidenced by student tracking sheets. Opportunity for student growth to be recognized and celebrated.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT/ Data Analyst Date(s) / Timeframe: September 2023 - April 2024 Collaborating Departments: ADQ Delivery Method: In-person</p> <p>Funding Sources: Supplies to create data displays and celebrate student growth. - Title I (211) - 211-11-6499-04E-110-30-510-000000-24F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Intervention and acceleration tutorial services during and after school for 2nd-5th grade students targeted based on 2023 STAAR/ MAP Growth data. Attendance will be recorded and monitored.</p> <p>Intended Audience: Targeted students</p> <p>Provider / Presenter / Person Responsible: Teachers, Data Analyst, Administrators, Instructional Coach</p> <p>Date(s) / Timeframe: September 2023 - April 2024</p> <p>Collaborating Departments: none</p> <p>Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Fourth grade students dropped 21% at the Meets Level on STAAR Reading from 2022 (44%) to 2023 (23%). Root Cause: Quality professional learning to support understanding the depth of the state standards to be able to create TEKS aligned lessons and exit tickets.</p>
School Processes & Programs
<p>Problem Statement 1: Fourth grade students underperformed the district average by 9% on both Math and Reading STAAR at the Meets Level. CPE Math & Reading at Meets Level 23% District Math & Reading at Meets Level 32% Root Cause: Teachers need support understanding the depth of the state standards and the vertical alignment of TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' proficiency.</p>

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 29% to 45% by May 2024.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 24% to 45% by May 2024.

Evaluation Data Sources: STAAR Math 3rd-5th Grade

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: Students receiving instruction at or above their grade level TEKS.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- **TEA Priorities:**

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





- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Leadership Team supports teachers in developing rigorous lessons which meet the needs of all students by ensuring that planning artifacts (lesson plans, know/show charts, etc.) include differentiation which plans for both scaffolds and enrichment in each day's lesson.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August-October Collaborating Departments: Math Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Administrators will track weekly walkthroughs and feedback, including coaching conversations, in Eduphoria Strive with a goal of 100% of teachers achieving at a minimum of Proficient level in TTESS Domains 2 and 3 by May 2024.</p> <p>Intended Audience: Teachers, ILT</p> <p>Provider / Presenter / Person Responsible: Administrators</p> <p>Date(s) / Timeframe: August 2023 - April 2024</p> <p>Delivery Method: In person, on lesson plans, in STRIVE</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Fourth grade students dropped 21% at the Meets Level on STAAR Reading from 2022 (44%) to 2023 (23%). Root Cause: Quality professional learning to support understanding the depth of the state standards to be able to create TEKS aligned lessons and exit tickets.</p>
School Processes & Programs
<p>Problem Statement 1: Fourth grade students underperformed the district average by 9% on both Math and Reading STAAR at the Meets Level. CPE Math & Reading at Meets Level 23% District Math & Reading at Meets Level 32% Root Cause: Teachers need support understanding the depth of the state standards and the vertical alignment of TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' proficiency.</p>

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 29% to 20% by May 2024.

Evaluation Data Sources: Attendance Reports

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: increase student attendance and parent engagement while decreasing negative student behaviors.

Staff Responsible for Monitoring: Principal, Assistant Principal, SST

Title I:

2.4, 2.6, 4.1, 4.2

- TEA Priorities:

Improve low-performing schools





- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Family Engagement Specialist will make daily calls to parents of absent students and document phone calls as evidenced by Qualtrics. Intended Audience: Families Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Family Engagement Department Delivery Method: In person, phone calls	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop the capacity in teachers and the Attendance Committee by implementing schoolwide and individualized systems and protocols targeting students who have been identified as chronically absent.</p> <p>Intended Audience: Teachers, FES, Students, Families</p> <p>Provider / Presenter / Person Responsible: ILT, Attendance Committee, FES</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: District Student and Support Services, Parent Partnerships</p> <p>Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The campus attendance average is below the district's attendance average. Carroll Peak has 28% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is African American, where 37% of students are identified as chronically absent. Root Cause: Our attendance committee needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.</p>
Perceptions
<p>Problem Statement 1: In the 2022-2023 school year, African American students made up 67% of suspensions compared to Hispanics with 33%. Root Cause: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.</p>

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 26 to 10 by May 2024.
Decrease the number of discipline referrals by school personnel for African American students from 15 to 5 by May 2024.

Evaluation Data Sources: ADQ Cycle Reports

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: increase student attendance and parent engagement while decreasing negative student behaviors.

Staff Responsible for Monitoring: Principal, Assistant Principal, SST

Title I:

2.4, 2.6, 4.1, 4.2

- **TEA Priorities:**

Improve low-performing schools





- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: At the start of the year, timelines and expectations will be determined and communicated to relevant stakeholders by campus leadership on the following topics: the MTSS process, student attendance procedures, and student behavior documentation and intervention procedures.</p> <p>Intended Audience: Campus Stakeholders Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: At the start of the year. Collaborating Departments: Parent partnerships Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: The campus leadership will determine and communicate with staff a system to monitor that staff is meeting the campus expectations set for documenting (attendance, behavior, and academics) in Branching Minds.</p> <p>Intended Audience: ILT and Campus Staff Provider / Presenter / Person Responsible: Campus Leadership Date(s) / Timeframe: At the start of the year. Collaborating Departments: none Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Assistant Principal will attend the Changing the Odds conference focused on helping conference attendees understand how to create a world of emotionally thriving people, for themselves and for the children with whom they work. She will attend the sessions focused on SEL.</p> <p>Intended Audience: Assistant Principal Provider / Presenter / Person Responsible: Momentous Institute Date(s) / Timeframe: October 26-27, 2023 Delivery Method: In Person</p> <p>Funding Sources: Conference Fee - Title I (211) - 211-23-6411-04E-110-30-510-000000-24F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The campus attendance average is below the district's attendance average. Carroll Peak has 28% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is African American, where 37% of students are identified as chronically absent. Root Cause: Our attendance committee needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.</p>
Perceptions
<p>Problem Statement 1: In the 2022-2023 school year, African American students made up 67% of suspensions compared to Hispanics with 33%. Root Cause: Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.</p>

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students on average from 1.8% to the 1.6% campus average by May 2024.

Evaluation Data Sources: District Discipline Cycle Data

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: increase student attendance and parent engagement while decreasing negative student behaviors.

Staff Responsible for Monitoring: Principal, Assistant Principal, SST

Title I:

2.4, 2.6, 4.1, 4.2

- **TEA Priorities:**

Improve low-performing schools





- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: MTSS meetings will be scheduled to discuss behavioral concerns and identify best practices to implement in order to support students. Intended Audience: Teachers Provider / Presenter / Person Responsible: Student Support Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: MTSS Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Student Support Team will review ADQ Cycle discipline and attendance reports to determine student groups most impacted and in need of support

Strategy's Expected Result/Impact: Increase student attendance while decreasing negative student behaviors.

Staff Responsible for Monitoring: Administrators, SST

Title I:

2.4, 2.6, 4.2

- TEA Priorities:





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

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: At the end of each six-weeks, Student Support Team will review ADQ cycle reports to review students with suspensions to assign to caseloads of relevant staff, perform root cause analysis, and provide follow-up support.</p> <p>Intended Audience: Student Support Team, Campus Staff</p> <p>Provider / Presenter / Person Responsible: Student Support Team</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: The campus Family Engagement Specialist in consultation with campus leadership, and the PTA will create a year-long Parent Engagement plan to be communicated out at the start of the school year. Funds will be used to provide snacks at parent events.</p> <p>Intended Audience: Parents</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist</p> <p>Date(s) / Timeframe: At the start of the year and throughout</p> <p>Collaborating Departments: none</p> <p>Delivery Method: In-person</p> <p>Funding Sources: Snacks for family events. - Parent Engagement - 211-61-6499-04L-110-30-510-000000-24F10 - \$2,748</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The campus attendance average is below the district's attendance average. Carroll Peak has 28% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is African American, where 37% of students are identified as chronically absent. Root Cause: Our attendance committee needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.</p>

Perceptions

Problem Statement 1: In the 2022-2023 school year, African American students made up 67% of suspensions compared to Hispanics with 33%. **Root Cause:** Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 3 to 4 by May 2024.

Evaluation Data Sources: sign in sheets

Strategy 1: Increase parent/ school engagement.

Strategy's Expected Result/Impact: Increase parent and community engagement.

Staff Responsible for Monitoring: Administrators, Family Engagement Specialist

Title I:

2.4, 2.6, 4.1, 4.2

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction

- **Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Perceptions 1


Action Step 1 Details	Reviews			
<p>Action Step 1: Provide opportunities to collaborate with community partners in order to involve parents in opportunities including PTA sponsored events.</p> <p>Intended Audience: Families and community partners</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: Parent Partnerships</p> <p>Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Weekly newsletters will be sent to families on Sunday via Facebook posts, Blackboard and posted to the school website in order to keep families informed about upcoming events and reinforce attendance expectations.</p> <p>Intended Audience: Families</p>	Formative			Summative
	Nov	Jan	Mar	June


Provider / Presenter / Person Responsible: Principal

Date(s) / Timeframe: August 2023 - May 2024

Delivery Method: Online

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

School Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: The campus attendance average is below the district's attendance average. Carroll Peak has 28% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is African American, where 37% of students are identified as chronically absent. **Root Cause:** Our attendance committee needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Perceptions

Problem Statement 1: In the 2022-2023 school year, African American students made up 67% of suspensions compared to Hispanics with 33%. **Root Cause:** Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Supplies and materials for instructional use to implement aligned instruction	Supplies and materials for instructional use	211-11-6399-04E-110-30-510-000000-24F10	\$7,500.97
1	1	2	1	Extra Duty Pay for Teachers After Hours to develop lessons to meet the needs of all students	Extra duty pay for PD after hours	211-11-6116-0PD-110-30-510-000000-24F10	\$2,500.00
1	1	2	1	Extra duty pay for tutoring ensure all students' needs are met	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-110-30-510-000000-24F10	\$2,957.00
1	3	1	1	Data Analyst provides instructional support, provides professional learning sessions and facilitates data	Data Analyst	211-13-6119-04E-110-30-510-000000-24F10	\$85,292.00
2	3	1	2	Computer Lab Assistant	Computer Lab Assistant	211-11-6129-04U-110-30-510-000000-24F10	\$34,375.00
3	1	1	1	Supplies to create data displays and celebrate student growth.	Snacks or incentives for students	211-11-6499-04E-110-30-510-000000-24F10	\$2,000.00
4	2	1	3	Conference Fee	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-110-30-510-000000-24F10	\$500.00
Sub-Total							\$135,124.97
Budgeted Fund Source Amount							\$135,124.97
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Supplies and materials for instructional use	199-11-6399-001-110-24-313-000000-	\$5,133.00
1	1	1	3	Substitutes for teachers to observe best practices at other campuses.	Subs for supplemental instruction	199-11-6112-001-110-24-313-000000-	\$2,500.00
Sub-Total							\$7,633.00
Budgeted Fund Source Amount							\$7,633.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	2	2	Snacks for family events.	Snacks for Parents to promote participation	211-61-6499-04L-110-30-510-000000-24F10	\$2,748.00
Sub-Total							\$2,748.00
Budgeted Fund Source Amount							\$2,748.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	General Supplies for Bilingual Students	Supplies and materials - instruction	199-11-6399-001-110-25-313-000000	\$2,720.00
Sub-Total							\$2,720.00
Budgeted Fund Source Amount							\$2,720.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	General supplies and materials for enrichment	GENERAL SUPPLIES		\$274.00
Sub-Total							\$274.00
Budgeted Fund Source Amount							\$274.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	General Supplies for Special Education Students	GENERAL SUPPLIES		\$1,967.00
Sub-Total							\$1,967.00
Budgeted Fund Source Amount							\$1,967.00
+/- Difference							\$0.00
Grand Total Budgeted							\$150,466.97

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Grand Total Spent	\$150,466.97
						+/- Difference	\$0.00

Addendums

Carroll Peak Elementary Title I Parent Meeting 2023-2024



September 7, 2023

Carroll Peak Elementary is a Title One Campus

- ▶ ***“The purpose of Title I, Part A is to ensure that all children, particularly low-achieving children in the highest poverty schools, have a fair, equal, and significant opportunity to obtain a high-quality education, and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.”***

Carroll Peak Elementary is a Title One Campus

- ▶ **Funding is determined by the percentage of students who are at-risk (we average about 97% each year)**
 - ▶ Supplemental programs and supplies are provided with these funds
 - ▶ Accelerated Reader
 - ▶ Extra instructional materials for Reading, Math, Writing, and Science
 - ▶ Supplies and Materials for students to use in classroom
 - ▶ Support Personnel

TEA STAAR Scores & Ratings for 21-22

The Texas Education Agency released their school ratings based on their new A-F grading scale.

Carroll Peak earned a B rating!

Ratings based on last year's scores will be released at the end of this month.

Carroll Peak Elementary, FWISD, and City of Fort Worth

Focus: Increasing Reading Levels for all students

During School

- ▶ Differentiated instruction daily with their teachers
- ▶ Lexia Engagement
- ▶ Accelerated Reading Program

Support at Home

- ▶ Students should read at home at least 20 minutes daily
- ▶ Ask students about what they are reading
- ▶ Take your children to the library



Carroll Peak Elementary Sign-In

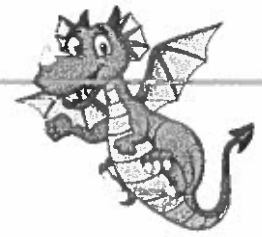


Date: 9/7/23

Meeting Type: Title One / GT / FWOAS

Student Name Nombre del estudiante	Parent Signature Firma de los padres	Student Name Nombre del estudiante	Parent Signature Firma de los padres
Mirrah Stewart	Yun Stul	Thathnem	
Mahira Scott	Miracle	Van Mani	
Esther Mawoi	Sung Chin Park	Aye Aye Aye Aye	
Emanuel R	Maria Ramirez	Isaiah Flores	
Daniel A	Maria Ramirez	Esther Hill	ACP
Lyza Villa	Ana Torres-Diaz		
Lashmy Daniel	Glenda Miranda		
Naisa Morales	Glenn Morales		
Lindsey Vallejo	Rachel B.		
Eyleen Escamilla	Zeyda Tobias		
Kayri Garcia	Amber G		
Peighton Newberry	Kelsie L		
Lio Torres	Ana Torres		
Dario Torres	Ana Torres		
Cristofer R.	Angela Acosta		
Concha Moya	Camelia		
Rebel Malina teacher			
Melissa Delgado	FES		
Kevin Diaz	Vicki Vicki		
Ariana Mendez	Star	Sarahi Robles	
Marta Robb		Sarahi Robles	
Maya Nicole Hernandez	Ana Torres Diaz		
Jonathan Sagastume	Salvador		
Monique Davis	M. Davis		
Tiffany Stura	Ronnie Rendles		
Garden Polk			
Rhyanne Gardner			
Draya Taylor			
Aiden Meek			

Carroll Peak Elementary School
Parent-School Compact



Mission Statement

The faculty and staff at Carroll Peak Elementary, along with the parents and community, will create a nurturing environment that builds our students' confidence and promotes academic success. Therefore, we ask that each parent/guardian make a commitment to work with the school and teachers to improve their child's academic progress by completing and signing this agreement.

Parent/Guardian Agreement

I, the parent/guardian of Keyri Camila Garcia will do my personal best to:

1. Do my best to make sure that my child/children are present every day and on time.
2. Attend all parent/teacher conferences for my child or children.
3. Attend at least two or more school functions/assemblies.
4. Conference with my children about school on a daily basis.
5. Supervise the completion of my child's homework.

Student Agreement

I will do my personal best to:

1. Try my best in all of my classes.
2. Ask questions when I don't understand or need help.
3. Follow the school expectations.
4. Follow classroom rules.
5. Respect other people and the community.
6. Return my homework completed.

07-09-2023

Date

Nidia Garcia

Parent/Guardian Signature

9/7/23

Date

Student Signature