

Frisco Independent School District

Corbell Elementary

2025-2026 Focus Areas/Key Questions/Goals

Focus Area 1: Learning Organization

Key Question 2: Do our foundational commitments drive our decision-making?

Initial Status: Minor Change

Goal 1 Details	Reviews			
Goal 1: Corbell Elementary will focus their work on how insights impact our learning organization and decision making through foundational commitments that directly impact student achievement, engagement of our students, staff and parent community. Evidence of Success: 90% of our Corbell students will make at least 1 year's growth or reach the teacher set growth goal in reading from the BOY to the EOY. Staff Responsible: ILT, All Staff, Title 1 AcceleratedTutors Problem Statements: Learning Organization 1, 2, 3	Formative			Summative
	Nov	Feb	June	June
<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>				

Strategy 1: Corbell staff will align their belief systems with our foundational commitments by using data-driven practices to provide targeted Tier 1 and Tier 2 small-group instruction in reading and math, ensuring decisions directly support student achievement and engagement.

- Resources:** Instructional Coach
Teaching & Learning Department math & reading coordinators
- Professional Learning:** Our Instructional Coach will work with Teaching & Learning Department math & reading coordinators to plan job-embedded professional learning focused on student engagement & data driven instruction.
- Communication Plan:** August PD & throughout the year during staff meetings and job embedded professional learning in both math and reading.
- Date(s) / Timeframe:** August 2025 through May 2026
- Collaborating Departments:** Teaching & Learning Dept, Title 1
- Staff Responsible:** ILT, Classroom Teachers, 3 Title 1 Accelerated Tutors
- Evidence:** Ongoing progress monitoring data - grade level reading spreadsheets, Title 1 progress monitoring sheets, teacher SLO goal data collection
Math station data collection focused on increased rigor and student engagement tied to achievement.
- TEA Priorities:**
Build a foundation of reading and math

Strategy 2: Our campus will continue to deepen our understanding of Future Ready profiles to directly increase student engagement through applicable, rigorous, real-life learning experiences.

Resources: Future Ready Profiles: Leader, Educator, Learner
Transformation Rooms - both within the campus room & within classrooms

Professional Learning: Continued work on Future Ready & what this means, looks like & how it CAN be done!

Communication Plan: Through staff professional learning; through principal videos to parents & stakeholders.

Date(s) / Timeframe: August 2025-April/May 2026

Collaborating Departments: T&L, Title 1

Staff Responsible: ALL staff

Evidence: Video/picture evidence, social media posts, improved student achievement data

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Strategy 3: Corbell staff will focus on parent engagement through higher levels of communication & overcoming barriers to attendance and involvement within our community.

Resources: Title 1 PFE Dept, Federal Programs, PTA Board
Corbell PFE Action Plans

Communication Plan: Through staff development, PTA board meetings, Title PFE Action Plans

Date(s) / Timeframe: August 2025-May 2026

Collaborating Departments: Title 1 PFE Dept, Federal Programs, PTA Board

Staff Responsible: ALL Staff

Evidence: Increased attendance at events, survey data, PFE Action Plans, PFE event parent surveys & evaluation

Action Steps: Increase publicity of campus level events, provide childcare to allow for parents to be fully engaged in parent education of their child's learning, recruit support of the PTA and community partners to enhance the allure to events.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Goal 1 Problem Statements:

Learning Organization

Problem Statement 1: While our attendance at community events has increased in the past 2 years, we are still only reaching 1/2-1/3 of our student/family population. This shows a need to focus on parent engagement through communication & overcoming barriers to engagement with our community. **Root Cause:** : A lot of single-parent homes, both parents working evening shifts, some facing challenges with transportation, childcare, financial means to purchase books, food, etc at certain events.

Problem Statement 2: While our student engagement in future ready learning has increased, based on survey data, there is still a continued need to deepen our staff's understanding of future ready learning & implementation of hands-on, highly engaging classroom activities as well as provided transformation and immersive experiences within their classrooms and outside of provided transformation rooms. **Root Cause:** Depth of understanding of what the application looks like for learners, confidence of what each descriptor means in translation to the learning, time factors during planning as well as classroom instruction time.

Problem Statement 3: While 86% of our students made a year's growth in reading, we still need to support the 14% that are not making expected progress in reading. **Root Cause** : Underlying factors, possible growth in instructional strategies used by different programs, lack of or inability to provide parent support at home to support continued growth. It could also be that students with individualized plans are not receiving enough exposure to grade level TEKS as they should be to close the achievement gaps.

Key Question 2 Problem Statements:

Learning Organization

Problem Statement 1: While our attendance at community events has increased in the past 2 years, we are still only reaching 1/2-1/3 of our student/family population. This shows a need to focus on parent engagement through communication & overcoming barriers to engagement with our community. **Root Cause:** : A lot of single-parent homes, both parents working evening shifts, some facing challenges with transportation, childcare, financial means to purchase books, food, etc at certain events.

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