

Frisco Independent School District

Carroll Elementary

2025-2026 Focus Areas/Key Questions/Goals





Focus Areas

Focus Area 1: Learning Organization

Key Question 1: Do we solicit feedback and partner with all stakeholders in an effort to meet school improvement needs?

Initial Status: Minor Change

Goal 1 Details	Reviews			
Goal 1: By the end of the current school year, Carroll Elementary will enhance parent engagement by strengthening its framework for consistent communication, refine the use of communication tools, and increasing parent feedback and input. Evidence of Success: The implementation of a comprehensive communication plan, aligned events calendar, and multilingual messaging systems will significantly improve family engagement at Carroll Elementary. Parent participation in learning sessions and feedback opportunities is expected to increase, with survey data projected to show greater awareness of academic expectations and school initiatives. Simplified, translated TEKS guides and targeted parent academies will empower families to better support student learning at home. Regular feedback loops, tied directly to campus goals, will lead to more responsive planning and strengthen trust between the school and community. Staff Responsible: Principal; Assistant Principal; Counselor; Teachers Problem Statements: Positive Culture 1	Formative			Summative
	Nov	Feb	June	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 1: Create and utilize a comprehensive communication plan in order to orgnize dates and times for communication with targeted audiences in order to refine communications and ensure timeliness of communications.

Resources: Google Docs; Communication Platforms

Professional Learning: None.

Strategy 2: Develop and maintain an events calendar that strategically aligns parent engagement opportunities--such as feedback sessions and campus improvement discussions--with student performances and school-wide events to maximize participation and input.

Strategy 3: Develop and utilize simplified, translated TEKS guides and grade-level overviews for families.

Strategy 4: Offer regular parent academies or learning sessions focused on academic and SEL support at home.

Strategy 5: Continue to implement multilingual communication platforms and consistent two-way messaging systems.

Strategy 6: Conduct regular family feedback surveys tied to campus improvement goals, and publish response actions.





Key Question 1 Problem Statements:

Positive Culture
Problem Statement 1: Carroll Elementary faces challenges in engaging families to support learning at home. Many parents are unfamiliar with instructional methods, and language barriers limit involvement. Although communication systems are in place, efforts to gather parent input on school improvement have had limited success. Root Cause: Parents lack familiarity with instructional methods and grade-level expectations. Language and cultural barriers limit effective engagement. Communication tools are underutilized for two-way interaction. Parent input efforts have not effectively reached or engaged all families.

Focus Area 3: Guaranteed and Viable Curriculum

Key Question 3: Are all learners demonstrating grade-level achievement?

Initial Status: Minor Change

Goal 1 Details	Reviews			
<p>Goal 1: Carroll Elementary will utilize and/or refine campus systems for progress monitoring, targeted interventions, and personalized support so that by the end of the academic year, all students show at least a year's worth of growth in all relevant subject area assessments.</p> <p>Evidence of Success: Carroll Elementary will strengthen its academic systems through the strategic use of data, targeted instruction, and aligned supports. MAP assessment data will be routinely analyzed in PLCs to identify student needs and guide differentiated instruction, while Title-funded tutors will provide targeted small-group support in reading and math. Tools like Storyworks and Imagine Math will enhance literacy and numeracy through engaging, personalized instruction. Collaboration with a literacy consultant will strengthen Tier 1 instruction through coaching and professional development, leading to more effective classroom practices.</p> <p>Vertical team meetings will ensure alignment of essential standards, while updated cluster assessments will reflect instructional rigor and support real-time progress monitoring. Structured data protocols and academic profiles will guide instructional planning, interventions, and end-of-year placement decisions. Professional development on data use will build teacher capacity, and a newcomer onboarding plan will ensure appropriate academic and emotional support for students with interrupted schooling. As a result, all students will be better supported to make at least one year of academic growth in reading and math.</p> <p>Staff Responsible: Principal; Assistant Principal; teachers; Instructional Coaches</p> <p>Problem Statements: Guaranteed and Viable Curriculum 1</p>	Formative			Summative
	Nov	Feb	June	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

- Strategy 1:** Leverage MAP assessment data to monitor student progress, identify learning gaps, and guide differentiated instruction through regular data analysis in PLCs.
- Strategy 2:** Utilize campus-based Title tutors to provide targeted, small-group instruction in reading and math for students performing below grade level, based on MAP and classroom data.
- Strategy 3:** Incorporate Storyworks into literacy instruction to enhance reading comprehension, vocabulary, and critical thinking skills through engaging,

standards-aligned texts.

Strategy 4: Implement Imagine Math as a supplemental, adaptive tool to support personalized learning and reinforce math concepts for all students, with a focus on those needing intervention.

Strategy 5: Partner with a literacy consultant to provide professional development, instructional coaching, and model lessons that strengthen Tier 1 literacy instruction and promote best practices in reading and writing across grade levels.

Strategy 6: Hold regular vertical team meetings to align essential standards and address gaps.

Strategy 7: Develop or adopt updated cluster assessments in math and reading aligned to current rigor.

Strategy 8: Implement structured data analysis protocols in PLCs to plan small group and tiered interventions.

Key Question 3 Problem Statements:

Guaranteed and Viable Curriculum
Problem Statement 1: Carroll Elementary lacks consistent, vertically aligned systems to monitor progress, guide interventions, and support academic growth. Many students, especially newcomers, enter below grade level, and gaps in assessments and vertical planning hinder teachers' ability to deliver targeted, responsive instruction. Root Cause: Newcomer students missed foundational instruction in early grades due to gaps in formal education. Lack of consistent vertical alignment discussions and documented plans across grade levels. Summative math assessments are infrequent and not aligned to current instructional rigor.

Focus Area 5: Positive Culture

Key Question 1: Do we systematically address educational, social, behavioral, and emotional needs?

Initial Status: Minor Change

Goal 1 Details	Reviews			
Goal 1: By the end of the current school year, Carroll Elementary will refine and continue to implement a comprehensive plan to enhance the sense of community at school and improve students' social interactions across all grade levels.	Formative			Summative
	Nov	Feb	June	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Strategy 1: Provide ongoing training and support in Schoolwide Positive Behavior Interventions and Supports (SWPBIS) to ensure consistent implementation of behavior expectations and reinforce a positive, inclusive school climate.

Strategy 2: Maintain a monthly school store to reward students for meeting behavioral expectations, reinforcing SWPBIS values through a consistent, motivating incentive system.

Strategy 3: Implement ConnectEd as a structured, campus-wide tool to support social-emotional learning, relationship-building, and positive classroom culture.

Strategy 4: Host regular Community Fridays featuring team-building activities, and family engagement opportunities to promote a strong sense of belonging and campus pride.

Strategy 5: Establish and support student leadership groups that give students a voice in school initiatives, promote positive peer influence, and encourage responsibility and service within the school community.