

Fort Worth Independent School District
110 Carroll Peak Elementary School
2024-2025 Campus 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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Early Literacy Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.	15
Goal 2: Early Math Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.	23
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025	29
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	34
Campus Funding Summary	43
Policies, Procedures, and Requirements	47

Comprehensive Needs Assessment

Revised/Approved: May 24, 2024

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 490 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.

Using current PEIMS data, CPE has an enrollment breakdown as such:

Hispanic: 65%

African American: 27%

Asian: 6%

Other: 2%

EB: 55%

SpEd: 10%

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%

2023-24: 93.7%

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, free haircuts monthly etc. to those in need.

- Through the YMCA's Fort Worth After School program we provide an after school program that provides dinner to students in grades 2-5.
- We have two PreK 3-year old classes offered for students who qualify.
- 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 Light of Fort Worth Church provide continued support throughout the school year.
- Community events, that include parents, are well attended, including registration assistance.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus attendance average is below the district's attendance average. Carroll Peak has 16% of its students labeled as chronically absent.

Root Cause: Our Family Engagement Specialist was new last year and the campus no longer has that position for this school year. The attendance committee needs clear role and responsibilities, goals, and dates for consistent meetings and for parent information events.

Problem Statement 2: 26% of Hispanic students met 2024 NWEA MAP Growth Reading MOY RIT score norm compared to their African American peers at 32%. **Root Cause:** Subgroups of students need comprehensive instruction on pre-requisite skills in addition to grade level TEKS.

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
- NWEA 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 2023 (1-5 EB 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.
- On the MOY Circle Assessment of the 2023-24 school year, 84% of pre-k4 students were "on track" on Math according to the Circle Assessment and 93% "on track" on Phonological Awareness.
- From the 2022 STAAR to the 2023 STAAR, African American Students improved 17% at the Approaches level on Reading, 9% at the Approaches level on Math, and 13% at the Meets level on Math.

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: Fourth grade students dropped 17% at the Meets Level on STAAR Math from 2022 (40%) to 2023 (23%). **Root Cause:** Reading skills need to be transferred across all content levels. Instruction needs to be extended to challenge students at all instructional levels.

Problem Statement 3: Hispanic students decreased 4% at the Masters level in Reading and 3% at the Masters level in Math from the 2022 to 2023 STAAR. **Root Cause:** Quality professional development on how to differentiate instruction to challenge students at all levels.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction & Assessment: 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. In response to our Effective School Framework and LAFA feedback, we rolled out a new campuswide lesson plan template and dashboard to centralize lesson plan locations. The new lesson plan template prioritizes the LAFA components of lesson objective, know and show chart, and exemplar with success criteria. 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), in addition to receiving quality instruction on their levels. 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.

School Context and Organization: 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 coach. 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 (surveys).
- Staff feel as though they have strong instructional support through instructional coaching, weekly PLCs, and feedback from the Instructional Leadership Team (surveys).
- Communication to staff and families via weekly newsletters, monthly activity calendars, call-outs, and social media is a culture building strength (parent feedback).
- 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.
- Breakfast in the class protects instructional time.
- The campus provides 1-to-1 device for students.

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:** Unbalanced attention to struggling students and not enough differentiation to advance high level

students. 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 (Prioritized): 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). This includes SpEd, 504, Dyslexia, and GT. The identification process is cumbersome and time-consuming, which minimizes time served. **Root Cause:** Teachers need further supports year-round with the MTSS process and accountability through progress monitoring by the Student Support Team.

Perceptions

Perceptions Summary

Campus Climate and Culture based on culture surveys and feedback from parent:

- **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 successful implementation 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 are displayed at the main entrance and cafeteria entrance 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, Winter Festival, Spring 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

- Light of Fort Worth Church provided Thanksgiving meals to over 200 of our families and uniforms for students in the spring semester.
- A & M Barber School comes to CPE monthly to give free haircuts to our students.

Perceptions Strengths

- The house system supports a strong and collaborative campus climate and culture (surveys).
- Usually 35% or more staff have perfect attendance each six weeks (SmartFind).
- Monthly activities and dress up days are planned and communicated with families to strengthen student experience and improve student attendance (ADQ Reports).
- Strong parent participation in campus events (PTA sign-in sheets)
- Per ADQ Cycle Reports, only 7 students received out of school suspension in the 23-24 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: So far in the 2023-2024 school year, African American students made up 57% of out of school suspensions compared to Hispanics with 43% out of the 7

students who received out of school suspension. **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. The students who were suspended are "at risk" and the time off campus adversely affects their achievement.

Problem Statement 2 (Prioritized): So far in the 2023-2024 school year, SpEd students have a 93% attendance rate and African American students and Hispanic students have a 94% attendance rate compared to White students with a 96% attendance rate. **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. Hispanic students travel out of country for holidays and often extend their time past the school holidays.

Priority Problem Statements

Problem Statement 1: The campus attendance average is below the district's attendance average. Carroll Peak has 16% of its students labeled as chronically absent.

Root Cause 1: Our Family Engagement Specialist was new last year and the campus no longer has that position for this school year. The attendance committee needs clear role and responsibilities, goals, and dates for consistent meetings and for parent information events.

Problem Statement 1 Areas: Demographics

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). This includes SpEd, 504, Dyslexia, and GT. The identification process is cumbersome and time-consuming, which minimizes time served.

Root Cause 2: Teachers need further supports year-round with the MTSS process and accountability through progress monitoring by the Student Support Team.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 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 3: Unbalanced attention to struggling students and not enough differentiation to advance high level students. 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 3 Areas: School Processes & Programs

Problem Statement 4: Fourth grade students dropped 21% at the Meets Level on STAAR Reading from 2022 (44%) 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: So far in the 2023-2024 school year, SpEd students have a 93% attendance rate and African American students and Hispanic students have a 94% attendance rate compared to White students with a 96% attendance rate.

Root Cause 5: A schoolwide chronic absenteeism plan is needed to track, motivate and partner with parents to find solutions and supports to get students to school. Hispanic students travel out of country for holidays and often extend their time past the school holidays.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- State-developed online interim assessments

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 24, 2024

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 92% to 95% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 91% to 95% by May 2025.

Increase the percentage of emergent bilingual students from 91% to 95% by May 2025.

Evaluation Data Sources: Circle data reports

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 as measured by CLI, NWEA MAP, STAAR assessments and Unit Assessments 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: School Processes & Programs 1

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. Additional focus on differentiation to close achievement gap for at-risk students and high level students by analyzing data and addressing individual needs.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August - October Collaborating Departments: Literacy, Early Childhood Delivery Method: In Person</p> <p>Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-110-24-313-000000- - \$6,210, - TITLE I (211) - 211-11-6112-0PD-110-30-510-000000-25F10 - \$2,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: 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. Administrators will follow up to see in action and provide further feedback and observations to close the loop.</p> <p>Intended Audience: Selected Teachers Provider / Presenter / Person Responsible: Administrators, Data Analyst, Instructional Coaches Date(s) / Timeframe: September 2024 - March 2025 Collaborating Departments: Early Learning, Other FWISD campuses Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6112-0PD-110-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous aligned lessons based upon data that shows student needs' (LAFAs) 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: 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: July - December 2024 Collaborating Departments: Literacy Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6399-04E-110-30-510-000000-25F10 - \$5,000.40, - TITLE I (211) - 211-13-6116-04E-110-30-510-000000-25F10 - \$1,852</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Identify and purchase supplemental materials that interface with district curriculum.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: All year Collaborating Departments: None Delivery Method: In person</p> <p>Funding Sources: Instructional Materials - BASIC (199 PIC 11) - 199-11-6321-XXX-110-11-313-000000- - \$2,720</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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:** Unbalanced attention to struggling students and not enough differentiation to advance high level students. 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.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

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 38% to 50% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 43% to 55% by May 2025.

Increase the percentage of Emergent Bilingual students from 25% to 40% by May 2025.

Evaluation Data Sources: MAP Fluency EOY English and Spanish and TELPAS

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: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will engage in after-hours Professional Learning sessions targeting best practices aligned to the instructional materials in order to improve Tier 1 instruction addition to differentiated instruction to challenge all students.. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT, District Departmental Staff Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Literacy and Bilingual Department Delivery Method: In Person Funding Sources: - BEA (199 PIC 25) - 199-13-6399-001-110-25-313-000000 - \$1,988	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Continue the DDI and LAFA initiatives the staff began the previous school year. Intended Audience: Staff Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Region XI Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Unbalanced attention to struggling students and not enough differentiation to advance high level students. 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>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

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 32% to 50% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 38% to 50% by May 2025.

Increase the percentage of Emergent Bilingual students from 25% to 40% by May 2025.

Evaluation Data Sources: K-5 MAP Reading EOY, TELPAS

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: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Instructional Coaches will create and follow PLC protocol that will focus on equity, standards alignment, internalization of lesson planning and data analysis. Instructional Coaches will facilitate weekly PLCs and data meetings. General supplies needed for implementation will be purchased.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Early Learning, Math, Literacy, and Bilingual Department Delivery Method: In Person</p> <p>Funding Sources: - TITLE I (211) - 211-11-6399-04E-110-30-510-000000-25F10 - \$7,291, - TITLE I (211) - 211-13-6119-04E-110-30-510-000000-25F10 - \$86,919</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Continue the DDI and LAFA initiatives the staff began the previous school year.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Region XI Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: Unbalanced attention to struggling students and not enough differentiation to advance high level students. 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>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 84% to 100% by May 2025.

Increase the percentage of Emergent Bilingual students who score On Track on Spanish Circle Math from 85% to 100% by May 2025.

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 teachers 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: 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: ILT Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Math Delivery Method: In Person</p> <p>Funding Sources: - GT (199 PIC 21) - \$370</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Continue the DDI and LAFA initiatives the staff began the previous school year. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Region XI Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 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: Unbalanced attention to struggling students and not enough differentiation to advance high level students. 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>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 29% to 60% by May 2025.

Increase the percentage of Emergent Bilingual Students from 56% to 75% by May 2025.

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: 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			
Action Step 1: Ensure weekly PLCs focus on developing engaging and rigorous lessons that are differentiated based on student needs. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: Weekly Collaborating Departments: Math Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Continue the DDI and LAFA initiatives the staff began the previous school year. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Region XI Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Unbalanced attention to struggling students and not enough differentiation to advance high level students. 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>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 30% to 60% by May 2025.

Increase the percentage of Emergent Bilingual Students from 25% to 55% by May 2025.

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			
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. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Math Department Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Display current data displays in the PLC room for teachers to consistently refer to when meeting.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: None</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Displays and other organizational items, file cabinets - UNDISTRIBUTED (199 PIC 99) - 199-23-6398-XXX-110-99-313-000000- - \$1,900</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Unbalanced attention to struggling students and not enough differentiation to advance high level students. 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>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

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 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 28% to 50% by May 2025.

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: 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/ Students Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: ADQ Delivery Method: In Person</p> <p>Funding Sources: Supplies to create data displays and celebrate student growth. - BASIC (199 PIC 11) - 199-11-6399-XXX-110-11-313-000000- - \$9,100</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 2024 STAAR/ MAP Growth data. Attendance will be recorded and monitored.</p> <p>Intended Audience: Targeted Students Provider / Presenter / Person Responsible: Teachers, ILT Date(s) / Timeframe: September 2024 - April 2025 Collaborating Departments: None Delivery Method: In Person</p> <p>Funding Sources: Tutoring Pay for Teachers - BASIC (199 PIC 11) - 199-11-6116-XXX-110-11-313-000000- - \$1,000, STAAR Prep Materials - BASIC (199 PIC 11) - 199-11-6321-XXX-110-11-313-000000- - \$3,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Encourage students to read daily by providing books students are interested in.

Strategy's Expected Result/Impact: Increase the number of books students read monthly.

Staff Responsible for Monitoring: Librarian

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

- Additional Targeted Support Strategy

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Purchase books that students are requesting or have been identified in student interest surveys.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Librarian</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Library Media Services</p> <p>Delivery Method: In Person</p> <p>Funding Sources: - BASIC (199 PIC 11) - 199-11-6329-XXX-110-11-313-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Purchase books and resources for Special Education students at their reading levels that are of age appropriate interest.</p> <p>Intended Audience: Special Education students</p> <p>Provider / Presenter / Person Responsible: SpEd Teacher</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: SpEd</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Books and supplies - SPED (199 PIC 23) - \$3,102</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 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: Unbalanced attention to struggling students and not enough differentiation to advance high level students. 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>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 29% to 50% by May 2025. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 24% to 50% by May 2025.

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: 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 2024 - May 2025 Collaborating Departments: Math Delivery Method: In Person</p> <p>Funding Sources: Subs to cover for teachers to plan with vertical teams. - BASIC (199 PIC 11) - 199-11-6112-XXX-110-11-313-000000- - \$1,418</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 Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: None Delivery Method: In Person, STRIVE</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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: Unbalanced attention to struggling students and not enough differentiation to advance high level students. 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>

Goal 4: Learning Environment (based on the BOE constraints)

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

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 2025.

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: School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: 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, Students, Families</p> <p>Provider / Presenter / Person Responsible: ILT, Attendance Committee</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: District Student and Support Services, Parent Partnerships</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Supplies for Parent Engagement focused on importance of attendance - UNDISTRIBUTED (199 PIC 99) - 199-61-6399-XXX-110-99-313-000000- - \$1,852, Support Staff supporting after hours family engagement activities. - UNDISTRIBUTED (199 PIC 99) - 199-61-6121-XXX-110-99-313-000000- - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Plan and promote engaging student field trips to encourage attendance and positive school climate.</p> <p>Intended Audience: Families and Students</p> <p>Provider / Presenter / Person Responsible: Staff</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Transportation</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Field Trip and Students Transportation Fees - BASIC (199 PIC 11) - 199-11-6412-XXX-110-11-313-000000- - \$4,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>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). This includes SpEd, 504, Dyslexia, and GT. The identification process is cumbersome and time-consuming, which minimizes time served. Root Cause: Teachers need further supports year-round with the MTSS process and accountability through progress monitoring by the Student Support Team.</p>

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 26 to 10 by May 2025.

Decrease the number of discipline referrals by school personnel for African American students from 15 to 5 by May 2025.

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

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
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. Intended Audience: Student Support Team, Campus Staff Provider / Presenter / Person Responsible: Student Support Team Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: NONE Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: 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 for supplies for parent conferences, parent events, and parent education classes.</p> <p>Intended Audience: Families Provider / Presenter / Person Responsible: Campus Leadership & PTA Date(s) / Timeframe: At the start of the year and throughout Collaborating Departments: Parent Partnerships Delivery Method: In Person</p> <p>Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-110-30-510-000000-25F10 - \$2,874</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>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). This includes SpEd, 504, Dyslexia, and GT. The identification process is cumbersome and time-consuming, which minimizes time served. Root Cause: Teachers need further supports year-round with the MTSS process and accountability through progress monitoring by the Student Support Team.</p>

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 3: Decrease the number of out of school suspensions for African American students from 1.8% to 1.5% by May 2025.

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: ILT, 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 - School Processes & Programs 2

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, Parents Provider / Presenter / Person Responsible: SST, ILT Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: None Delivery Method: In Person	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: School Counselor will tailor guidance lessons to current discipline issues.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Counselor</p> <p>Date(s) / Timeframe: August 2024 - May 2025</p> <p>Collaborating Departments: Counseling</p> <p>Delivery Method: In Person</p> <p>Funding Sources: Supplies for Guidance Lessons - UNDISTRIBUTED (199 PIC 99) - 199-31-6399-XXX-110-99-313-000000- - \$800</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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: SST, ILT

Title I:

2.4, 2.6, 4.2

- **TEA Priorities:**





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

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: SST Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: September 2024 - May 2025 Collaborating Departments: ADQ Delivery Method: In Person</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-52-6299-XXX-110-99-313-000000- - \$300</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: ILT 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 for supplies for parent conferences, parent events, and parent education classes.</p> <p>Intended Audience: Parents Provider / Presenter / Person Responsible: ILT, PTA Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: None Delivery Method: In Person</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The campus attendance average is below the district's attendance average. Carroll Peak has 16% of its students labeled as chronically absent. Root Cause: Our Family Engagement Specialist was new last year and the campus no longer has that position for this school year. The attendance committee needs clear role and responsibilities, goals, and dates for consistent meetings and for parent information events.</p>
School Processes & Programs
<p>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). This includes SpEd, 504, Dyslexia, and GT. The identification process is cumbersome and time-consuming, which minimizes time served. Root Cause: Teachers need further supports year-round with the MTSS process and accountability through progress monitoring by the Student Support Team.</p>

Goal 4: Learning Environment (based on the BOE constraints)

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

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 2025.

Evaluation Data Sources: Sign In Sheets

Strategy 1: Increase parent/ school engagement.

Strategy's Expected Result/Impact: Increase Parent and Community attendance at events.

Staff Responsible for Monitoring: ILT/ Staff/ PTA

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

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Provide opportunities to collaborate with community partners in order to involve parents in opportunities including PTA sponsored events. Intended Audience: Families and community partners Provider / Presenter / Person Responsible: Staff/ PTA Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: Parent Partnerships Delivery Method: In Person	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 upkeeping events and reinforce attendance expectations.</p> <p>Intended Audience: Families Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: August 2024 - May 2025 Collaborating Departments: None Delivery Method: Electronically</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: The campus attendance average is below the district's attendance average. Carroll Peak has 16% of its students labeled as chronically absent. Root Cause: Our Family Engagement Specialist was new last year and the campus no longer has that position for this school year. The attendance committee needs clear role and responsibilities, goals, and dates for consistent meetings and for parent information events.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1		Subs for professional development	211-11-6112-OPD-110-30-510-000000-25F10	\$2,000.00
1	1	1	2		Subs for professional development	211-11-6112-OPD-110-30-510-000000-25F10	\$5,000.00
1	1	2	1		Extra duty for summer planning (off contract days)	211-13-6116-04E-110-30-510-000000-25F10	\$1,852.00
1	1	2	1		Supplies and materials for instructional use	211-11-6399-04E-110-30-510-000000-25F10	\$5,000.40
1	3	1	1		Instructional Coach	211-13-6119-04E-110-30-510-000000-25F10	\$86,919.00
1	3	1	1		Supplies and materials for instructional use	211-11-6399-04E-110-30-510-000000-25F10	\$7,291.00
Sub-Total							\$108,062.40
Budgeted Fund Source Amount							\$108,062.40
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	2		Supplies and materials for parental involvement	211-61-6399-04L-110-30-510-000000-25F10	\$2,874.00
Sub-Total							\$2,874.00
Budgeted Fund Source Amount							\$2,874.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	2	Instructional Materials	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-110-11-313-000000-	\$2,720.00

BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1	Supplies to create data displays and celebrate student growth.	INSTRUCTION GENERAL SUPPLIES	199-11-6399-XXX-110-11-313-000000-	\$9,100.00
3	1	1	2	Tutoring Pay for Teachers	INSTRUCTION EXTRA DUTY - PROFESSIONAL	199-11-6116-XXX-110-11-313-000000-	\$1,000.00
3	1	1	2	STAAR Prep Materials	INSTRUCTION INSTRUCTIONAL MATERIALS	199-11-6321-XXX-110-11-313-000000-	\$3,000.00
3	1	2	1		INSTRUCTION OTHER READING MATERIALS	199-11-6329-XXX-110-11-313-000000-	\$1,500.00
3	2	1	1	Subs to cover for teachers to plan with vertical teams.	INSTRUCTION SUBS - PROFESSIONAL	199-11-6112-XXX-110-11-313-000000-	\$1,418.00
4	1	1	2	Field Trip and Students Transportation Fees	INSTRUCTION TRAVEL - STUDENT	199-11-6412-XXX-110-11-313-000000-	\$4,500.00
Sub-Total							\$23,238.00
Budgeted Fund Source Amount							\$23,238.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1		GENERAL SUPPLIES		\$370.00
Sub-Total							\$370.00
Budgeted Fund Source Amount							\$370.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	2	2	Books and supplies	GENERAL SUPPLIES		\$3,102.00
Sub-Total							\$3,102.00
Budgeted Fund Source Amount							\$3,102.00
+/- Difference							\$0.00

SCE (199 PIC 24)							
Goal	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-	\$6,210.00
Sub-Total							\$6,210.00
Budgeted Fund Source Amount							\$6,210.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		Supplies and materials - professional development	199-13-6399-001-110-25-313-000000	\$1,988.00
Sub-Total							\$1,988.00
Budgeted Fund Source Amount							\$1,988.00
+/- Difference							\$0.00
UNDISTRIBUTED (199 PIC 99)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	2	Displays and other organizational items, file cabinets	SCHOOL LEADERSHIP FURN&EQUIP < \$5000	199-23-6398-XXX-110-99-313-000000-	\$1,900.00
4	1	1	1	Supplies for Parent Engagement focused on importance of attendance	COMMUNITY SERVICES GENERAL SUPPLIES	199-61-6399-XXX-110-99-313-000000-	\$1,852.00
4	1	1	1	Support Staff supporting after hours family engagement activities.	COMMUNITY SERVICES EXTRA DUTY/OT - SUPPORT	199-61-6121-XXX-110-99-313-000000-	\$500.00
4	3	1	2	Supplies for Guidance Lessons	GUIDANCE & COUNSELING SVC GENERAL SUPPLIES	199-31-6399-XXX-110-99-313-000000-	\$800.00
4	3	2	1		SECURITY AND MONITORING MISC CONTRACTED SERVICES	199-52-6299-XXX-110-99-313-000000-	\$300.00
Sub-Total							\$5,352.00
Budgeted Fund Source Amount							\$5,352.00
+/- Difference							\$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Grand Total Budgeted	\$151,196.40
						Grand Total Spent	\$151,196.40
						+/- Difference	\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024