Carrollton-Farmers Branch Independent School District

Carrollton Elementary

2025-2026 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: July 14, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

Logistics and Academics
Overall, staff feel confident in the current **arrival and dismissal** procedures. Morning arrival is widely seen as efficient and effective, with few suggested changes. Dismissal, while mostly smooth, has raised concerns due to limited space, supervision needs, and safety issues—especially with increased enrollment expected next year.

Family and Community Engagement
Engagement is improving, particularly during fun, interactive events like the Fall Carnival, Hispanic Heritage Night, and Reading Night. However, some families remain disconnected. Barriers such as event timing and inconsistency have impacted participation. Staff suggested offering smaller, more intimate gatherings, bilingual and culturally relevant events, and academic showcases like "WIN Night" to better involve families.

At-Risk Students and Special Populations
With 78% of students identified as at-risk, staff praised interventions like WIN time, mentoring, and Title I supports. However, there's a need for more consistent mental health check-ins, tutoring access, and training for working with students who have complex needs. In special education, successful co-teaching was noted, but concerns around inconsistent support, planning alignment, and service delivery persist. Teachers emphasized the need for stronger collaboration and inclusive practices.

Language Development and Emergent Bilinguals
Nearly 77% of students are emergent bilinguals, and while strategies like visuals and WIN time are helping, gaps remain in teacher confidence and English language exposure in bilingual classrooms. Suggestions include daily language blocks, vertical bilingual/monolingual collaboration, and increased family language workshops to build skills at home.

Leader in Me (LIM) Implementation
Staff noted positive shifts in student mindset, accountability, and use of LIM vocabulary. WIG boards and leadership roles are supporting ownership and motivation, especially in early grades. However, use of leadership notebooks was inconsistent, and LIM momentum tended to decline midyear. Teachers want better structures and support to sustain implementation.

Welcoming New Students and Staff
As the campus grows, staff called for intentional systems to support new students and staff. Ideas included structured buddy systems, Welcome Week, and cross-grade collaboration. Teachers also want more clarity about discipline procedures, incoming student needs, and whether key programs will continue.

Priority Areas for 2025-2026
Staff identified eight priority areas needing leadership attention:

1. **Discipline and Behavior Consistency**

2. **Support for Special Populations**

3. **Instructional Alignment Across Grades**

4. **WIN Time Effectiveness**

5. **Lighthouse Team Accountability**

6. **Lunch and Facility Logistics with Enrollment Growth**

7. **Staff Morale and Recognition**

8. **Improved Communication and Transparency**

Proposed solutions include creating focus groups for behavior and WIN time, launching leadership and morale committees, holding vertical planning sessions, and improving safety communication protocols.

Demographics

Demographics Summary

Who We Are at Carrollton Elementary

Carrollton Elementary is a vibrant and diverse learning community where every student matters and belongs. Our campus serves **519 students**, each bringing unique strengths, backgrounds, and needs that enrich our school culture.

Demographics

Carrollton Elementary serves a diverse population of 505 students, with a nearly even gender distribution—50.69% female and 49.31% male. The student body is predominantly Hispanic-Latino, comprising 93.47% of the population. Racially, the majority identify as Hispanic, with smaller percentages of Black or African American (3.56%), Asian (1.58%), White (0.99%), and Two or More Races (0.40%). There are no students currently identifying as American Indian or Alaskan Native or Native Hawaiian or Pacific Islander.

Student Programs and Support Services

Carrollton Elementary supports a wide range of student programs designed to meet diverse academic and linguistic needs. Of the 505 students enrolled, 21.78% receive special education services, 6.34% are identified with dyslexia, and 5.54% participate in the Gifted and Talented program. A significant majority of students—76.63%—are classified as Emergent Bilinguals, with 33.47% enrolled in bilingual education and 8.91% in ESL. Additionally, 29.90% receive alternative bilingual instruction, and 5.94% receive alternative ESL services. All students are served under a Title I Schoolwide Program, reflecting the school's commitment to equitable access and support for all learners.

Title I Status

Carrollton Elementary is a **Title I Schoolwide Program** campus. This designation allows us to use federal funding to serve all students, ensuring that every child has access to a high-quality education and the supports necessary for success.

In Summary

At Carrollton Elementary, we are a dedicated team working together to meet the diverse academic, linguistic, and social-emotional needs of our students. Our school reflects a culturally rich, bilingual, and inclusive environment where all learners are valued, and all voices are heard. We are proud of who we are—and even more excited about where we're going.

Demographics Strengths

Demographic Strengths at Carrollton Elementary

Carrollton Elementary is a campus rooted in diversity, growth, and collaboration. Our student demographics reflect a primarily Hispanic-Latino community, with nearly 77.5% of our students identified as Emergent Bilinguals. This linguistic diversity is one of our greatest assets—and our students are showing measurable growth. **TELPAS results indicate consistent progress in English language acquisition**, reflecting both student dedication and the effectiveness of our instructional strategies.

We take pride in our expanding **Gifted and Talented (GT) program**, where we have **more than doubled the number of identified students over the past two years**. This growth is a testament to intentional efforts to recognize talent in all student populations and to provide rigorous learning opportunities for advanced learners.

Carrollton Elementary's staff is a cornerstone of our success. Our educators possess a **strong curriculum foundation** and actively contribute to **district-wide curriculum planning**. They serve not only as classroom leaders but also as **professional learning facilitators**, regularly leading staff meetings and organizing **professional development sessions** that capitalize on their unique areas of expertise.

We offer a **broad range of professional development opportunities** aligned with both **campus and individual professional goals**. These include:

- On-campus sessions

- District-led in-person training

- Online modules

- Book studies

- Summer PD with the incentive of contract time credit

- After-hours learning sessions

- This continuous cycle of professional growth ensures that our teachers are equipped to meet the evolving needs of our students.

In response to our community's diverse needs, we offer a **wide range of programs**, including Special Education, Bilingual/ESL services, Section 504 accommodations, and Dyslexia intervention. We are intentional about cultivating an **inclusive and accepting environment** where **all students are valued and supported**.

Community and family partnerships further strengthen our school culture. We actively engage our families through **culturally diverse celebrations, school-wide initiatives, and community events** that celebrate who we are and foster unity.

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.

Problem Statement 4 (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 5 (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.

Problem Statement 6 (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 7 (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.

Student Learning

Student Learning Summary

Carrollton Elementary continues to demonstrate meaningful growth and achievement in the areas of math, reading, and writing. Through the consistent use of district common assessments, campus benchmarks, Istation, and MAP data, we monitor student progress across the academic year. These tools help guide our targeted instruction and interventions, ensuring that all students receive the support they need to succeed.

Our instructional approach is deeply rooted in **data-driven decision-making**. Teachers implement **ongoing, varied assessments** to measure growth, quickly identify struggling learners, and provide early, targeted interventions. One of our greatest assets in this process is our **strong Response to Intervention (RTI) program**, where all students receive support during dedicated **WIN Time (What I Need)**. This time is designed to meet learners exactly where they are—whether through intervention or enrichment.

Students are active participants in their own learning journey. Through **leadership notebooks**, they **track their individual progress**, set goals, and celebrate growth. At Carrollton Elementary, **goal-setting is embedded in the school culture**, and students collaborate with teachers to create action steps, monitor lead measures, and make necessary adjustments as they move forward.

Our commitment to **targeted small group instruction** ensures that teachers are equipped to address the specific academic needs of their students through both intervention and enrichment. A key factor in this success is the **extended planning and collaboration time** built into our campus schedule. Teachers engage in **structured, data-driven collaborative planning** during these extended sessions, allowing them to analyze student data, align instruction, develop meaningful learning experiences, and adjust strategies based on student needs. These sessions go beyond traditional PLC meetings and provide **intentional time for deeper instructional planning**, vertical alignment, and reflective conversations. This extended collaboration fosters consistency across grade levels and ensures that student learning remains the central focus of all instructional decisions.

The **exceptional growth seen in our students** is a direct result of:

- High-quality, intentional instruction

- Strategic use of assessments

- Goal-oriented learning practices

- A strong culture of student leadership and ownership

At Carrollton Elementary, students are not only learning academic content—they are learning how to lead, reflect, and take charge of their own success.

Student Learning Strengths

Carrollton Elementary demonstrates a consistent strength in student performance on STAAR exams, particularly in Reading Language Arts (English) across multiple grade levels, and shows significant strengths in Mathematics, especially in Grade 5. The school consistently achieves high percentages of students reaching or exceeding grade level expectations, indicating effective instructional practices in these core areas.

Grade-Specific Strengths:

Grade 3:

- **Reading Language Arts (English - May 2024):** A solid 78.10% of students approached grade level, with 56.10% meeting grade level and 21.95% achieving mastery. This indicates a strong foundation in reading comprehension and language skills for the majority of third graders.
- **Mathematics (May 2024):** A significant 71.83% of students approached grade level in mathematics, showing that most students are grasping fundamental math concepts.

Grade 4:

- **Reading Language Arts (English - May 2024):** This is a standout area. An impressive 89.80% of students approached grade level, with over half (53.18%) meeting grade level and nearly a quarter (24.49%) achieving mastery. These figures highlight a robust reading program and strong student proficiency.
- **Reading Language Arts (Spanish - May 2024):** A strong 75% of students approached grade level in Spanish Reading Language Arts, demonstrating effectiveness in supporting bilingual learners.
- **Mathematics (May 2025):** Carrollton Elementary shows good performance in Grade 4 Math. While not at the very top of the comparison list, 73.49% of students approached grade level, and notably, **18.07% achieved the Masters Grade Level**, which is a strong percentage, showing a good number of students are excelling.

Grade 5:

- **Reading Language Arts (English - May 2025):** This is another exceptionally strong area for Carrollton Elementary. An outstanding 92.94% of students approached grade level, with a substantial 74.19% meeting grade level and an impressive 35.48% achieving mastery. These results indicate a high level of literacy and critical thinking among the fifth-grade students.
- **Reading Language Arts (Spanish - May 2025):** Nearly three-quarters (71.43%) of students approached grade level in Spanish Reading Language Arts, showing continued success in supporting Spanish-speaking students' literacy development.
- **Mathematics (May 2025):** Carrollton Elementary demonstrates significant strength in Grade 5 Mathematics. An impressive **91.55% of students approached grade level**, placing the school among the top performers in the district for this metric. Furthermore, **70.42% met grade level**, and a robust **39.44% achieved mastery**, indicating a large proportion of students are not only proficient but also excelling in advanced mathematical concepts.

In summary, Carrollton Elementary demonstrates notable strengths in nurturing student achievement, particularly in English Reading Language Arts across Grades 3, 4, and 5, where a high percentage of students are meeting and mastering grade level expectations. The school also shows outstanding performance in Grade 5 Mathematics, with high percentages of students approaching, meeting, and mastering the content, as well as a strong showing in Grade 4 Mathematics. The commitment to supporting Spanish-speaking students in Reading Language Arts is also evident

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: Many of our students are Emergent Bilingual and are struggling with language development.

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Problem Statement 10 (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.

School Processes & Programs

School Processes & Programs Summary

At Carrollton Elementary, we deliver rigorous instruction aligned with the Texas Essential Knowledge and Skills (TEKS), as prescribed by the Texas Education Agency. Our instructional program includes STAAR Interim Assessments, District Learning Assessments, Campus-Based Assessments, and a strong emphasis on literacy grounded in the Science of Reading. We implement Math Workshop and hands-on science instruction to deepen student understanding. These assessments and instructional approaches are intentionally designed to address the depth and complexity of the TEKS.

The district provides comprehensive curriculum unit plans and year-at-a-glance calendars for each core subject and grade level, ensuring alignment with the TEKS and STAAR assessments. In Pre-Kindergarten, we utilize Circle Progress Monitoring to track student progress. Additionally, CFBISD offers adaptive technology programs that meet individual student needs in reading (Istation) and math (Progress Learning) for grades K–5. Reading levels for K–5 students are formally assessed throughout the year. Phonics instruction is a central component of the K–2 Literacy Block, with supplemental resources available for students identified with dyslexia.

Carrollton Elementary fosters a positive school culture rooted in high expectations, continuous improvement, and pride among students, staff, and families. As a learning organization, we are committed to academic growth, leadership development, and nurturing the whole child. Our school mission is to inspire learners to become innovative, collaborative, and life-long designers who contribute meaningfully to an ever-evolving global society.

We proudly implement *The Leader in Me* and *The 7 Habits of Happy Kids* to help students build essential life skills and leadership qualities. Now in Year 5 of implementation, our current focus is on amplifying student voice. Through this framework, students learn to take ownership of their actions, attitudes, and talents, while staff support them in discovering their strengths and unique contributions.

Goal-setting, progress monitoring, and reflection are embedded practices among both students and staff. Our learners thrive in a dynamic environment that emphasizes authentic, real-world learning, collaboration, communication, creativity, and critical thinking.

Carrollton Elementary is also home to Ignite PK Academy, CFBISD's full-day, tuition-based Pre-K program. Taught by certified and nurturing educators, our youngest learners engage in thematic units designed to foster developmentally appropriate exploration in math, science, language arts, and social studies. Instruction integrates real-life problem-solving with a strong focus on social-emotional learning and relationship building.

Within the CFBISD framework, our teachers utilize a backward design model to plan instruction aligned with standards and scaffolded to meet diverse student needs. Daily instruction incorporates process standards across all content areas to encourage higher-level thinking. Collaborative planning occurs across grade levels and content areas. Teachers use varied, ongoing assessments to track progress, identify struggling students early, and implement targeted interventions through our robust Response to Intervention (RtI) process, known on campus as WIN Time.

We are proud of our strong systems for monitoring student progress and differentiating instruction to meet individual learning needs. Administrators conduct regular walkthroughs to ensure instructional practices align with district expectations. Curriculum specialists collaborate with teachers through planning support, lesson modeling, and professional coaching. Grade-level meetings and professional learning communities are data-driven and focused on student achievement. Staff engage in ongoing professional development to support personal and campus-wide instructional goals.

As part of CFBISD, Carrollton Elementary benefits from state-of-the-art technology. Every student and staff member has access to modern tools, including SmartBoards, Chromebooks, iPads, document cameras, and laptops. Students in grades 2–5 are assigned individual Chromebooks, while Pre-K through 1st Grade students receive iPads. Wireless access is available throughout the campus, ensuring seamless integration of technology into daily instruction.

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.

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Problem Statement 9 (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.

Perceptions

Perceptions Summary

At Carrollton Elementary, we are committed to creating a welcoming and inclusive environment where families feel valued and engaged as partners in their child's education. We foster open and consistent communication through multiple platforms, including phone calls, emails, ParentSquare, and social media. To keep families informed, we send home weekly Tuesday folders that include graded work and important school communications.

As a Title I campus, we prioritize educating our families on the vital role of parental engagement in student success. As a bilingual campus, we ensure communication and support are accessible in both English and Spanish, with bilingual staff available to assist parents and community members. Throughout the school year, we host a variety of events designed to encourage family involvement and create meaningful opportunities for families to engage with the school.

We are proud to have a dedicated group of parent volunteers who contribute their time and talents during volunteer workdays and support special projects throughout the year. Parents and community members often share how warmly they are welcomed at Carrollton Elementary and how evident it is that student well-being and academic growth are at the heart of our work.

While family and community engagement has been strong during specific events—such as musical performances, holiday reading nights, and our annual carnival—overall participation has varied in recent years. These well-attended events tend to feature student performances or activities that highlight students' accomplishments, which clearly resonates with families. We recognize the need to provide more opportunities for families to see their children shine and to strengthen connections between families, faculty, and staff.

Currently, parent participation within classrooms is welcomed but not widely expected. Teachers in younger grades (Pre-K through 1st) tend to experience higher levels of family involvement, particularly during field trips and classroom celebrations. Conversations with families indicate that personalized communication—such as phone calls, text messages, and emails from teachers—are the most effective and valued forms of outreach. With the exception of marquee postings, all school communications are provided in both English and Spanish, and teacher communication is offered in the parent's preferred language.

As we move forward, Carrollton Elementary remains focused on building stronger, more consistent partnerships with families, increasing opportunities for meaningful involvement, and ensuring every family feels connected and empowered to support their child's learning journey.

Perceptions Strengths

At Carrollton Elementary, leadership opportunities and engaging instruction contribute to a high level of student satisfaction and a school culture filled with fun, positive experiences. Students enjoy coming to school and actively participate in meaningful learning that fosters both academic and personal growth.Visitors frequently remark on the welcoming, upbeat atmosphere, the clear dedication of our teachers, and the respectful, kind behavior exhibited by our students. These consistent observations reflect the strong culture we've built together as a campus community.

Our staff survey data further affirms this positive environment:

- **92%** of teachers agree that the principal looks out for their well-being.

- **92%** of staff members report a clear understanding of the school's vision.

- **97%** agree that there are opportunities to take on leadership roles.

- **87%** of teachers say they do meaningful work together in teams.

- These results highlight a culture of collaboration, shared purpose, and professional growth—core elements that drive our continued success as a learning community.

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.

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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.

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 - Student Learning - School Processes & Programs

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 - Student Learning - School Processes & Programs - Perceptions

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 - School Processes & Programs

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 - School Processes & Programs

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: Many of our students are Emergent Bilingual and are struggling with language development.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: 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 6: 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 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: Although family and community engagement continues to increase, some families are not engaged in their child(ren)'s education

Root Cause 7: 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 7 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 8: 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 8: 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 8 Areas: Demographics - Student Learning - School Processes & Programs - 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: Demographics - Student Learning - School Processes & Programs - Perceptions

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

Revised/Approved: July 14, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the 2025-2026 school year, Carrollton Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 21.95 to 26.95.

HB3 Guiding Objective

Evaluation Data Sources: MAP data, formative assessments

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By April of 2026, 65% of students will make a year's worth of growth on their MAP assessment **Staff Responsible for Monitoring:** Administration and staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Data and planning days to help improve tier one instruction - 211 Title I - 211-11-6112-00-102-30-000 - $11,102.16	**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Schedule Accommodation/SNAP meetings with all teachers to analyze data, monitor growth with our special and general education students, and discuss adjustments to instruction based on student needs. Continue push-in/inclusion team teaching across all grade levels.	**Formative**			**Summative**
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	**Oct**	**Jan**	**Mar**	**June**

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).		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement in reading and math. **Staff Responsible for Monitoring:** Teachers Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Supplemental support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - $217,088, Instructional Coaches - 211 Title I - 211-13-6119-00-102-30-000 - $163,057, Title Tutors - 211 Title I - 211-11-6117-00-102-30-000 - $29,867					

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, 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.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
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 **Funding Sources:** Resources - 211 Title I - 211-11-6399-00-102-30-000 - $500					

Strategy 5 Details	Reviews			
Strategy 5: Provide resources for teachers and continue to have high expectations for best practices with instruction in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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				

Strategy 6 Details	Reviews			
Strategy 6: Attend PD Sessions 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 **Funding Sources:** Professional Development - 211 Title I - 211-13-6411-00-102-30-000 - $2,500				

○ No Progress   ○ Accomplished   → Continue/Modify   ✖ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2025-2026 school year, Carrollton Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 30.86% to 35.86%

HB3 Guiding Objective

Evaluation Data Sources: MAP, Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Establish a peer observation program where teachers can observe colleagues who effectively differentiate instruction and discuss strategies in follow-up meetings.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Problem Statements: Demographics 2 - Student Learning 6 - School Processes & Programs 3 - Perceptions 3				

○ No Progress　　◯ Accomplished　　➔ Continue/Modify　　✖ Discontinue

Goal 2 Problem Statements:

Demographics
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 6: 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.

School Processes & Programs
Problem Statement 3: 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.

Perceptions
Problem Statement 3: 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.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, Carrollton will increase a minimum of 2% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 66% to 68%.

High Priority

Evaluation Data Sources: STAAR, DCFA, MAP, Classroom Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Emergent Bilingual students will increase in meets grade level by a minimum of 3%. **Staff Responsible for Monitoring:** Principals, Assistant Principals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

○ No Progress　　○ Accomplished　　➡ Continue/Modify　　✖ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level

HB3 Guiding Objective

Evaluation Data Sources: Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Establish a peer mentoring program where experienced teachers model effective reading instruction strategies and provide feedback to less experienced teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Problem Statements: Student Learning 2 - School Processes & Programs 5				
○ No Progress ◯ Accomplished → Continue/Modify ✗ Discontinue				

Goal 4 Problem Statements:

Student Learning
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.
School Processes & Programs
Problem Statement 5: 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.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: Carrollton Elementary will increase the percentage of students from 50% to 60% meeting growth measures from Beginning of Year to End of Year in Math

HB3 Guiding Objective

Evaluation Data Sources: Dyslexia
Special Ed
GT
By Ethnicity
By Cohort
By Grade

Strategy 1 Details	Reviews			
Strategy 1: Ensure students receiving Special Services participate in tier one reading instruction by co-teaching with special education and general education teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Problem Statements: Student Learning 3 - School Processes & Programs 6				

○ No Progress	◯ Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5 Problem Statements:

Student Learning
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.
School Processes & Programs
Problem Statement 6: 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.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Carrollton Elementary will increase the percentage of kindergarten - second grade students who perform at meets grade level on foundational skills mastery on MAP Reading Fluency Literacy screener in phonics and phonological awareness.

    HB3 Guiding Objective

    Evaluation Data Sources: MAP Fluency

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.	**Formative**			**Summative**
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	**Oct**	**Jan**	**Mar**	**June**

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: By the end of the 2025-2026 school year, Carrollton Elementary will increase in the percentage of Pre-K students who meet expectations at the end of Pre-K on the Circle assessment.

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: Carrollton Elementary will increase the percentage of students from 50% to 60% meeting growth measures from Beginning of Year to End of Year Reading MAP.

HB3 Guiding Objective

Evaluation Data Sources: Dyslexia
Special Ed
GT
By Ethnicity
By Cohort
By Grade

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.	**Formative**			**Summative**
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	**Oct**	**Jan**	**Mar**	**June**
○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue	

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

Goal 1: By May of 2026, 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

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				

Strategy 2 Details	Reviews			
Strategy 2: Establish a behavior plan aligned to all grade levels using positive reinforcement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

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
    Funding Sources: Live School Schoolwide Behavior Management - 211 Title I - 211-11-6399-00-102-30-000 - $3,673.84				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2026 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.	**Formative**			**Summative**
	Oct	Jan	Mar	June

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
Funding Sources: Strong Fathers, Strong Families - 211 Title I - 211-61-6299-00-102-30-000 - $4,000				

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.	**Formative**			**Summative**
	Oct	Jan	Mar	June

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				

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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Guiding Objective 3: Optimize Community Engagement

Goal 2: Increase the percentage of families engaged in their child's education

Strategy 1 Details			Reviews		
Strategy 1: Conduct a survey to identify preferred communication methods for parents and implement the top three methods to share information about school events and opportunities.			**Formative**		**Summative**
			Oct	**Jan**	**Mar**	**June**
Problem Statements: Demographics 6 - Student Learning 9 - School Processes & Programs 8 - Perceptions 1						
Strategy 2 Details			**Reviews**		
Strategy 2: Host monthly workshops or informational sessions for parents on how to support their child's learning at home, ensuring sessions are available at various times to accommodate different schedules.			**Formative**		**Summative**
			Oct	**Jan**	**Mar**	**June**
Problem Statements: Demographics 6 - Student Learning 9 - School Processes & Programs 8 - Perceptions 1						

○ No Progress ⭕ Accomplished ➡ Continue/Modify ❌ Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 6: 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.
Student Learning
Problem Statement 9: 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.
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**: There is a need to increase parent communication regarding opportunities for parental involvement as well as ensure multiple ways for parents to become engaged.
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 2026, 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			
Strategy 1: Grow the Leader in Me program on campus:	**Formative**			**Summative**
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.	**Oct**	**Jan**	**Mar**	**June**

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.
 	
    Strategy's Expected Result/Impact: Alignment with student behavior expectations.
    Staff Responsible for Monitoring: Administration
All staff
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools				

⬤ No Progress ⭕ Accomplished ➡️ Continue/Modify ❌ Discontinue				

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

Goal 2: By May 2026, 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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				

Strategy 2 Details	Reviews			
Strategy 2: Develop a proactive plan that identifies and helps at-risk youth.	**Formative**			**Summative**
Example:	**Oct**	**Jan**	**Mar**	**June**
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 | | | | |

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Goal 3: By May 2026 , increase the percentage of teachers who integrate social-emotional learning (SEL) into their daily instruction from 60% to 100%

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development sessions focused on the integration of SEL into daily lessons, highlighting the connection between SEL and academic achievement. **Problem Statements:** Demographics 4 - Student Learning 1 - School Processes & Programs 4 - Perceptions 4	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 4: 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.

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.

School Processes & Programs
Problem Statement 4: 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 4: 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.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2026, 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.)	**Formative**			**Summative**
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	**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.	**Formative**			**Summative**
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	**Oct**	**Jan**	**Mar**	**June**

◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

A comprehensive needs assessment is conducted annually and includes the review of data across demographics, student achievement, school processes, and perceptions. Input is gathered through stakeholder surveys, meetings, and committee input. The CNA findings guide the development of the Campus Improvement Plan (CIP), with approval noted on May 15, 2024.

1.2: Location for Evidence of Multiple Meetings Held

Evidence is located in meeting notes from the Campus Improvement Committee, documented stakeholder participation in surveys and planning meetings, and references to PLCs and strategy meetings throughout the plan. Specific mention of stakeholder involvement is detailed on p.33.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CIP is reviewed and revised annually. The 2024–2025 plan was developed and approved following CNA findings in May and June 2024. Implementation and monitoring occur throughout the year, with formative reviews each quarter.

2.2: Stakeholders 1114(b)(2)

Stakeholders involved in plan development include parents, teachers, administrators, and community members. Evidence of their input is found in survey data, planning meeting notes, and references in the CNA and Title I sections (p.33).

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is available on the district and campus websites, which include translation functionality. Printed communications and fliers are provided in both English and Spanish. Community meetings are also held in both languages.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The CIP coordinates with other programs such as Special Education, Bilingual/ESL, Title I, State Comp Ed, and MTSS. Strategy alignment is evident across guiding objectives, showing collaboration with district resources and initiatives.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The plan includes strategies to address identified needs: instructional strategies (Guiding Objective 1), support for at-risk students (WIN Time, tutoring), professional development, family engagement activities (Objective 3), and support for Emergent Bilinguals and SPED students.

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Evaluation is ongoing through quarterly formative and summative reviews embedded in each strategy section. Evaluation data includes MAP, STAAR, attendance records, survey results, and staff feedback. Documentation is available within the CIP on pp. 17–32 and the summary on p.33.

Title I Personnel

Name	Position	Program	FTE
Brenda Castillo	Title I Instructional RLA Coach	Title I	1
Virginia Cardoso	Title I Instructional Math Coach	Title I	1

Campus Funding Summary

			199-SCE State Comp Ed (SCE)		
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Supplemental support and resources for at-risk students		$217,088.00
				Sub-Total	$217,088.00
				Budgeted Fund Source Amount	$217,088.00
				+/- Difference	$0.00
			211 Title I		
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Data and planning days to help improve tier one instruction	211-11-6112-00-102-30-000	$11,102.16
1	1	3	Title Tutors	211-11-6117-00-102-30-000	$29,867.00
1	1	3	Instructional Coaches	211-13-6119-00-102-30-000	$163,057.00
1	1	4	Resources	211-11-6399-00-102-30-000	$500.00
1	1	6	Professional Development	211-13-6411-00-102-30-000	$2,500.00
2	1	2	Live School Schoolwide Behavior Management	211-11-6399-00-102-30-000	$3,673.84
3	1	1	Strong Fathers, Strong Families	211-61-6299-00-102-30-000	$4,000.00
				Sub-Total	$214,700.00
				Budgeted Fund Source Amount	$214,700.00
				+/- Difference	$0.00
				Grand Total Budgeted	$431,788.00
				Grand Total Spent	$431,788.00
				+/- 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	Director of Student Services	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025