Fort Worth Independent School District

110 Carroll Peak Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: November 10, 2026

Mission Statement

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

Vision

"A legacy of excellence."

Value Statement

Respect

Reflection

Perseverance

Collaboration

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Carroll Peak Elementary is an urban elementary school in the Morningside area of Fort Worth, Texas. CPE currently has 483 students in grades Pre-K 3-year old through 5th grade including two ECSE classrooms. Many of our students come from multigenerational families who speak a variety of languages, including English, Spanish, and Burmese.

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

CPE has an enrollment breakdown as such:
Hispanic: 66.5%
African American: 24.02%

White: 5.2%
Asian: 3.73%
EB: 67%
SpEd: 14.7%
Economically disadvantaged: 95%

Discipline:
Our staff is diverse in terms of years of experience and race/ethnicity, ranging from 1 year to over 20 years.

Student Attendance:

2024 - 2025 - **92.98%**

2025-2026- **93.62%**

Chronically absent - **19.48%(As of 3/13/2026)**

Demographics Strengths

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

- We provide multiple resources to support the economic needs of students and families, including: free breakfast and lunch for all students, one-to-one devices for all students, school supplies, and school uniforms
- Our partnership with the YMCA's Fort Worth After School program allows us to offer an after-school program that benefits our students in grades 2-5. Students

are provided with dinner, homework assistance, and academic tutoring through the I-Ready

- We have two PreK 3-year-old classes offered for students who qualify, including Blended Prek 3.
- Our school is proud to have a dedicated full-time counselor who plays a crucial role in supporting our students' social and emotional learning (SEL) needs. Through comprehensive classroom guidance lessons, the counselor provides students with essential skills and strategies for managing their emotions, building healthy relationships, and making responsible decisions.
- We offer after-school enrichment opportunities, including soccer, basketball, running, and art club, in addition to FWAS.
- We have a Family Engagement specialist who supports attendance improvement and hosts targeted monthly family engagement events during and after school hours, designed to strengthen the partnership between home and school.
- Every Friday, we invite parents to join their children for lunch, creating a unique opportunity for families to engage with the school environment. This initiative not only strengthens the bond between parents and their children but also fosters a deeper connection between families and our school community.
- As an ADSY (Additional Days School Year) campus, we provide our students with additional days of learning strategically designed to enhance their educational experience. By incorporating targeted instruction, the ADSY program also includes builtin opportunities for family engagement. Additionally, the program offers days dedicated to enrichment and academic support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Office discipline referrals increased by 118% from 53 incidents in the 2024-25 school year to 116 incidents in 2025-26. African American students accounted for 52.58% of referrals and Hispanic students for 39.65%
Root Cause: The absence of a clearly articulated tiered behavior system, including explicit guidelines for classroom-managed and administrator-managed behaviors, results in inconsistent referral practices across classrooms. This inconsistency contributes to disproportionality patterns.

Problem Statement 2 (Prioritized): Chronic absenteeism is currently 19.21%, exceeding the campus goal of 16%.
Root Cause: Daily attendance routines, communication expectations, and follow-up processes are not consistently implemented across all grade levels. This inconsistency prevents timely identification of attendance concerns and limits the effectiveness of current interventions. As a result, Tier 1 family engagement and attendance support systems are not sufficiently addressing the underlying causes of chronic a

Student Learning

Student Learning Summary

We are 40(+2)% Meets in reading for all students and 35(+4)% Meets in math for all students based on STAAR results. Our student groups for meets, in reading, Hispanic is 44(+10)% and African American 25(-12)%. Overall, our students are at 35(+4)% Meets in math with Hispanic at 37(+9)% and African American at 19(-14)%.

On NWEA MAP from BOY to MOY, 65% of our students met their growth target in math English, 63% met their growth target in reading English, 53% in reading Spanish, 46% in math Spanish, and 61% in Science.

Based on the CIRCLE progress assessment (Wave 2), 89% of the pre-k students are on track for phonological awareness, 65% on rapid letter naming, 85% for math and 55% for number naming. The lowest three areas based on CLI are rhyming II with 26%, operations with 16% and onset-rime with 26%.

Overall passing percentage rate is 94.5% for all students. The student group break down, Hispanic is 94.1%, African American is 96.1%, Special Education is 87.8% and Emergent Bilingual is 94.8%, for passing percentage rates.

Our current data indicates that 35% of our students are meeting the benchmark in reading, while 39% are meeting the benchmark in math, as per the spring assessments. This highlights a need for targeted interventions and instructional strategies to enhance our students' proficiency in these core areas.

When examining the performance of specific student groups, we observe that 36% of our Hispanic students are meeting the reading benchmark, compared to 21% of our African American students. This disparity suggests a critical need to address the unique challenges faced by our African American students in reading, ensuring equitable access to resources and support.

In mathematics, both our Hispanic and African American students are performing at 36% and 39% respectively. While these figures are slightly higher than those in reading, they still indicate room for improvement. It is imperative that we continue to develop and implement effective math instruction that caters to the diverse learning needs of our student population.

Student Learning Strengths

We are making gains on STAAR results in 3rd Grade Reading. All students data was at 67% (+8) at Approaches, 40% (+3) at Meets, and 31% (+19) at Masters. 5th Grade Reading experienced growth as well across all levels. All students data was at 63% at Approaches, 43%(+2) at Meets, 22%(+4) at Masters, 5th Grade SE population was at 40%(+40), 30% (+30) at Meets, 10%(+10) at Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): When examining the performance of specific student groups in grades 3-5, we observe that 44% of our Hispanic students are at meets grade level on the reading STAAR, compared to 25% of our African American students. For the past two years, the campus' percentage of students performing at the Meets Grade Level standard on STAAR Reading has remained 15-20 percentage points below the state average.
Root Cause: The lack of teachers implementing high quality instructional materials with fidelity. Students lack the foundational reading skills to be on grade level - decoding, phonics, reading fluency, and comprehension.

Problem Statement 2 (Prioritized): Our benchmark data shows 35% of our students are at meets grade level in mathematics on STAAR. Within this overall percentage, we observe

that Hispanic students are performing slightly below the school average, with 37% at meets grade level while African American students are at 19% meets grade level.
Root Cause: Three out of the five math teachers is there first year teaching the specific grade level math content. Students lack the foundational math skill to be on grade level - number operations, mathematical processes, conceptual understanding and application skills.

School Processes & Programs

School Processes & Programs Summary

We are 40(+2)% Meets in reading for all students and 35(+4)% Meets in math for all students based on STAAR results. Our student groups for meets, in reading, Hispanic is 44(+10)% and African American 25(-12)%. Overall, our students are at 35(+4)% Meets in math with Hispanic at 37(+9)% and African American at 19(-14)%.

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School Processes & Programs Strengths

We are making gains on STAAR results in 3rd Grade Reading. All students data was at 67% (+8) at Approaches, 40% (+3) at Meets, and 31% (+19) at Masters. 5th Grade Reading experienced growth as well across all levels. All students data was at 63% at Approaches, 43%(+2) at Meets, 22%(+4) at Masters, 5th Grade SE population was at 40%(+40), 30% (+30) at Meets, 10%(+10) at Masters.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus lacks a consistent and effective Multi-Tiered System of Supports (MTSS) process for accurately identifying students in need, implementing targeted interventions, and monitoring progress to ensure appropriate support.
Root Cause: There is inconsistent teacher identification of students, insufficient data and student work submissions, limited development and monitoring of targeted intervention plans, and irregular meetings and follow-up hinder the timely response to student needs.

Problem Statement 2 (Prioritized): The campus lacks a regularly scheduled system for professional development that meets the instructional needs of teachers. As a result, staff are not receiving consistent training in key areas such as aggressive monitoring, lesson internalization, higher-order questioning, and effective scaffolding.

Root Cause: The campus has experienced a lack of consistent instructional direction due to the transition to new leadership in November. Clear instructional expectations have not been effectively communicated to teachers, resulting in limited alignment across classrooms. Additionally, real-time coaching and feedback systems are not yet established, leaving teachers without the support needed to strengthen the

Perceptions

Perceptions Summary

The campus has a plan for systems regarding key operational needs, but the follow through is not evident. There was high turnover this year, especially in the upper grade levels (3rd-5th DL) regarding staff retention. A focus will be on culture and climate this as the campus has brought on new administration (Principal & AP).

Perceptions Strengths

Campus Climate and Culture

- **House System**: Parents, students, and staff are excited to be part of our House System. The four houses, Heshima, Laulima, Valor, and Cabanga, were created by a campus house committee and modeled after the Ron Clark House System. 2nd-5th-grade students are inducted into a house. Every staff member is in a house. Staff and students can earn points for their house through academics, citizenship, effort, attendance, and other positive contributions. Morning announcements celebrate points earned from top-earning students and leading houses. Every six weeks, the house with the most points is celebrated. Students dress up every Friday in their house colors. Every Friday morning begins with a schoolwide chant for all houses, which ends with the line "4 houses: 1 school" to reinforce that all houses make up Carroll Peak. This has been a positive addition to our campus, building campus spirit and creating smaller communities across the campus.
- **Campus Committees:** All staff members sign up for committees each year. These committees include Attendance, Sunshine, LPAC, Grade-Level Leads, House Leads, and staff who volunteer to support monthly family events.

Parent Engagement

- We have a full-time Family Engagement Specialist who provides monthly family engagement events during and after school, including parent nutrition classes.
- Our on-campus Food Pantry is a vital resource that operates twice a week, ensuring families have access to nutritious, sustainable meal options.
- We have increased family participation in Meet the Teacher Night, Holiday Festival, Field Day, Awards Assemblies, musical programs, and our Story Book Parade.
- Our school takes pride in fostering a strong sense of community and engagement among our families by providing a monthly calendar of school-wide activities. This calendar serves as a vital communication tool, ensuring that families are well-informed about upcoming events and can actively participate in their child's educational journey. By including dress-up days and other culturally enriching activities, we aim to build a positive school culture that celebrates diversity and encourages school spirit. These events not only enhance the educational experience but also strengthen the bond between home and school, creating a supportive and inclusive environment for all students.
- The campus is open to parents every Friday for parents to have lunch with their child.

Community Partnerships

- The Fort Worth Museum of Science and History offers our Kindergarten and Pre-K students the opportunity to take field trips and biweekly visits, during which they focus on delivering rich, engaging STEAM activities to strengthen students' language, learning, and social skills, as well as their current and future academic opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Discipline referrals are highly concentrated in a small number of classrooms, which account for 49.6% of the written referrals.
Root Cause: Teachers interpret "minor vs. major" behaviors differently, leading to office referrals for behaviors intended to be classroom-managed.

Priority Problem Statements

Problem Statement 1: Chronic absenteeism is currently 19.21%, exceeding the campus goal of 16%.

Root Cause 1: Daily attendance routines, communication expectations, and follow-up processes are not consistently implemented across all grade levels. This inconsistency prevents timely identification of attendance concerns and limits the effectiveness of current interventions. As a result, Tier 1 family engagement and attendance support systems are not sufficiently addressing the underlying causes of chronic a

Problem Statement 1 Areas: Demographics

Problem Statement 2: When examining the performance of specific student groups in grades 3-5, we observe that 44% of our Hispanic students are at meets grade level on the reading STAAR, compared to 25% of our African American students. For the past two years, the campus' percentage of students performing at the Meets Grade Level standard on STAAR Reading has remained 15-20 percentage points below the state average.

Root Cause 2: The lack of teachers implementing high quality instructional materials with fidelity. Students lack the foundational reading skills to be on grade level - decoding, phonics, reading fluency, and comprehension.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The campus lacks a regularly scheduled system for professional development that meets the instructional needs of teachers. As a result, staff are not receiving consistent training in key areas such as aggressive monitoring, lesson internalization, higher-order questioning, and effective scaffolding.

Root Cause 3: The campus has experienced a lack of consistent instructional direction due to the transition to new leadership in November. Clear instructional expectations have not been effectively communicated to teachers, resulting in limited alignment across classrooms. Additionally, real-time coaching and feedback systems are not yet established, leaving teachers without the support needed to strengthen the

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Office discipline referrals increased by 118% from 53 incidents in the 2024-25 school year to 116 incidents in 2025-26. African American students accounted for 52.58% of referrals and Hispanic students for 39.65%

Root Cause 4: The absence of a clearly articulated tiered behavior system, including explicit guidelines for classroom-managed and administrator-managed behaviors, results in inconsistent referral practices across classrooms. This inconsistency contributes to disproportionality patterns.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Our benchmark data shows 35% of our students are at meets grade level in mathematics on STAAR. Within this overall percentage, we observe that Hispanic students are performing slightly below the school average, with 37% at meets grade level while African American students are at 19% meets grade level.

Root Cause 5: Three out of the five math teachers is there first year teaching the specific grade level math content. Students lack the foundational math skill to be on grade level - number operations, mathematical processes, conceptual understanding and application skills.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The campus lacks a consistent and effective Multi-Tiered System of Supports (MTSS) process for accurately identifying students in need, implementing targeted interventions, and monitoring progress to ensure appropriate support.

Root Cause 6: There is inconsistent teacher identification of students, insufficient data and student work submissions, limited development and monitoring of targeted intervention plans, and irregular meetings and follow-up hinder the timely response to student needs.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Discipline referrals are highly concentrated in a small number of classrooms, which account for 49.6% of the written referrals.

Root Cause 7: Teachers interpret "minor vs. major" behaviors differently, leading to office referrals for behaviors intended to be classroom-managed.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

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

Student Data: Assessments

- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Classroom and school walkthrough data

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from X% to Y%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 40% to 50% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 13% to 40% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Collaborate with campus Literacy Teachers and Early Literacy Department to design an early literacy program focus on increasing the percentage of students reading and comprehending text on grade level by BOY 3rd grade.

Strategy's Expected Result/Impact: Increased percentage of students reading and comprehending text on grade level by BOY 3rd grade.

Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Action Step: By August 2026, schedule spot check cycle and PLC meetings for the year that focus heavily on data driven instruction, lesson internalization (Exemplars), student data tracking systems, and classroom observation that focus on real time feedback and explicit coaching. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August 2026 **Collaborating Departments:** Early Learning Department **Delivery Method:** PLC/Professional Development **Funding Sources:** Professional Development Extra Duty Funding - Title I (211) - 211-11-6116-501-110-30-110-101000 - $2,050, - Title I (211) - 211-XX-614X-501-110-30-110-101000 - $369			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action Step: By Early October, a school wide Literacy Acceleration Program will be implemented that utilizes data driven instructional processes and researched based professional development. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Early Learning Department **Date(s) / Timeframe:** October **Collaborating Departments:** Early Learning, FWISD **Delivery Method:** Professional Development **Funding Sources:** General Supplies - Title I (211) - 211-13-6399-501-110-30-110-101000 - $2,321, General Supplies - Leadership Reading Materials - Title I (211) - 211-23-6329-501-110-30-110-101000 - $2,000, Professional Development Subs - Title I (211) - 211-13-6116-501-110-30-110-101000 - $4,100, Fringe - Title I (211) - 211-XX-614X-501-110-30-110-101000 - $738			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The campus lacks a regularly scheduled system for professional development that meets the instructional needs of teachers. As a result, staff are not receiving consistent training in key areas such as aggressive monitoring, lesson internalization, higher-order questioning, and effective scaffolding. **Root Cause**: The campus has experienced a lack of consistent instructional direction due to the transition to new leadership in November. Clear instructional expectations have not been effectively communicated to teachers, resulting in limited alignment across classrooms. Additionally, real-time coaching and feedback systems are not yet established, leaving teachers without the support needed to strengthen the

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from X% to Y%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 53% to 70% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 58% to 70% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 45% to 70% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1: Ensure students are provided the opportunity to engage with their peers and participate in academic discourse with the teacher that enhance critical thinking on a consistent basis. The students will be expected to be the lead learners and challenged to take academic risks during the learning block.

Strategy's Expected Result/Impact: A foundation is set for academic excellence and high levels of student engagement in grades Kindergarten - 3rd Grade.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Action Step: By September 2026, teachers will engage in scheduled PD on how to develop and support students that embrace academic struggle. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** September **Collaborating Departments:** Campus ILT **Delivery Method:** PLC/Professional Development **Funding Sources:** Resources and Materials to Organize Data Binders - Title I (211) - 211-11-6399-501-110-30-110-101000 - $10,000	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Action Step: By August 2026, an observation and feedback schedule will be developed to focus specifically on teacher student academic discourse and student engagement. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August **Collaborating Departments:** Campus ILT **Delivery Method:** Spot Checks, Feedback Meetings	Formative		
	Nov	Jan	Mar

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: The campus lacks a regularly scheduled system for professional development that meets the instructional needs of teachers. As a result, staff are not receiving consistent training in key areas such as aggressive monitoring, lesson internalization, higher-order questioning, and effective scaffolding. **Root Cause**: The campus has experienced a lack of consistent instructional direction due to the transition to new leadership in November. Clear instructional expectations have not been effectively communicated to teachers, resulting in limited alignment across classrooms. Additionally, real-time coaching and feedback systems are not yet established, leaving teachers without the support needed to strengthen the

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from X% to Y%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 40% to 50% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 13% to 40% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Utilize ELAR benchmark data to strategically develop accelerated learning groups and plan reteach opportunities. Students will receive targeted instruction during the intervention period planned via the district curriculum and data driven intervention groups.

Strategy's Expected Result/Impact: Targeted accelerated instruction and intervention groups will increase overall assessments results.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Action Step: By October 2026, a high leverage SE/TEK calendar will be developed by administration. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** October **Collaborating Departments:** Campus ILT **Delivery Method:** PLC			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action Step: By August 2026, data driven benchmark performance focused PLC meetings will be scheduled after each district wide assessment. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August **Collaborating Departments:** Campus ILT **Delivery Method:** PLC **Funding Sources:** Professional Development Extra Duty Funding - Title I (211) - 211-13-6116-501-110-30-110-101000 - $4,100, Fringe - Title I (211) - 211-XX-614X-501-110-30-110-101000 - $738			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: When examining the performance of specific student groups in grades 3-5, we observe that 44% of our Hispanic students are at meets grade level on the reading STAAR, compared to 25% of our African American students. For the past two years, the campus' percentage of students performing at the Meets Grade Level standard on STAAR Reading has remained 15-20 percentage points below the state average. **Root Cause**: The lack of teachers implementing high quality instructional materials with fidelity. Students lack the foundational reading skills to be on grade level - decoding, phonics, reading fluency, and comprehension.
School Processes & Programs
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Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from X% to Y%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 33% to 43% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 30% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Collaborate with campus Math Teachers to design an early numeracy program focused on increasing the percentage of students obtaining early numeracy skills, foundational math concepts(Ex. place value), and word problem comprehension on grade level by BOY 3rd grade.

Strategy's Expected Result/Impact: Increased percentage of students display mathematical proficiency on grade level by BOY 3rd Grade.

Staff Responsible for Monitoring: Principal, Assistant Principal, Math Demo Teacher

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 1, 2

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	Formative		
	Nov	Jan	Mar
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Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action Step: By Early October, a school wide early numeracy program will be implemented that utilizes data driven instructional processes and researched based professional development. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Math Demo Teacher **Date(s) / Timeframe:** October **Collaborating Departments:** Campus ILT **Delivery Method:** PLC **Funding Sources:** Professional Development Extra Duty Pay - Title I (211) - 211-13-6116-501-110-30-110-101000 - $1,723			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The campus lacks a consistent and effective Multi-Tiered System of Supports (MTSS) process for accurately identifying students in need, implementing targeted interventions, and monitoring progress to ensure appropriate support. **Root Cause**: There is inconsistent teacher identification of students, insufficient data and student work submissions, limited development and monitoring of targeted intervention plans, and irregular meetings and follow-up hinder the timely response to student needs.
Problem Statement 2: The campus lacks a regularly scheduled system for professional development that meets the instructional needs of teachers. As a result, staff are not receiving consistent training in key areas such as aggressive monitoring, lesson internalization, higher-order questioning, and effective scaffolding. **Root Cause**: The campus has experienced a lack of consistent instructional direction due to the transition to new leadership in November. Clear instructional expectations have not been effectively communicated to teachers, resulting in limited alignment across classrooms. Additionally, real-time coaching and feedback systems are not yet established, leaving teachers without the support needed to strengthen the

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from X% to Y%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in English from 53% to 70% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Math in Spanish from 40% to 60% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 41% to 61% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: MAP

Strategy 1: Ensure students are provided the opportunity to engage with their peers and participate in academic discourse with the teacher that enhance critical thinking on a consistent basis. The students will be expected to be the lead learners and challenged to take academic risks during the learning block.

Strategy's Expected Result/Impact: A foundation is set for academic excellence and high levels of student engagement in grades Kindergarten - 3rd Grade.

Staff Responsible for Monitoring: Principal, Assistant Principal, Math Demo Teacher

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Action Step: By September 2026, teachers will engage in scheduled PD on how to develop and support students that embrace academic struggle. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** September **Collaborating Departments:** Campus ILT **Delivery Method:** PLC/Professional Development	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Action Step: By August 2026, an observation and feedback schedule will be developed to focus specifically on teacher student academic discourse and student engagement. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** August **Collaborating Departments:** Campus ILT **Delivery Method:** PLC/Professional Development	Formative		
	Nov	Jan	Mar

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: The campus lacks a regularly scheduled system for professional development that meets the instructional needs of teachers. As a result, staff are not receiving consistent training in key areas such as aggressive monitoring, lesson internalization, higher-order questioning, and effective scaffolding. **Root Cause**: The campus has experienced a lack of consistent instructional direction due to the transition to new leadership in November. Clear instructional expectations have not been effectively communicated to teachers, resulting in limited alignment across classrooms. Additionally, real-time coaching and feedback systems are not yet established, leaving teachers without the support needed to strengthen the

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from X% to Y%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 33% to 43% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 30% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Utilize Math benchmark data to strategically develop accelerated learning groups and plan reteach opportunities. Students will receive targeted instruction during the intervention period planned via the district curriculum and data driven intervention groups.

Strategy's Expected Result/Impact: Targeted accelerated instruction and intervention groups will increase overall assessments results.

Staff Responsible for Monitoring: Principal, Assistant Principal, Demo Math Coach

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2 - School Processes & Programs 1, 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Action Step: By October 2026, a high leverage SE/TEK calendar will be developed by administration.	Formative		
Intended Audience: Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** October **Collaborating Departments:** Campus ILT **Delivery Method:** PLC/Professional Development	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action Step: By September 2026, Data driven benchmark performance focused PLC meetings will be scheduled after each district wide assessment. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Math Demo Teacher **Date(s) / Timeframe:** September **Collaborating Departments:** Campus ILT **Delivery Method:** PLC/Professional Development **Funding Sources:** Professional Development Subs - Title I (211) - 211-11-6112-501-110-30-110-101000 - $2,500, Extra Duty Teacher Overtime - Title I (211) - 211-13-6116-501-110-30-110-101000 - $4,100, Fringe - Title I (211) - 211-XX-614X-501-110-30-110-101000 - $760, - Title I (211) - 211-XX-614X-501-110-30-110-101000 - $738			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Our benchmark data shows 35% of our students are at meets grade level in mathematics on STAAR. Within this overall percentage, we observe that Hispanic students are performing slightly below the school average, with 37% at meets grade level while African American students are at 19% meets grade level. **Root Cause**: Three out of the five math teachers is there first year teaching the specific grade level math content. Students lack the foundational math skill to be on grade level - number operations, mathematical processes, conceptual understanding and application skills.
School Processes & Programs
Problem Statement 1: The campus lacks a consistent and effective Multi-Tiered System of Supports (MTSS) process for accurately identifying students in need, implementing targeted interventions, and monitoring progress to ensure appropriate support. **Root Cause**: There is inconsistent teacher identification of students, insufficient data and student work submissions, limited development and monitoring of targeted intervention plans, and irregular meetings and follow-up hinder the timely response to student needs.
Problem Statement 2: The campus lacks a regularly scheduled system for professional development that meets the instructional needs of teachers. As a result, staff are not receiving consistent training in key areas such as aggressive monitoring, lesson internalization, higher-order questioning, and effective scaffolding. **Root Cause**: The campus has experienced a lack of consistent instructional direction due to the transition to new leadership in November. Clear instructional expectations have not been effectively communicated to teachers, resulting in limited alignment across classrooms. Additionally, real-time coaching and feedback systems are not yet established, leaving teachers without the support needed to strengthen the

Goal 3: Reduce the number of schools that are rated F from X% to Y%

Performance Objective 1: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 41% to 51% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in Spanish from 30% to 40% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 25% to 40% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Ensure PLC/Data Meetings are focused on students being the lead learner, activities are aligned and rigorous, academic language is utilized consistently during academic discourse, and teacher development is the focus during coaching opportunities.

Strategy's Expected Result/Impact: Students overall performance improves on district wide assessments. Clear evidence of improvement throughout each students group, mainly the AA population.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Action Step: By October 2026, the learning block is initiated as designed in efforts to leverage opportunities for academic growth through targeted coaching and modeling by campus instructional leaders. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal **Date(s) / Timeframe:** October **Collaborating Departments:** Campus ILT **Delivery Method:** PLC/Professional Development			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: When examining the performance of specific student groups in grades 3-5, we observe that 44% of our Hispanic students are at meets grade level on the reading STAAR, compared to 25% of our African American students. For the past two years, the campus' percentage of students performing at the Meets Grade Level standard on STAAR Reading has remained 15-20 percentage points below the state average. **Root Cause**: The lack of teachers implementing high quality instructional materials with fidelity. Students lack the foundational reading skills to be on grade level - decoding, phonics, reading fluency, and comprehension.
School Processes & Programs
Problem Statement 1: The campus lacks a consistent and effective Multi-Tiered System of Supports (MTSS) process for accurately identifying students in need, implementing targeted interventions, and monitoring progress to ensure appropriate support. **Root Cause**: There is inconsistent teacher identification of students, insufficient data and student work submissions, limited development and monitoring of targeted intervention plans, and irregular meetings and follow-up hinder the timely response to student needs.
Problem Statement 2: The campus lacks a regularly scheduled system for professional development that meets the instructional needs of teachers. As a result, staff are not receiving consistent training in key areas such as aggressive monitoring, lesson internalization, higher-order questioning, and effective scaffolding. **Root Cause**: The campus has experienced a lack of consistent instructional direction due to the transition to new leadership in November. Clear instructional expectations have not been effectively communicated to teachers, resulting in limited alignment across classrooms. Additionally, real-time coaching and feedback systems are not yet established, leaving teachers without the support needed to strengthen the

Goal 3: Reduce the number of schools that are rated F from X% to Y%

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 35% to 45% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in Spanish from 0% to 40% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 19% to 40% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Ensure PLC/Data Meetings are focused on students being the lead learner, activities are aligned and rigorous, academic language is utilized consistently during academic discourse, and teacher development is the focus during coaching opportunities.

Strategy's Expected Result/Impact: Students overall performance improves on district wide assessments. Clear evidence of improvement throughout each students group, mainly the AA population.

Staff Responsible for Monitoring: Principal, Assistant Principal, Demo Math Teacher

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Action Step: By October 2026, the learning block is initiated as designed in efforts to leverage opportunities for academic growth through targeted coaching and modeling by campus instructional leaders. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, Math Demo Teacher **Date(s) / Timeframe:** October **Collaborating Departments:** Campus ILT **Delivery Method:** PLC/Professional Development			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: The campus lacks a regularly scheduled system for professional development that meets the instructional needs of teachers. As a result, staff are not receiving consistent training in key areas such as aggressive monitoring, lesson internalization, higher-order questioning, and effective scaffolding. **Root Cause**: The campus has experienced a lack of consistent instructional direction due to the transition to new leadership in November. Clear instructional expectations have not been effectively communicated to teachers, resulting in limited alignment across classrooms. Additionally, real-time coaching and feedback systems are not yet established, leaving teachers without the support needed to strengthen the

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from X% to Y%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 20% to 10% by June 2027.
Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 16% to 8% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Qualtrics Call Log Data, Attendance Committee Interventions

Strategy 1: Ensure the campus has an active attendance committee that focuses on the impact chronic attendance has on academic performance. The committee will meet at least each 6 weeks to discuss key data points (Ex. Report Card Data, ADA, FES Call Log Data)

Strategy's Expected Result/Impact: Chronic absenteeism will be strategically targeted in efforts to ensure all students have access to high levels of instruction each day.

Staff Responsible for Monitoring: Principal, Assistant Principal, Family Engagement Specialist

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Action Step: By August 2026, campus administration will develop systems to track targeted family interactions by the campus Family Engagement Specialist. (Attendance/Academic Concern Contacts) **Intended Audience:** Campus Staff (FES) **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** August **Collaborating Departments:** Campus ILT, Attendance Committee **Delivery Method:** Attendance Committee Meetings **Funding Sources:** Resources and Materials for Family Engagement Plans - Title I (211) - 211-61-6399-503-110-30-110-101000 - $3,150, Snacks - Title I (211) - 211-61-6499-503-110-30-110-101000 - $1,661, Family Engagement Specialist - Title I (211) - 211-61-6129-503-110-30-110-101000 - $32,276, Fringe - Title I (211) - 211-XX-614X-501-110-30-110-101000 - $5,810			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Action Step: By September 2026, attendance committee meetings will begin. **Intended Audience:** Campus Staff **Provider / Presenter / Person Responsible:** Principal, Assistant Principal, FES **Date(s) / Timeframe:** September **Collaborating Departments:** Campus ILT **Delivery Method:** Campus Attendance Committee **Funding Sources:** Resources and Materials for Attendance Improvement Support - Family Engagement (211) - 211-61-6399-503-110-30-110-101000 - $3,150			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Chronic absenteeism is currently 19.21%, exceeding the campus goal of 16%. **Root Cause**: Daily attendance routines, communication expectations, and follow-up processes are not consistently implemented across all grade levels. This inconsistency prevents timely identification of attendance concerns and limits the effectiveness of current interventions. As a result, Tier 1 family engagement and attendance support systems are not sufficiently addressing the underlying causes of chronic a

Goal 5: Increase the percentage of students designated as Economically Disadvantaged reaching the "Approahces" and "Meets Grade Level" standard for STAAR Math on the annual state performance measurement from 48% to 68% (Approaches) and 33% to 43% (Meets)

Performance Objective 1: Increase the percentage of grade 3 students designated as Economically Disadvantaged reaching the "Approahces" and "Meets Grade Level" standard for Math on the annual state performance measurement from 47% to 67% (Approaches) and 34% to 44% (Meets)

High Priority

Evaluation Data Sources: Six Weeks Assessmemts, MAP Growth, Weekly DOL Data

Strategy 1: Strategic Math intervention plan during the school day to ensure all students are able to attend. The intervention plan will focus on weekly DOL data and high leverge TEKS, with a focus on 3rd Grade progress.

Strategy's Expected Result/Impact: 3rd Grade economically disadvantaged group will expereince 20% increase in the area of approaches and a 10% gain in the area on meets on STAAR test.

Staff Responsible for Monitoring: Bryan Johnson, All 3rd-5th Grade Math Teachers.

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials
- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: By November 2026, a plan will be develop by staff to ensure the campus is ready to launch the mathematics acceleration program. **Intended Audience:** 3rd - 5th Grade Students (Economically Disadvantaged) **Provider / Presenter / Person Responsible:** 3rd - 5th Grade Teachers **Date(s) / Timeframe:** November 2026 - April 2027 **Collaborating Departments:** N/A **Delivery Method:** In Person **Funding Sources:** - Title I (211) - 211-11-6116-501-110-30-110-101000 - $3,000			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Our benchmark data shows 35% of our students are at meets grade level in mathematics on STAAR. Within this overall percentage, we observe that Hispanic students are performing slightly below the school average, with 37% at meets grade level while African American students are at 19% meets grade level. **Root Cause**: Three out of the five math teachers is there first year teaching the specific grade level math content. Students lack the foundational math skill to be on grade level - number operations, mathematical processes, conceptual understanding and application skills.

Goal 5: Increase the percentage of students designated as Economically Disadvantaged reaching the "Approahces" and "Meets Grade Level" standard for STAAR Math on the annual state performance measurement from 48% to 68% (Approaches) and 33% to 43% (Meets)

Performance Objective 2: Develop a strategic campus/family academic connection system that ensures families of the economically disadvantaged student group are continuously informaed of the urgency of the campus academic plan.

High Priority

Evaluation Data Sources: Qualtrics Call Log System

Strategy 1: By November 2026, a systematic parent outreach program will be organized in efforts to ensure families are equipped to support the campus academic acceleration plan.

Strategy's Expected Result/Impact: All stakeholders are fully aware and invested in the campus plan.

Staff Responsible for Monitoring: Bryan Johnson, Nancy Aripez, Shelia Fontanez

TEA Priorities:
Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: By November 2026, families will attend a campus wide academic acceleration meeting, and presentation outlining the plan to work together as a team to improve overall results on the STAAR test. **Intended Audience:** Carroll Peak Families **Provider / Presenter / Person Responsible:** Campus Family Engagement Specialists **Date(s) / Timeframe:** November 2026 - April 2027 **Collaborating Departments:** Parent Partnerships, FWISD **Delivery Method:** Home Visits, Phone Calls **Funding Sources:** - Title I (211) - 211-61-6116-503-110-30-110-101000 - $1,000			

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Increase the percentage of students designated as Economically Disadvantaged reaching the "Approahces" and "Meets Grade Level" standard for STAAR Reading on the annual state performance measurement from 62% to 72% (Approaches) and 39% to 49% (Meets)

Performance Objective 1: Increase the percentage of grade 4 students designated as Economically Disadvantaged reaching the "Approahces" and "Meets Grade Level" standard for STAAR Reading on the annual state performance measurement from 56% to 66% (Approaches) and 35% to 45% (Meets)

High Priority

Evaluation Data Sources: Six Weeks Assessmemts, MAP Growth, Weekly DOL Data

Strategy 1: Strategic Reading academic acceleration plan during the school day to ensure all students are able to attend. The intervention plan will focus on weekly DOL data and high leverge TEKS, with a focus on 4th Grade progress.

Strategy's Expected Result/Impact: 4th Grade economically disadvantaged group will expereince 10% increase in the area of approaches and a 10% gain in the area on meets on STAAR test.

Staff Responsible for Monitoring: Bryan Johnson, All 3rd-5th Grade Reading Teachers.

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 3: Integrated Student Support Systems
- Targeted Support Strategy - Additional Targeted Support Strategy

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: By November 2026, a plan will be develop by staff to ensure the campus is ready to launch the Reading acceleration program. **Intended Audience:** 3rd - 5th Grade Students (Economically Disadvantaged) **Provider / Presenter / Person Responsible:** 3rd - 5th Grade Teachers **Date(s) / Timeframe:** November 2026 - April 2027 **Collaborating Departments:** N/A **Delivery Method:** In Person **Funding Sources:** - Title I (211) - 211-11-6116-501-110-30-110-101000 - $3,000, - Title I (211) - 211-61-6399-503-110-30-110-101000 - $7,000			

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: When examining the performance of specific student groups in grades 3-5, we observe that 44% of our Hispanic students are at meets grade level on the reading STAAR, compared to 25% of our African American students. For the past two years, the campus' percentage of students performing at the Meets Grade Level standard on STAAR Reading has remained 15-20 percentage points below the state average. **Root Cause**: The lack of teachers implementing high quality instructional materials with fidelity. Students lack the foundational reading skills to be on grade level - decoding, phonics, reading fluency, and comprehension.

Goal 6: Increase the percentage of students designated as Economically Disadvantaged reaching the "Approahces" and "Meets Grade Level" standard for STAAR Reading on the annual state performance measurement from 62% to 72% (Approaches) and 39% to 49% (Meets)

Performance Objective 2: Develop a strategic campus/family academic connection system that ensures families of the economically disadvantaged student group are continuously informaed of the urgency of the campus academic plan.

High Priority

Evaluation Data Sources: Qualtrics Call Log System

Strategy 1: By November 2026, a systematic parent outreach program will be organized in efforts to ensure families are equipped to support the campus academic acceleration plan.

Strategy's Expected Result/Impact: All stakeholders are fully aware and invested in the campus plan

Staff Responsible for Monitoring: Bryan Johnson, Family Engagement Specialist

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 3: Integrated Student Support Systems
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: By November 2026, families will attend a campus wide academic acceleration meeting, and presentation outlining the plan to work together as a team to improve overall results on the STAAR test. **Intended Audience:** Carroll Peak Families **Provider / Presenter / Person Responsible:** Campus Family Engagement Specialists **Date(s) / Timeframe:** November 2026 - April 2027 **Collaborating Departments:** Parent Partnerships, FWISD **Delivery Method:** Home Visits, Phone Calls **Funding Sources:** - Title I (211) - 211-61-6499-503-110-30-110-101000 - $1,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1		Fringe	211-XX-614X-501-110-30-110-101000	$369.00
1	1	1	1	Professional Development Extra Duty Funding	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-110-30-110-101000	$2,050.00
1	1	1	2	Fringe	Fringe	211-XX-614X-501-110-30-110-101000	$738.00
1	1	1	2	Professional Development Subs	Staff Development | Extra Duty - Professional (13-6116)	211-13-6116-501-110-30-110-101000	$4,100.00
1	1	1	2	General Supplies	Staff Development | General Supplies and Technology (13-6399)	211-13-6399-501-110-30-110-101000	$2,321.00
1	1	1	2	General Supplies - Leadership Reading Materials	School Leadership | Other Reading Materials (23-6329)	211-23-6329-501-110-30-110-101000	$2,000.00
1	2	1	1	Resources and Materials to Organize Data Binders	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-110-30-110-101000	$10,000.00
1	3	1	2	Professional Development Extra Duty Funding	Staff Development | Extra Duty - Professional (13-6116)	211-13-6116-501-110-30-110-101000	$4,100.00
1	3	1	2	Fringe	Fringe	211-XX-614X-501-110-30-110-101000	$738.00
2	1	1	2	Professional Development Extra Duty Pay	Staff Development | Extra Duty - Professional (13-6116)	211-13-6116-501-110-30-110-101000	$1,723.00
2	3	1	2	Professional Development Subs	Instruction | Subs - Professional (11-6112)	211-11-6112-501-110-30-110-101000	$2,500.00
2	3	1	2	Fringe	Fringe	211-XX-614X-501-110-30-110-101000	$760.00
2	3	1	2		Fringe	211-XX-614X-501-110-30-110-101000	$738.00
2	3	1	2	Extra Duty Teacher Overtime	Staff Development | Extra Duty - Professional (13-6116)	211-13-6116-501-110-30-110-101000	$4,100.00

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Resources and Materials for Family Engagement Plans	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-110-30-110-101000	$3,150.00
4	1	1	1	Fringe	Fringe	211-XX-614X-501-110-30-110-101000	$5,810.00
4	1	1	1	Family Engagement Specialist	Family Engagement |Family Engagement Specialist (61-6129)	211-61-6129-503-110-30-110-101000	$32,276.00
4	1	1	1	Snacks	Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-110-30-110-101000	$1,661.00
5	1	1	1		Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-110-30-110-101000	$3,000.00
5	2	1	1		Family Engagement | Extra Duty - Professional (61-6116)	211-61-6116-503-110-30-110-101000	$1,000.00
6	1	1	1		Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-110-30-110-101000	$3,000.00
6	1	1	1		Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-110-30-110-101000	$7,000.00
6	2	1	1		Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-110-30-110-101000	$1,000.00
						Sub-Total	$94,134.00
						Budgeted Fund Source Amount	$126,013.00
						+/- Difference	$31,879.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	2	Resources and Materials for Attendance Improvement Support	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-110-30-110-101000	$3,150.00
						Sub-Total	$3,150.00
						Budgeted Fund Source Amount	$3,150.00
						+/- Difference	$0.00
						Grand Total Budgeted	$129,163.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						Grand Total Spent	$97,284.00
						+/- Difference	$31,879.00