

Carrollton-Farmers Branch Independent School District

Furneaux Elementary

2022-2023 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

Demographics

Demographics Summary

Furneaux Elementary is a neighborhood school built in 1981. A Pre Kindergarten - 5th Title I campus, Furneaux is located in the northern part of Carrollton-Farmers Branch, Furneaux is located in Carrollton, TX. The campus is predominately a neighborhood school that is located at the edge of the town. Most students live close enough to walk, but this year Kinder students from Sheffield were zoned for Furneaux as well. This created 9 sections of Kinder, we have always served Sheffield PreK and there were 6 sessions, the rest of the school 1-5th grade were 2-3 sections. More and more students are requesting to remain at Furneaux after PreK and Kinder which is a testament to the campus environment and education provided. There are currently 475 students enrolled. We celebrate the diversity of our students and staff.

The African American (27.8%) and Hispanic (46.6%) student groups are growing the fastest. 14.4% of students are White and 7% are Asian. There are 3.8% claiming Two-or-More Races. 32.6% of students are Emergent Bilingual, 54.2% are classified as at risk, 15% are GT, and 72.5% of students are classified as economically disadvantaged.

Furneaux Elementary School employs a high-quality, talented staff. The turnover rate among our staff is typically low because the staff love working at Furneaux Elementary. However, the campus had several new staff in the 2021-2022 school year, several 1st year teachers so there was a focus on content learning and using data to drive our instruction. This year most staff are returning, we were originally not going to have the Sheffield kinder students for the 2022-2023 year but we are thrilled to have them again, along with 2 self contained PAS classrooms. Those staff will all be new to Furneaux this school year, with varying levels of experience.

Demographics Strengths

Furneaux Elementary has many strengths:

1. Many families choose to attend Furneaux and request to remain after starting in our PreK program.
2. Furneaux has a culture of inclusivity and celebrating each others successes.
3. Furneaux is a neighborhood school with strong parent involvement.
4. Fureaux has increased the number of students served in GT each year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Across grades 2nd, 3rd, 4th and 5th 81% of Emergent Bilingual students received a lower or same level rating on TELPAS as the previous year.

Root Cause: There is a lack of understanding of the reading/language concepts that need to be explicitly taught and practiced and at the level of rigor students need to be to meet/exceed standard.

Student Learning

Student Learning Summary

2021-2022 TEPLAS Data % of students in each grade with an overall rating of lower/same level:

2nd grade 100%

3rd grade 60%

4th grade 80%

5th grade: 80%

32 students meeting criteria as Emergent Bilingual

STAAR Data:

Grade	Year	Math			Reading			Science		
		Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd	2021	78	50	31	72	44	25			
	2022	80	55	35	78	54	34			
	District	71	46	22	78	54	34			
4th	2021	61	21	9	58	28	12			
	2022	80	55	35	75	52	28			
	District	68	39	19	75	52	28			
5th	2021	74	45	29	95	54	32	57	27	11
	2022	73	44	26	79	56	37	60	32	15
	District	73	44	26	79	56	37	58	32	15

Student learning was challenging due to students not being in school consistently for the last two years. The campus leadership team met regularly to look at data (MAP, STAAR, reading levels, ISIP, DCFA) and used PLC to look at student strengths and identify areas of need to close the learning gap.

Going into the 2022-2023 year, we will continue to meet in PLC with content coaches and analyze data on student growth using resources:

F&P

MAP

Istation

Dreambox

TELPAS

DCFA

Classroom observation

Exit tickets

Common formative assessments

Student work review

Student Learning Strengths

Teachers at Furneaux worked in weekly PLC along with coaches where data was reviewed and small group/differentiate instruction was planned for the teacher and ESSER teacher support.

Students in K-5 show overall growth in reading skills from the start of the year using data from Istation.

Content coaches met with teams in PLC, modeled lessons, provided regular feedback.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Across grades 2nd, 3rd, 4th and 5th 81% of Emergent Bilingual students received a lower or same level rating on TELPAS as the previous year.

Root Cause: There is a lack of understanding of the reading/language concepts that need to be explicitly taught and practiced and at the level of rigor students need to be to meet/exceed standard.

Problem Statement 2: 50% of our teachers have 1-5 years of teaching experience. **Root Cause:** Lack of teacher preparation, virtual student teaching, lack of expertise in classroom management and content knowledge and skills.

Problem Statement 3: Students reading below grade level . **Root Cause:** Students coming to school without the necessary academic and social skills.

Problem Statement 4: Students handwriting not legible. **Root Cause:** There hasn't been an emphasis on handwriting during the instructional day.

School Processes & Programs

School Processes & Programs Summary

All programs and processes at Furneaux revolve around the 4 guiding questions in PLC.

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

These questions allow for a way to differentiate.

In PLC looking at standards and establishing the essentials that all students need to know answers the first question. Content coaches help teachers with this work weekly.

Data and anecdotal notes (progress monitoring) guides discussions and the work in weekly PLC. Teachers maintain data and "move students up or down the continuum of Does not meet, approaches, meets, masters. Several sources of data drive decisions: Reading levels, IStation, MAP, DCF, common formative assessments help us to answer the question how do we know if they learned it.

In our weekly PLC and our BOY, MOY and EOY SNAP team meetings the questions of how we will respond when some students do not learn it and how we extend the learning for students who are already proficient. Content coaches, sped teachers/staff, IF/dyslexia interventionist, GT specialist, counselor, admin participate to provide different supports to be utilized in and beyond the classroom.

School Processes & Programs Strengths

Everyone has the approach or now what, there is always more work to be done to get students to the next milestone wherever that may be for that individual student. There is a belief on campus that all students are capable, goal setting is important to the work, including parents in what they can do (struggles and successes) is critical, celebrating successes, and building on that is vital. Key members of the organization have attended PLC at work training during the summer and lead training to campus. Teachers have the philosophy of "we", not me, they welcome coaching and feedback to improve their practice.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student survey indicates behavior of other students interferes with their learning. **Root Cause:** Take more time to assimilate new students to Furneaux in procedures and expectations, lack of structure and being home, lack of social interaction with same age peers, lack of school vs home behavior.

Problem Statement 2 (Prioritized): Across grades 2nd, 3rd, 4th and 5th 81% of Emergent Bilingual students received a lower or same level rating on TELPAS as the previous year. **Root Cause:** There is a lack of understanding of the reading/language concepts that need to be explicitly taught and practiced and at the level of rigor students need to be to meet/exceed standard.

Problem Statement 3: 50% of our teachers have 1-5 years of teaching experience. **Root Cause:** Lack of teacher preparation, virtual student teaching, lack of expertise in classroom management and content knowledge and skills.

Problem Statement 4: Students reading below grade level . **Root Cause:** Students coming to school without the necessary academic and social skills.

Problem Statement 5: Students handwriting not legible. **Root Cause:** There hasn't been an emphasis on handwriting during the instructional day.

Perceptions

Perceptions Summary

The Furneaux community prides itself in being proactive and responsive to the needs of all stakeholders. We provide a service to our families, staff and students and from the moment someone walks in the door of our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student survey indicates behavior of other students interferes with their learning. **Root Cause:** Take more time to assimilate new students to Furneaux in procedures and expectations, lack of structure and being home, lack of social interaction with same age peers, lack of school vs home behavior.

Problem Statement 2 (Prioritized): Across grades 2nd, 3rd, 4th and 5th 81% of Emergent Bilingual students received a lower or same level rating on TELPAS as the previous year. **Root Cause:** There is a lack of understanding of the reading/language concepts that need to be explicitly taught and practiced and at the level of rigor students need to be to meet/exceed standard.

Problem Statement 3: 50% of our teachers have 1-5 years of teaching experience. **Root Cause:** Lack of teacher preparation, virtual student teaching, lack of expertise in classroom management and content knowledge and skills.

Priority Problem Statements

Problem Statement 1: Across grades 2nd, 3rd, 4th and 5th 81% of Emergent Bilingual students received a lower or same level rating on TELPAS as the previous year.

Root Cause 1: There is a lack of understanding of the reading/language concepts that need to be explicitly taught and practiced and at the level of rigor students need to be to meet/exceed standard.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Student survey indicates behavior of other students interferes with their learning.

Root Cause 2: Take more time to assimilate new students to Furneaux in procedures and expectations, lack of structure and being home, lack of social interaction with same age peers, lack of school vs home behavior.

Problem Statement 2 Areas: 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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Local Accountability Systems (LAS) 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 Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Equity data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Guiding Objectives





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the 2022-2023 school year, 100% Emergent Bilingual students will show growth on TELPAS yearly progress indicator.

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve staff understanding of TELPAS yearly progress indicators.</p> <p>Strategy's Expected Result/Impact: Teachers will discuss during PLC, document in lesson plans and implement best practices in the classroom to address language acquisition strategies.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Intentionally plan for Emergent Bilingual by implementing the ELPS and linguistic accommodations across subject areas. Interventions for EBs will be provided based on need during RTI for reading and writing.</p> <p>Strategy's Expected Result/Impact: Increased performance of EB students evident in reading levels, MAP data and monthly ISIP scores.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the Speaking Prompts 2018 and 2020 and the DCFA Listening and Speaking Rubric in planning and assessing students.</p> <p>Strategy's Expected Result/Impact: Increase the level of listening and speaking ratings on TELPAS.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize content coaches to be a resource during PLC to increase student achievement and close achievement gaps.</p> <p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coaches - 211 Title I - \$99,764, Professional Dev. Books - 211 Title I - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Small group tutor</p> <p>Strategy's Expected Result/Impact: All students reading on grade level.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Small group tutor - 211 Title I - \$11,291</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: Across grades 2nd, 3rd, 4th and 5th 81% of Emergent Bilingual students received a lower or same level rating on TELPAS as the previous year. Root Cause : There is a lack of understanding of the reading/language concepts that need to be explicitly taught and practiced and at the level of rigor students need to be to meet/exceed standard.</p>

Student Learning

Problem Statement 1: Across grades 2nd, 3rd, 4th and 5th 81% of Emergent Bilingual students received a lower or same level rating on TELPAS as the previous year. **Root Cause** : There is a lack of understanding of the reading/language concepts that need to be explicitly taught and practiced and at the level of rigor students need to be to meet/exceed standard.

School Processes & Programs

Problem Statement 2: Across grades 2nd, 3rd, 4th and 5th 81% of Emergent Bilingual students received a lower or same level rating on TELPAS as the previous year. **Root Cause** : There is a lack of understanding of the reading/language concepts that need to be explicitly taught and practiced and at the level of rigor students need to be to meet/exceed standard.





Perceptions

Problem Statement 2: Across grades 2nd, 3rd, 4th and 5th 81% of Emergent Bilingual students received a lower or same level rating on TELPAS as the previous year. **Root Cause** : There is a lack of understanding of the reading/language concepts that need to be explicitly taught and practiced and at the level of rigor students need to be to meet/exceed standard.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: Provide professional learning through book studies during PLC meetings.





Evaluation Data Sources: Closing the gap data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase professional development books. Strategy's Expected Result/Impact: Increased teacher knowledge. Staff Responsible for Monitoring: Principal Asst. Principal</p> <p>Title I: 2.4</p> <p>Funding Sources: Professional Books - 211 Title I - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: Improve reading scores.





Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire small group tutor. Strategy's Expected Result/Impact: Improve reading scores by closing the gap. Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Funding Sources: Small group tutor - 211 Title I - \$11,291</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase Scholastic Storyworks magazines Strategy's Expected Result/Impact: Increase reading score Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Funding Sources: Scholastic Storyworks - 211 Title I - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: Improve handwriting legibility.

Evaluation Data Sources: Teacher observation





Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase Handwriting Without Tears</p> <p>Strategy's Expected Result/Impact: Improve students' handwriting legibility</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Funding Sources: Handwriting Without Tears - 211 Title I - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 1: By the end of the 2022-2023 100% of Furneaux staff will follow the District guidelines regarding safety, security and well being of staff and students.

Evaluation Data Sources: Monthly campus drills with a post action review each time to evaluate the effectiveness.





Strategy 1 Details	Reviews			
<p>Strategy 1: Complete drill spreadsheet sent by security department and conduct monthly scheduled drills and hold an after action review to collect notes and feedback to use for next time and share at Discipline and Safety committee.</p> <p>Strategy's Expected Result/Impact: Increase emergency preparedness and readiness.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a Discipline and Safety committee that meets every nine weeks to evaluate existing drills and practices. The committee will discuss concerns and present possible solutions regarding safety drills during the scheduled quarterly meeting.</p> <p>Strategy's Expected Result/Impact: More efficient drills with less anxiety from staff and students as evident by the drill time and also Upbeat survey. Improve response time to ensure the safety of students so they know where to go in case of an emergency.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Attend the Standard Response Protocol Training at the beginning of the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: Increased staff awareness about the safety and security of the campus.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Schedule weekly walks on the campus outlook calendar with the school secretary.</p> <p>Strategy's Expected Result/Impact: Increase in building maintenance and evaluate school safety.</p> <p>Staff Responsible for Monitoring: Principal, Secretary, Head Custodian</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By the end of the 2022-2023 school year, the campus will build family school partnerships, increasing participation by 10%.





Evaluation Data Sources: Following surveys and parent participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold community events that engage all families. Strategy's Expected Result/Impact: Build confidence in school staff and establish an understanding of expectations at school. Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>- ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: Literacy Night Books - for families - 211 Title I - \$1,805</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the number of partnerships with local businesses by 10% Strategy's Expected Result/Impact: Increased volunteers</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Goal 1: By the end of the 2022-2023 school year, 100% of teachers will conduct morning meetings at least twice a week.

Evaluation Data Sources: Observation feedback, student feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the feedback giving in SNAP/feedback meetings</p> <p>Strategy's Expected Result/Impact: Increase in positive student social and emotional health, decrease in behavior intervention/discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Explicitly teach and practice school-wide and classroom systems and routines during the first 15 days of school, and revisit monthly and/or daily, as needed.</p> <p>Strategy's Expected Result/Impact: Limited student confusion regarding expectations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, School Counselor</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Student survey indicates behavior of other students interferes with their learning. Root Cause: Take more time to assimilate new students to Furneaux in procedures and expectations, lack of structure and being home, lack of social interaction with same age peers, lack of school vs home behavior.</p>
Perceptions
<p>Problem Statement 1: Student survey indicates behavior of other students interferes with their learning. Root Cause: Take more time to assimilate new students to Furneaux in procedures and expectations, lack of structure and being home, lack of social interaction with same age peers, lack of school vs home behavior.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of the 2022-2023 school year, staff retention rate at Furneaux will increase by 10%.

Evaluation Data Sources: TEAMS and Upbeat data

Strategy 1 Details	Reviews			
<p>Strategy 1: Support first year teachers and teachers new to campus through staff development opportunities, a campus mentor teacher, and their team members</p> <p>Strategy's Expected Result/Impact: Increase teacher retention</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase recognition for teachers/ staff members through announcements in staff meetings, on morning announcements, appreciation emails and descriptive feedback and recognition given to teachers by administrators.</p> <p>Strategy's Expected Result/Impact: Retention of staff</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Funding Sources: - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Create a campus committee that will be involved with interviewing possible candidates for positions that are open at the campus.</p> <p>Strategy's Expected Result/Impact: Quality teachers will be hired</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide teachers with professional development i areas that support student achievement.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal and Leadership Team</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
1	1	1	Improve staff understanding of TELPAS yearly progress indicators.
3	1	1	Hold community events that engage all families.

State Compensatory

Budget for Furneaux Elementary

Total SCE Funds: \$72,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Our Instructional Facilitator works with students identified with Dyslexia, Emergent Bilingual, At Risk, MTA, ESSER, TIER III, SNAP data, and data for all students who have not performed satisfactorily on a end of year assessment.

Plan Notes

HB 3 Board Goals (Revised 2022)

Early Childhood Literacy Closing the Gaps Student Groups

Grade 3 Reading	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	44	45	*	*	59		*			*	45	*
2018 STAAR	44	39	*	46	*				*	*	*	*
2019 STAAR	43	42	*	41	64		38			15	36	25
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	29	*	18	50		*			*	25	20
2022 STAAR	39	34	*	27	56		*			16	30	23
2023 STAAR	42	40	*	35	61		*			17	34	25
2024 STAAR	46	45	*	44	67		*			18	39	28

Early Childhood Mathematics Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	48	62	*	50	71		*			*	50	*
2018 STAAR	46	57	*	61	64				*	*	*	*
2019 STAAR	48	65	*	68	79		63			38	70	67
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	6	*	6	0		*			*	0	20
2022 STAAR	34	27	*	28	27		*			*	24	37
2023 STAAR	42	47	*	49	55		*			*	49	53
2024 STAAR	51	68	*	71	82		*			*	73	70

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Julie Eich	Assistant Principal
Special Education Teacher	Shelia LeDoux	Special Education/Fundamentals
Classroom Teacher	Ashley Wiktorski	Pre K Teacher
Classroom Teacher	Angela Bennett	1st Grade Teacher
Classroom Teacher	Geena Thompson	2nd Grade Teacher
Classroom Teacher	Julia Trotter	3rd Grade Teacher
Classroom Teacher	Landry Bender	4th Grade Teacher
Classroom Teacher	Teana Campbell	5th Grade Teacher
Classroom Teacher	Tracie Holt	Art Teacher
Business Representative	Steve Hamburger	Business
Business Representative	Luke Snoddy	Microsoft
Parent	Amy Irby	Parent
Parent	Kachali Wanachi	Parent
Parent	Sheena Atkinson	Parent

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Coaches		\$99,764.00
1	1	4	Professional Dev. Books		\$2,000.00
1	1	5	Small group tutor		\$11,291.00
1	2	1	Professional Books		\$2,000.00
1	3	1	Small group tutor		\$11,291.00
1	3	2	Scholastic Storyworks		\$1,500.00
1	4	1	Handwriting Without Tears		\$2,000.00
3	1	1	Literacy Night Books - for families		\$1,805.00
Sub-Total					\$131,651.00
Budgeted Fund Source Amount					\$120,360.00
+/- Difference					-\$11,291.00
Grand Total Budgeted					\$120,360.00
Grand Total Spent					\$131,651.00
+/- Difference					-\$11,291.00