

Carrollton-Farmers Branch Independent School District

Carrollton Elementary

2024-2025 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: May 15, 2024

Demographics

Demographics Summary

We, at Carrollton Elementary, are dedicated to growing students as learners and leaders. We take pride in being a Leader in Me campus. We are a PK-5 elementary school with about 500 enrolled students. The staff at Carrollton Elementary includes 43 teachers, 11 paraprofessionals, and 2 administrators. Carrollton Elementary serves a very diverse population of students with specific supports in place for EB (Emergent Bilinguals), Gifted & Talented, Special Education and Economically Disadvantaged students along with Community in Schools. The student population is 3% White, 4% African American, 92% Hispanic, and 1% Asian. Additionally, the campus serves 92% economically disadvantaged students, 17% special education students, and 77% emergent bilingual students. The most current data indicates the campus has a 1.6% mobility rate. Students have the opportunity to transfer to our campus from other districts. Carrollton Elementary is one of several elementary campuses to serve students in a Spanish bilingual program. We take pride in being a Leader in Me campus where we value that all students can be leaders when they integrate and follow the “7 habits” in their daily lives.

Demographics Strengths

- TELPAS results show that Carrollton Elementary bilingual students are making progress in language acquisition skills.
- Within the past 2 years we more than doubled the number of students in the GT program.
- Staff members have a strong curriculum background and aid in the planning of the curriculum for the district
- Staff members regularly present in staff meetings and organize professional development sessions using their personal strengths.
- Professional development opportunities are available throughout the school year (both during and after contract hours), during the summer (earning credit towards days off during the contract period), in-person throughout the district, on-campus opportunities, online professional development, and book studies. Professional development classes are assigned based on staff and campus goals and options based on professional goals and needs.
- Range of programs offered to meet the needs of students.
- School and community resources and support
- Inclusive and accepting environment
- Culturally diverse celebrations, initiatives, and events

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We need to build deeper connections with our families and the community through smaller and more intimate meetings and events.

Root Cause: Families are resistant due to academic and language barriers, and possibly not aware of how they are able to help the school community.

Problem Statement 2 (Prioritized): 80% of Carrollton's student population is considered at-risk. This is above the district and state average.

Root Cause: Many students at Carrollton Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, additional resources and professional development are needed to differentiate learning experiences for struggling students.

Problem Statement 3: There is an increase in students that receive special services and dyslexia.

Root Cause: There is a greater awareness among educators, parents, and the community about dyslexia and other learning disabilities, leading to more students being assessed and diagnosed.

Student Learning

Student Learning Summary

Carrollton Elementary continues to make progress in the areas of math, reading, and writing. District common assessments, campus benchmarks, Istation, and MAP data were used to measure and track student progress throughout the course of the year. Targeted instruction and interventions were utilized to improve student progress. Teachers use ongoing varied assessments to ensure the growth of all students and identify struggling learners and intervene early, ensuring that the right supports are in place for students. Carrollton Elementary has a very strong Response to Intervention program, whereby all students receive support in areas that they need to grow during WIN Time (What I Need). Students participate in self-tracking progress, as well, through leadership notebooks and school-wide, grade-level, and individual goals. MAP data is tracked throughout the entire school year to monitor student academic progress.

Targeted small group instruction during the school day results in teachers addressing students' needs both in intervention and enrichment. Our teachers meet at a minimum every three weeks in their Professional Learning Communities to review common formative assessments and use student data to plan the next steps for student learning. Teachers and students discuss individualized learning goals and review lead measures and celebrate successes along the way. These academic strengths are due to the exceptional instruction and learning experiences provided by Carrollton Elementary staff along with an intentional focus on helping students identify learning goals, decide on action steps in order to move forward in those goals, track progress, and reflect on adjustments that need to be made. Carrollton Elementary students are demonstrating exceptional leadership in their own learning!

Student Learning Strengths

- In Math and Reading, we are steadily increasing the amount of students making growth. The amount of students at approaches/meets/masters grows as they progress from 3rd - 4th - 5th.
- More students are testing in English in 5th grade Reading
- Students who are receiving Special Services are performing better with increased time in tier one instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Social-emotional well-being of students and staff increases in importance each year however social-emotional learning is not prioritized by all

teachers

Root Cause: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.

Problem Statement 2 (Prioritized): Not all students are reading on or above grade level before moving on to the next grade level.

Root Cause: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small-group instruction.

Problem Statement 3 (Prioritized): Students who receive Special Services are not meeting grade-level standards.

Root Cause: Students need to continue to receive tier one instruction within the classroom.

Problem Statement 4 (Prioritized): A high percentage of our children have not yet developed their academic language, so this has been a major emphasis on our campus. This has caused a decrease in Science STAAR scores.

Root Cause: 77% of our students are Emergent Bilingual and are struggling with language development.

Problem Statement 5 (Prioritized): Received a C rating for Closing the Gaps.

Root Cause: We need to work with Kinder and First Grade earlier than what is expected. We also have a high population of students who enroll that are from another country and with no previous schooling.

School Processes & Programs

School Processes & Programs Summary

At Carrollton Elementary we teach the TEA prescribed Texas Essential Knowledge and Skills. We also incorporate the following: STAAR Interim Assessments, District Learning Assessments, Campus Based Assessments, literacy instruction aligned to the Science of Reading, Math Workshop, and hands-on science. All assessments and programs used to assist in teaching the depth and complexity of the TEKS. The district has created curriculum unit plans and yearly curriculum-at-a glance calendars for each grade level in each core subject area. These align to the TEKS and STAAR assessments. Pre-Kindergarten is using Circle Progress Monitoring to track student growth. CFB ISD provides access to technology programs that adapt to students' individual needs in Reading (I-Station) and Math (Dreambox) for grades K-5. The reading levels of K-5 students are formally throughout the year. Phonics instruction will be part of the Literacy Block in grades K-2, and supplemental resources are used for students identified with Dyslexia.

Parents, teachers, and students at Carrollton Elementary take pride in their school's reputation and positive culture. There is an expectation of continuous growth and improvement in best instructional practices in order to meet the changing needs of our campus. Carrollton Elementary is a learning organization that is focused on student growth and achievement, fostering leadership and a focus on the whole child. At Carrollton Elementary, we inspire learners to become innovative, collaborative, life-long designers who contribute to an ever-changing global community. We engage the school in The Leader in Me program and The 7 Habits of Happy Kids to embrace a process that helps develop the essential life skills and characteristics students need in order to thrive in the 21st century. Students experience personal leadership as a practice of being accountable for actions, attitudes, and talents that contribute to their successes centered around the *7 Habits of Happy Kids*. The Leader in Me allows teachers to guide students as they find their strengths and what makes them special. We are excited to see what new leadership skills emerge as we move into year three of the program!

We are a community of learners who all participate in personal and professional goal-setting, tracking, and reflection on our impact on student learning and achievement. Our students thrive in a learning environment that embraces authentic, real-world applications where they can collaborate, communicate, and create while pushing themselves to think critically about their learning.

Carrollton Elementary is also a site for Ignite PK Academy, CFBISD's full-day tuition-based community Pre-K, taught by our caring, certified educators, students are involved in thematic units that engage learners through developmentally appropriate activities. Mathematics, science, social studies, and language arts are integrated to provide students with real-life opportunities to read, write, and problem-solve. We also support the socio-emotional learning of students so they can build strong healthy relationships with their peers and friends.

Additionally, Carrollton Elementary, within CFBISD's guidance, uses curricular programs and processes to ensure that learning is based on standards and is scaffolded to address a variety of student needs. Teachers plan to use a backward design with CFBISD's curriculum. Teachers make sure to integrate process standards into all content areas each day, ensuring that students are given opportunities to apply their learning at high levels. Teacher teams plan both by grade level and content. Teachers use ongoing varied assessments to ensure the growth of all students and identify struggling learners and intervene early, ensuring that the right supports are in place for students. Carrollton Elementary has a very strong Response to Intervention program, whereby any students of concern in the areas of academics, speech, or behavior, may be referred to a committee to develop interventions (WIN Time).

We are embarking on Year 4 of our Leader in Me journey, with a focus this year on Student Voice. We have systems to monitor student growth and ensure both interventions and challenges are given to meet student's unique needs. The administration conducts formal and informal walkthroughs to ensure the alignment of instructional practices to the district's scope and sequence. District curriculum specialists meet regularly with grade-level teachers to help plan, model lessons and support their overall growth in the different content areas. Grade-level meetings and professional learning communities are conducted to analyze data to help drive instruction. Multiple professional learning opportunities are also provided to all staff in order to meet our campus needs. Our goal is to continue to maintain high-quality instruction through staff goal-setting, growth, and personal reflection.

As part of CFB ISD, Carrollton Elementary is truly fortunate in that the school has access to the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smartboards, Chromebooks, document cameras, and laptops. Students in 2nd through 5th Grade have their own Chromebook checked out to them, and students in Pre-K through 1st Grade have an iPad checked out. Wireless access points have been installed all over the building.

School Processes & Programs Strengths

We are embarking on Year 5 of our Leader in Me journey, with a focus this year on Student Voice. We have systems to monitor student growth and ensure both interventions and challenges are given to meet student's unique needs. Administration conducts formal and informal walkthroughs to ensure the alignment of instructional practices to the district's scope and sequence. District curriculum specialists meet regularly with grade-level teachers to help plan, model lessons and support their overall growth in the different content areas. Grade level meetings and professional learning communities are conducted to analyze data to help drive instruction. Multiple professional learning opportunities are also provided to all staff in order to meet our campus needs. Our goal is to continue to maintain high-quality instruction through staff goal-setting, growth, and personal reflection.

Professional learning this year is focusing on Math and Literacy. Within our professional learning communities, we focus on engaging instruction, best practices in Mathematics and Guided Reading, designing learning that is aligned with powerful learning objectives, integrating technology for student production of work, and monitoring the progress of students through collaboration, conferencing, and goal-setting. Grade level teams work in collaboration with support staff and instructional facilitators to identify essential skills, create common formative assessments, and monitor small group instruction based on student progress on learning targets. Carrollton Elementary staff are committed to the learning and growth of all students as they target their own professional goals and learning journeys.

Carrollton Elementary is also proud of the following strengths:

- Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community. Teachers receive district and campus professional development and have access to a variety of off-campus professional development opportunities to meet their needs.
- Teachers accommodate special populations with more time and individualized instructional plans. The campus uses Title I funding to provide additional learning opportunities for our students.
- MTSS is being utilized successfully with students being referred for further evaluation if learning disabilities are suspected.
- The master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
- The Instructional Support Team provides additional small group instructional time for struggling learners
- Special Services are predominately received as an inclusion model so that students do not miss tier one instruction.
- Staff members have a strong curriculum background and aid in the planning of curriculum for the district
- Staff members regularly present in staff meetings and organize professional developments using their personal strengths
- The master schedule was reviewed and adjusted. House Bill 4545 (1416) tutoring is included in the Master Schedule, which is structured to meet all SPED minutes and to create as many long instructional blocks as possible. We continue to maximize the number of minutes in academic blocks as well as limit the number of transitions.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Vertical alignment and intentional planning to ensure that students are making a years worth of growth and advancing to the next grade level with meeting essential standards.

Root Cause: Data analysis, reflection, planning, and professional development need to be integrated as they are not separate processes. Longer planning and data dive days to support

teacher and students growth.

Perceptions

Perceptions Summary

Carrollton Elementary works to create an environment where families feel they are entering a positive and productive school environment. We provide open lines of communication by providing families with the ability to communicate with faculty in a variety of ways, including phone calls, emails, Parent Square, and social media. Informational documents and graded work are sent home each week in a Tuesday folder. As a Title I campus, each year we are obligated to educate the community about the importance of parental engagement in local education. As a bilingual campus, both English and Spanish speakers are available for parent and community needs. In addition, we offer several events and programs throughout the school year to encourage families to visit our school. We have also cultivated a wonderful group of parent volunteers who help out through volunteer workdays and on additional special projects.

Parents and community members are often heard commenting about the warm and welcoming feeling that they get when they walk into Carrollton Elementary. They know immediately that student emotional well-being is high on our priority list, as well as ensuring that all students grow in their learning. Family and community involvement at Carrollton Elementary has been inconsistent over the past few school year. Musical and family-based (carnival and holiday reading night) events were highly attended. This is in part due to the fact that students are highlighted in each of these events. More opportunities for parents to see their students shine and build relationships both with their children and the school faculty and staff are needed. PTA leadership is in need of more assistance and event participation has been sparse when compared to events in which parents interacted with their child or watched their child perform.

Although teachers allow parents to volunteer and be a part of the classroom, it is not an expectation. Teachers in younger grades (PreK-1st grade) have more parental involvement during activities such as class parties and field trips. Through conversations with parents, communication directly from teachers (phone calls, text messages, and emails) are the most effective forms of communication. All communication (except the marquee due to space) is distributed in both English and Spanish. Communication directly from the teacher is offered in the language of strength for the parent.

Perceptions Strengths

- Leadership opportunities and engaging instruction are resulting in overall student satisfaction with the fun and positive experiences students have at school.
- Outside visitors consistently compliment the positive atmosphere, the obvious love teachers have for children and the respectful, kind behavior of students.
- The principal at my school looks out for the well-being of teachers. 92%
- I understand the vision for my school. 92%
- There are opportunities for teachers to take on leadership roles at this school. 97%
- Teachers at my school do meaningful work together in teams. 87%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although family and community engagement continues to increase, some families are not engaged in their child(ren)'s education

Root Cause: There is a need to increase parent communication regarding opportunities for parental involvement as well as ensure multiple ways for parents to become engaged.

Problem Statement 2 (Prioritized): Student perceptions across the campus have decreased. The lowest areas are classroom engagement and rigorous expectations.

Root Cause: Teachers need to continue to build relationships with students and make learning meaningful.

Priority Problem Statements

Problem Statement 1: We need to build deeper connections with our families and the community through smaller and more intimate meetings and events.

Root Cause 1: Families are resistant due to academic and language barriers, and possibly not aware of how they are able to help the school community.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 80% of Carrollton's student population is considered at-risk. This is above the district and state average.

Root Cause 2: Many students at Carrollton Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, additional resources and professional development are needed to differentiate learning experiences for struggling students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Not all students are reading on or above grade level before moving on to the next grade level.

Root Cause 3: Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small-group instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students who receive Special Services are not meeting grade-level standards.

Root Cause 4: Students need to continue to receive tier one instruction within the classroom.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: A high percentage of our children have not yet developed their academic language, so this has been a major emphasis on our campus. This has caused a decrease in Science STAAR scores.

Root Cause 5: 77% of our students are Emergent Bilingual and are struggling with language development.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Received a C rating for Closing the Gaps.

Root Cause 6: We need to work with Kinder and First Grade earlier than what is expected. We also have a high population of students who enroll that are from another country and with no previous schooling.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Vertical alignment and intentional planning to ensure that students are making a years worth of growth and advancing to the next grade level with meeting essential standards.

Root Cause 7: Data analysis, reflection, planning, and professional development need to be integrated as they are not separate processes. Longer planning and data dive days to

support teacher and students growth.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Although family and community engagement continues to increase, some families are not engaged in their child(ren)'s education

Root Cause 8: There is a need to increase parent communication regarding opportunities for parental involvement as well as ensure multiple ways for parents to become engaged.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Student perceptions across the campus have decreased. The lowest areas are classroom engagement and rigorous expectations.

Root Cause 9: Teachers need to continue to build relationships with students and make learning meaningful.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Social-emotional well-being of students and staff increases in importance each year however social-emotional learning is not prioritized by all teachers

Root Cause 10: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.

Problem Statement 10 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices





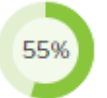
Guiding Objectives



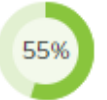
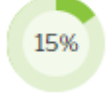


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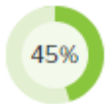








Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May of 2025, 65% of students will make a year's worth of growth on their MAP assessment. (2023-2024 was 59%)

Evaluation Data Sources: MAP data

Strategy 1 Details	Reviews			
Strategy 1: Plan Professional Learning Communities (PLCs) and Data-Driven Instruction (DDI)/planning meetings to evaluate student learning for all K-5 teachers. Strategy's Expected Result/Impact: By April of 2024, 65% of students will make a year's worth of growth on their MAP assessment (for the 2021-2022 school year it was 56.62%). Staff Responsible for Monitoring: Administration and staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 2, 3, 4, 5 Funding Sources: Data and planning days to help improve tier one instruction - 211 Title I - 211-11-6112-00-102-30-000 - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Schedule Special Education Check-ins (every 9 weeks) with all teachers to analyze data, monitor growth with our special education students, and discuss adjustments to instruction based on student needs. Continue push-in/inclusion team teaching across all grade levels. Strategy's Expected Result/Impact: 100% of our special education students will grow on their MAP assessment. Staff Responsible for Monitoring: Administration, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 3 Details		Reviews			
Strategy 3: Focus on math, literacy, and reading differentiated instruction with interventions during/before/after school with Title 1 coaches and instructional support staff (WIN Time Teachers/Summer School Teachers/Tutoring). Strategy's Expected Result/Impact: Increase student achievement in reading and math. Staff Responsible for Monitoring: Teachers Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 2, 3, 4, 5 Funding Sources: Supplemental support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$194,400, Tutoring - 211 Title I - 211-11-6117-00-102-30-000 - \$4,776, Instructional Coaches - 211 Title I - 211-13-6119-00-102-30-000 - \$84,369, Title Tutors - 211 Title I - 211-11-6117-00-102-30-000 - \$30,000		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Focus on math, literacy, and reading differentiated instruction with the use of professional learning, software, (such as Reading A-Z, Pebble Go, Mentoring Minds, Dreambox, iXL), instructional resources (such as LLI, Really Great Reading, Guided Reading Books, classroom libraries, special education accommodations/manipulatives, and classroom supplies (such as headsets/book boxes/book bags/phonic resources). Maximize the use of technology investment and resources to enhance student learning and experience. Strategy's Expected Result/Impact: Increase student achievement in reading and math. Students have experience with taking assessments in Math and Reading online. Lesson plans and walkthrough/observation data will demonstrate effective integration of technology tools into the learning opportunities for student learning, particularly in the area of producing work Staff Responsible for Monitoring: Teachers and Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4, 5 Funding Sources: Reading A-Z - 211 Title I - 211-11-6399-00-102-99-000 - \$2,000		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 5 Details		Reviews			
Strategy 5: Provide resources for teachers and continue to have high expectations for best practices with instruction in the classroom. Setting Objectives - Post State Standards in Every Classroom Explicit Instruction - Enlarge Writing Prompts and Post them in the Classroom Explicit & Reinforced Reinforce Key Learning Concepts (enlarge & post) Instruction - Create Print-Rich Environment Support Early Reading Differentiated - Create Bilingual posters; Communicate Lessons, Directions, and Activities in Both English & Spanish Early Reading Skills - Support Early Reading First & Reading First Through Phonemic Awareness "Big Book" creation of Teaching Materials & Decoding Skills Cooperative Learning - Use Posters on Walls, on the Floor, and in Small Groups Peer Editing, Enlarge, and Laminate Graphic Organizers, Charts, and Graphs Strategy's Expected Result/Impact: Increase student achievement in reading and math. Staff Responsible for Monitoring: Teachers and Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2, 3, 4, 5 Funding Sources: Ink for Poster Maker - Differentiation, LT, Expectations, Mission Statement, Cooperative Learning - 211 Title I - 211-11-6399-00-102-99-000 - \$2,199.52		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 6 Details		Reviews			
Strategy 6: Develop a proactive plan that identifies and helps at-risk youth. Attend the Ron Clark Academy to provide professional development to all school personnel in order to energize and invigorate staff by providing skills and strategies to assist students in achieving higher levels of success in academics, rigor, and culture. Implement the House System tied with positive rewards and behavior expectations. Strategy's Expected Result/Impact: Increased STAAR scores, local grades, and assessments; campus staff observation, behavior expectations, and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels Staff Responsible for Monitoring: Teachers and Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1 - Perceptions 2		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: Social-emotional well-being of students and staff increases in importance each year however social-emotional learning is not prioritized by all teachers
Root Cause: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.

Problem Statement 2: Not all students are reading on or above grade level before moving on to the next grade level. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small-group instruction.

Problem Statement 3: Students who receive Special Services are not meeting grade-level standards. **Root Cause:** Students need to continue to receive tier one instruction within the classroom.

Problem Statement 4: A high percentage of our children have not yet developed their academic language, so this has been a major emphasis on our campus. This has caused a decrease in Science STAAR scores. **Root Cause:** 77% of our students are Emergent Bilingual and are struggling with language development.

Problem Statement 5: Received a C rating for Closing the Gaps. **Root Cause:** We need to work with Kinder and First Grade earlier than what is expected. We also have a high population of students who enroll that are from another country and with no previous schooling.

School Processes & Programs

Problem Statement 1: Vertical alignment and intentional planning to ensure that students are making a years worth of growth and advancing to the next grade level with meeting essential standards. **Root Cause:** Data analysis, reflection, planning, and professional development need to be integrated as they are not separate processes. Longer planning and data dive days to support teacher and students growth.











Perceptions

Problem Statement 2: Student perceptions across the campus have decreased. The lowest areas are classroom engagement and rigorous expectations. **Root Cause:** Teachers need to continue to build relationships with students and make learning meaningful.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May of 2025, there will be a 5% increase in the safety and security section within the staff Upbeat survey (aligned values focused on a safe environment and behavioral expectations for students).

Evaluation Data Sources: Staff Upbeat Survey

Strategy 1 Details	Reviews			
Strategy 1: Determine routines and procedures for common areas. These routines and procedures will be delineated, posted, taught, and followed throughout the campus. Strategy's Expected Result/Impact: Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes. Disciplinary practices are applied fairly to all students at Carrollton Elementary. Staff Responsible for Monitoring: Administration All Staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Establish a behavior plan aligned to all grade levels using positive reinforcement. Strategy's Expected Result/Impact: Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes. Disciplinary practices are applied fairly to all students at Carrollton Elementary. Staff Responsible for Monitoring: Administration All Staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Problem Statements: Student Learning 1 - Perceptions 2 Funding Sources: Live School Schoolwide Behavior Management - 211 Title I - 211-11-6299-00-102-99-000 - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 1 Problem Statements:








Student Learning
Problem Statement 1: Social-emotional well-being of students and staff increases in importance each year however social-emotional learning is not prioritized by all teachers Root Cause: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.
Perceptions
Problem Statement 2: Student perceptions across the campus have decreased. The lowest areas are classroom engagement and rigorous expectations. Root Cause: Teachers need to continue to build relationships with students and make learning meaningful.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2025 we will provide at least 3 formal and informal opportunities to communicate our learning to the parents and community. We will work as a team and build partnerships across all areas.

Evaluation Data Sources: Positive results in school climate portions of staff Panorama survey, parent campus profile survey, and student survey.

Strategy 1 Details	Reviews			
Strategy 1: Implement events that engage students, staff, parents, and the community, such as Math/Science/Literacy events, community outreach/donation initiatives, International Culture Day, Recognition Rallies, Dad and Kid events, and Leadership Night. Strategy's Expected Result/Impact: Positive results in school climate portions of staff Panorama survey, parent campus profile survey, and student survey. Staff Responsible for Monitoring: Administration and Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Problem Statements: Perceptions 1 Funding Sources: Strong Fathers, Strong Families - 211 Title I - 211-61-6229-00-102-99-000 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for the student to share their learning during student-led conferences. Staff members will attend the Leader in Me Symposium and Core 3 Training (student's voice) to learn more strategies to support leadership and student-led conferences. Strategy's Expected Result/Impact: Positive results in school climate portions of staff Panorama survey, parent campus profile survey, and student survey. Staff Responsible for Monitoring: Administration and Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Provide opportunities for teachers to communicate student learning and activities with parents. Teachers will conduct parent conferences to update and inform parents of students' progress and to provide strategies to use at home, do a weekly digital newsletter to parents, and send home documents/completed work in the Tuesday folders. Strategy's Expected Result/Impact: Positive results in school climate portions of staff Panorama survey, parent campus profile survey, and student survey. Staff Responsible for Monitoring: Administration and Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: Parent Conferences - 211 Title I - 211-61-6117-00-102-30-000 - \$350		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					








Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Vertical alignment and intentional planning to ensure that students are making a years worth of growth and advancing to the next grade level with meeting essential standards. Root Cause: Data analysis, reflection, planning, and professional development need to be integrated as they are not separate processes. Longer planning and data dive days to support teacher and students growth.
Perceptions
Problem Statement 1: Although family and community engagement continues to increase, some families are not engaged in their child(ren)'s education Root Cause: There is a need to increase parent communication regarding opportunities for parental involvement as well as ensure multiple ways for parents to become engaged.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May of 2025, we have Leader in Me implemented in 100% of the classrooms.

Evaluation Data Sources: Stay lesson plans, student leadership opportunities, and parent involvement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Grow the Leader in Me program on campus: Incorporate Leader in Me lessons into the daily schedule to teach social needs and skills. Celebrate Leadership with Students with the Lion Leader monthly celebration. Provide PD to staff and student leadership team with regard to the development and growth of the Leader in Me Program. Provide opportunities for students to participate in leadership roles on campus (student job fair). Provide opportunities for staff to visit other LIM campuses in the DFW area to develop goals for Carrollton Elementary. Provides opportunities for staff to attend training on Restorative Discipline.</p> <p>Strategy's Expected Result/Impact: Alignment with student behavior expectations.</p> <p>Staff Responsible for Monitoring: Administration All staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: Student Lighthouse Team Leadership Training - 211 Title I - 211-11-6412-00-102-99-000 - \$1,099</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Social-emotional well-being of students and staff increases in importance each year however social-emotional learning is not prioritized by all teachers</p> <p>Root Cause: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.</p>
School Processes & Programs
<p>Problem Statement 1: Vertical alignment and intentional planning to ensure that students are making a years worth of growth and advancing to the next grade level with meeting essential standards. Root Cause: Data analysis, reflection, planning, and professional development need to be integrated as they are not separate processes. Longer planning and data dive days to support teacher and students growth.</p>

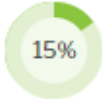


Perceptions




Problem Statement 2: Student perceptions across the campus have decreased. The lowest areas are classroom engagement and rigorous expectations. **Root Cause:** Teachers need to continue to build relationships with students and make learning meaningful.





Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: By May 2025, we will increase our attendance rate from 92% to 95%.

Evaluation Data Sources: Student attendance records; STAAR scores, local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Monitor attendance records and using a process to refer students with excessive absences to the counseling, truancy, and/or health services departments. Administration/CIS will also conduct home visits with families that we are not able to contact. Strategy's Expected Result/Impact: Reduce the number of students who do not attend school regularly. Staff Responsible for Monitoring: Assistant Principal Attendance Clerk TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1, 2 - Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Develop a proactive plan that identifies and helps at-risk youth. Example: Professional Development for teachers and staff to help at-risk youth. Students receive public acknowledgment for non-academic achievement. Provide resources for parents and students (clothing, food, medical, etc.) Students participate in activities that foster positive teacher/student relationships. The student code of conduct is available online and copies are available to students and reviewed with students by teachers. Students will participate in fitness assessments and engage in physical activities which are evaluated annually. Students are aided in their transition from elementary school to middle school through vertical conversations and teacher collaboration. The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the CFBISD safety and security department to develop appropriate guidelines which are updated annually. Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, discipline management including unwanted physical or verbal aggression, and additional resources for parents, as needed. Strategy's Expected Result/Impact: Increased STAAR scores, local grades, and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels Staff Responsible for Monitoring: Administration Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - Perceptions 1, 2		Formative			Summative
		Oct	Jan	Mar	June
					

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: We need to build deeper connections with our families and the community through smaller and more intimate meetings and events. Root Cause: Families are resistant due to academic and language barriers, and possibly not aware of how they are able to help the school community.
Problem Statement 2: 80% of Carrollton's student population is considered at-risk. This is above the district and state average. Root Cause: Many students at Carrollton Elementary are classified at risk due to being Emergent Bilinguals and/or failing a readiness or state assessment. Due to this, additional resources and professional development are needed to differentiate learning experiences for struggling students.

Student Learning

Problem Statement 1: Social-emotional well-being of students and staff increases in importance each year however social-emotional learning is not prioritized by all teachers
Root Cause: Teachers need to be provided professional development in implementing SEL as well as the importance of SEL instruction impacting achievement in academic areas.

Problem Statement 2: Not all students are reading on or above grade level before moving on to the next grade level. **Root Cause:** Teachers need additional training in best practices to teach the standards at the depth and complexity in which they are written and to increase critical thinking so students can apply knowledge in a variety of contexts. Capacity needs to be built in teachers in the area of collecting and analyzing student data and using this information in order to plan effective small-group instruction.

Problem Statement 3: Students who receive Special Services are not meeting grade-level standards. **Root Cause:** Students need to continue to receive tier one instruction within the classroom.

Perceptions

Problem Statement 1: Although family and community engagement continues to increase, some families are not engaged in their child(ren)'s education **Root Cause:** There is a need to increase parent communication regarding opportunities for parental involvement as well as ensure multiple ways for parents to become engaged.

Problem Statement 2: Student perceptions across the campus have decreased. The lowest areas are classroom engagement and rigorous expectations. **Root Cause:** Teachers need to continue to build relationships with students and make learning meaningful.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2025, the 90% or higher of responses on Upbeat Survey under RECRUITMENT, HIRING & ONBOARDING & TEACHER VOICE & LEADERSHIP will be at agree or higher.

Evaluation Data Sources: Upbeat Survey
Staffing
Campus Survey

Strategy 1 Details	Reviews			
Strategy 1: Recognize teachers publicly when they do outstanding work (staff newsletter, social media, shout boards, etc.) Strategy's Expected Result/Impact: Staff retention rate will increase and staff will be appreciated. Staff Responsible for Monitoring: All staff TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Plan for collaboration and vertical teaming time in the master schedule in order for teachers to build trust and to do meaningful work together in teams. Strategy's Expected Result/Impact: Staff retention rate will increase and trust will be built amongst teams. Staff Responsible for Monitoring: All staff TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Vertical alignment and intentional planning to ensure that students are making a years worth of growth and advancing to the next grade level with meeting essential standards. **Root Cause:** Data analysis, reflection, planning, and professional development need to be integrated as they are not separate processes. Longer planning and data dive days to support teacher and students growth.

State Compensatory

Budget for Carrollton Elementary

Total SCE Funds: \$194,400.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Tutoring, Core-Subject Small Group Instruction, Emergent Bilingual Support, and Summer School.

Title I - Previous

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Carrollton Elementary's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Carrollton's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Title I - Updated

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	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024