

Carrollton-Farmers Branch Independent School District

Farmers Branch 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

Revised/Approved: May 24, 2022

Demographics

Demographics Summary

Farmers Branch Elementary is a PK-5 Title 1 campus in Carrollton Farmers Branch ISD in Farmers Branch, Texas. The campus is predominately a neighborhood school where it has served multiple generations of families. The campus holds steady at about 515 students with a roughly homogeneous community with 84% of our population being Hispanic students. The campus has a dual language one way program, early childhood programs, and programs for students with special needs. There is a myriad of student clubs so that students can pursue interests outside of academics. AVID has just been added to the campus culture to promote college, career, and military readiness.

Student Demographics (2021 - 2022 Summer PEIMS file loaded 06/05/2022)	Count	Percent
Gender		
Female	<u>294</u>	51.22%
Male	<u>280</u>	48.78%
Ethnicity		
Hispanic-Latino	<u>484</u>	84.32%
Race		
American Indian - Alaskan Native	<u>1</u>	0.17%
Asian	<u>16</u>	2.79%
Black - African American	<u>19</u>	3.31%
Native Hawaiian - Pacific Islander	0	0.00%
White	<u>49</u>	8.54%
Two-or-More	<u>5</u>	0.87%
Student by Program (2021 - 2022 Summer PEIMS file loaded 06/05/2022)	Count	Percent
Emergent Bilingual (EB)	<u>279</u>	48.61%
Gifted and Talented	<u>37</u>	6.45%
Special Education (SPED)	<u>181</u>	31.53%
Title I Participation	<u>574</u>	100.00%
Pregnancy Related Services	0	0.00%
Career and Technical		
CTE V Code	0	0.00%
CTE Service ID	0	0.00%

Student by Program (2021 - 2022 Summer PEIMS file loaded 06/05/2022)	Count	Percent
CTE Auto Calculation	0	0.00%
Dyslexia		
Dyslexia Risk Code	183	31.88%
Dyslexia Services Code	27	4.70%
Economic Disadvantage		
Economic Disadvantage Total	450	78.40%
Free Meals	399	69.51%
Reduced-Price Meals	51	8.88%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	14	2.44%
Shelter	0	0.00%
Doubled Up	12	2.09%
Unsheltered	0	0.00%
Hotel/Motel	2	0.35%

Special Services (2021 - 2022 Summer PEIMS file loaded 06/05/2022)	Count	Percent
Instructional Settings		
Speech Therapy	154	26.74%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	54	9.38%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	58	10.07%
Full-Time Early Childhood	0	0.00%
Mainstream	10	1.74%

Other Student Information (2021 - 2022 Summer PEIMS file loaded 06/05/2022)	Count	Percent
Title I Homeless	0	0.00%
Migrant	0	0.00%
Military Connected	0	0.00%
Foster Care	0	0.00%
Section 504	17	2.96%
Intervention Indicator	0	0.00%
Unaccompanied Youth	0	0.00%

Other Student Information (2021 - 2022 Summer PEIMS file loaded 06/05/2022)		
	Count	Percent
IGC Reviewed	0	0.00%
Transfer In Students	<u>20</u>	3.4843%

Total Days Present (2021 - 2022 Preliminary Summer PEIMS file loaded 06/05/2022)			Sum	Percent
Ethnicity				
Hispanic-Latino			<u>68,572</u>	79.71%
Race				
American Native - Alaskan Native			<u>40</u>	0.05%
Asian			<u>1,761</u>	2.05%
Black - African American			<u>2,383</u>	2.77%
Native Hawaiian - Pacific Islander			N/D	0.00%
White			<u>6,835</u>	7.95%
Two or More			<u>602</u>	0.70%
Total		<u>80,192</u>		93.23%

Mobililty Rate from 20-21 is 8% .

Demographics Strengths

- Farmers Branch Elementary has a consistent enrollment of about 500 students.
- Farmers Branch Elementary's mobility rate has stayed low at 8%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 93% is our attendance rate this year, yet in the past it has been more like 97%-98%. **Root Cause:** Our sick protocols were more restrictive in nature due to COVID.

Problem Statement 2: Our GT population doesn't mirror our student population. **Root Cause:** Comprehensive staff training has not happened on a consistent basis throughout the year.

Student Learning

Student Learning Summary

21-22 NWEA	Low: <21%	Low-Avg: 21-40%	Avg: 41- 60%	High-Avg: 61-80%	High: >80%	Avg+ HighAvg + High
1 st Math	18%	37%	24%	14%	6%	44%
1 st Reading	35%	19%	22%	16%	8%	46%
1 st Reading (SP)	10%	26%	39%	19%	6%	64%
2 nd Math	26%	36%	17%	14%	8%	39%
2 nd Reading	19%	21%	18%	24%	18%	60%
2 nd Reading (SP)	11%	32%	16%	37%	5%	58%
3 rd Math	18%	7%	31%	33%	11%	75%
3 rd Reading	27%	16%	23%	23%	11%	57%
3 rd Reading (SP)	12%	24%	18%	29%	18%	65%
4 th Math	28%	7%	25%	25%	16%	66%
4 th Reading	16%	19%	29%	26%	10%	65%
4 th Reading (SP)	6%	29%	12%	24%	29%	65%
5 th Math	19%	16%	31%	25%	10%	66%
5 th Reading	22%	26%	20%	25%	7%	52%
5 th Reading (SP)	23%	27%	23%	17%	10%	50%
K Math	22%	16%	23%	20%	19%	62%
K Reading	19%	19%	29%	14%	19%	62%
K Reading (SP)	7%	21%	18%	29%	25%	72%

Total Students	Scale Score	Approaches	Meets	Masters
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3rd grade Reading

Farmers Branch Elementary	39	1471	76.92%	56.41%	33.33%
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Economic Disadvantage	29	1451	72.41%	51.72%	34.48%
Hispanic	34	1472	76.47%	55.88%	35.29%
White	5	1468	80%	60%	20%
Currently Emergent Bilingual	11	1416	54.55%	45.45%	36.36%
Special Ed Indicator	14	1385	50%	35.71%	14.29%

3rd grade Spanish Reading

Farmers Branch Elementary	15	1402	73.33%	33.33%	20%
Economic Disadvantage	8	1436	87.5%	37.5%	25%
Hispanic	15	1402	73.33%	33.33%	20%
Currently Emergent Bilingual	15	1402	73.33%	33.33%	20%
Special Ed Indicator	1	1204	0%	0%	0%

4th grade Reading

Farmers Branch Elementary	49	1554	81.63%	46.94%	16.33%
Economic Disadvantage	41	1543	80.49%	43.9%	14.63%
Black/African American	2	1718	100%	100%	50%
Hispanic	39	1532	79.49%	35.9%	12.82%
Two or More Races	1	1320	0%	0%	0%
White	7	1662	100%	100%	28.57%
Currently Emergent Bilingual	14	1480	64.29%	14.29%	0%
Special Ed Indicator	12	1493	66.67%	25%	8.33%

4th grade Spanish Reading

Farmers Branch Elementary	14	1476	64.29%	42.86%	14.29%
Economic Disadvantage	13	1483	69.23%	46.15%	15.38%
Hispanic	14	1476	64.29%	42.86%	14.29%
Currently Emergent Bilingual	14	1476	64.29%	42.86%	14.29%
Special Ed Indicator	2	1345	0%	0%	0%

5th grade Reading

Farmers Branch Elementary	77	1594	79.22%	49.35%	36.36%
Economic Disadvantage	65	1580	78.46%	46.15%	30.77%
Asian	2	1581	50%	50%	50%
Black/African American	2	1595	100%	50%	0%
Hispanic	66	1601	81.82%	50%	36.36%
Two or More Races	1	1443	0%	0%	0%
White	6	1549	66.67%	50%	50%
Currently Emergent Bilingual	39	1584	76.92%	48.72%	35.9%
Special Ed Indicator	17	1499	52.94%	23.53%	17.65%

5th grade Spanish Reading

Farmers Branch Elementary	1	1461	100%	0%	0%
Hispanic	1	1461	100%	0%	0%
Currently Emergent Bilingual	1	1461	100%	0%	0%

3rd grade Math

Farmers Branch Elementary	53	1496	86.79%	73.58%	26.42%
Economic Disadvantage	36	1488	86.11%	75%	19.44%
Hispanic	48	1484	85.42%	70.83%	22.92%
White	5	1607	100%	100%	60%
Currently Emergent Bilingual	25	1482	80%	68%	24%
Special Ed Indicator	15	1409	60%	46.67%	20%

3rd grade Spanish Math

Farmers Branch Elementary	1	1386	100%	0%	0%
Economic Disadvantage	1	1386	100%	0%	0%
Hispanic	1	1386	100%	0%	0%

Currently Emergent Bilingual	1	1386	100%	0%	0%
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4th grade Math

Farmers Branch Elementary	63	1531	68.25%	33.33%	11.11%
Economic Disadvantage	54	1524	68.52%	31.48%	9.26%
Black/African American	2	1606	100%	100%	0%
Hispanic	53	1519	66.04%	30.19%	7.55%
Two or More Races	1	1299	0%	0%	0%
White	7	1639	85.71%	42.86%	42.86%
Currently Emergent Bilingual	28	1520	67.86%	32.14%	3.57%
Special Ed Indicator	14	1482	50%	21.43%	7.14%

5th grade Math

Farmers Branch Elementary	78	1569	74.36%	28.21%	11.54%
Economic Disadvantage	65	1560	72.31%	23.08%	10.77%
Asian	2	1619	50%	50%	50%
Black/African American	2	1497	50%	0%	0%
Hispanic	67	1570	76.12%	25.37%	10.45%
Two or More Races	1	1320	0%	0%	0%
White	6	1607	83.33%	66.67%	16.67%
Currently Emergent Bilingual	40	1565	80%	20%	10%
Special Ed Indicator	17	1487	35.29%	11.76%	11.76%

5th grade Science

Farmers Branch Elementary	78	3630	60.26%	26.92%	1.28%
Economic Disadvantage	65	3605	58.46%	21.54%	1.54%
Asian	2	3757	50%	50%	0%
Black/African American	2	3251	0%	0%	0%
Hispanic	67	3647	64.18%	26.87%	1.49%

Two or More Races	1	3304	0%	0%	0%
White	6	3583	50%	33.33%	0%
Currently Emergent Bilingual	40	3578	60%	20%	2.5%
Special Ed Indicator	17	3308	17.65%	11.76%	0%

Student Learning Strengths

MAP

- Kindergarten Math and Reading all above 60%
- 1st grade Spanish Reading is 64%
- 3rd grade Math is 75%
- 4th grade Math and Reading all above 65%

STAAR

- 3rd grade Reading has 33% Masters
- 5th grade Reading has 36% Masters
- 3rd grade Math 80% approaches and in the sub pop eco dis
- 4th grade Reading approaches and in the sub pop eco dis

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students with disabilities performed 35% lower in MAP Math than the general education students at FBE. **Root Cause:** Training and materials are needed to scaffold instruction to allow students to gain foundational skills.

Problem Statement 2 (Prioritized): Emergent bilinguals performed lower on STAAR reading than their grade level peers. **Root Cause:** Training and coaching are needed to use high level strategies to allow for the bridging of vocabulary and concepts.

Problem Statement 3 (Prioritized): Across grade levels, students with disabilities performed lower on STAAR Math than general education students. **Root Cause:** Training and coaching are needed to analyze and create targeted plans to pinpoint specific skills.

School Processes & Programs

School Processes & Programs Summary

At FBE, the recruiting efforts continue to focus on representing student population in the staff. Improving staff culture and relationships are a focus after the last several years of survival and health protocols. Collaboration and trust will be seen throughout our staff development this year. The master schedule meet all requirements necessary. PLCs are scheduled every other week when instructional coaches are on campus. Intervention schedule was designed to pull students out of science, social studies or writing. SNAP meetings are held to discuss all students every 9-weeks.

20-21 TAPR

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	48.3	100.0%	100.0%	100.0%
Professional Staff:	42.5	88.0%	68.0%	64.3%
Teachers	35.1	72.7%	50.5%	49.6%
Professional Support	5.4	11.2%	13.0%	10.6%
Campus Administration (School Leadership)	2.0	4.1%	2.9%	3.0%
Educational Aides:	5.8	12.0%	8.0%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	37.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	1.0	n/a	60.0	13,211.0
Part-time Counselors	0.0	n/a	0.0	1,126.0
Total Minority Staff:	16.2	33.5%	48.2%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	9.7%	11.1%
Hispanic	9.0	25.6%	21.1%	28.4%
White	25.4	72.2%	61.7%	56.9%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	4.4%	1.8%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.8	2.1%	2.9%	1.2%
Teachers by Sex:				
Males	1.0	2.8%	22.1%	23.8%
Females	34.1	97.2%	77.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.6%	1.2%
Bachelors	28.6	81.5%	70.3%	73.0%
Masters	6.0	17.1%	28.0%	25.0%
Doctorate	0.5	1.4%	1.1%	0.7%
Teachers by Years of Experience:				

Beginning Teachers	4.9	13.8%	9.1%	6.7%
1-5 Years Experience	9.5	27.1%	31.9%	27.8%
6-10 Years Experience	7.0	19.9%	20.8%	20.3%
11-20 Years Experience	8.8	24.9%	25.2%	29.1%
21-30 Years Experience	5.0	14.2%	10.5%	13.0%
Over 30 Years Experience	0.0	0.0%	2.6%	3.1%

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.1	n/a	14.6	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	7.5	6.4
Average Years Experience of Principals with District	4.0	7.1	5.5
Average Years Experience of Assistant Principals	1.0	6.2	5.5
Average Years Experience of Assistant Principals with District	1.0	5.9	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	10.2	9.7	11.2
Average Years Experience of Teachers with District:	8.6	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,453	\$55,729	\$50,849
1-5 Years Experience	\$54,235	\$57,950	\$53,288
6-10 Years Experience	\$55,762	\$60,108	\$56,282
11-20 Years Experience	\$65,171	\$64,469	\$59,900
21-30 Years Experience	\$73,538	\$70,156	\$64,637
Over 30 Years Experience	-	\$79,180	\$69,974
Average Actual Salaries (regular duties only):			
Teachers	\$60,323	\$61,666	\$57,641
Professional Support	\$62,443	\$71,029	\$68,030
Campus Administration (School Leadership)	\$88,459	\$94,455	\$83,424
Instructional Staff Percent:			
	n/a	65.9%	64.6%
Contracted Instructional Staff (not incl. above):			
	0.0	0.0	5,731.4

	---- Campus ----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	5.7%	3.0%	6.2%
Career and Technical Education	0.0	0.0%	3.3%	5.1%
Compensatory Education	0.0	0.0%	4.3%	2.8%
Gifted and Talented Education	0.0	0.0%	1.3%	1.8%
Regular Education	30.6	87.2%	69.7%	71.0%
Special Education	2.5	7.1%	8.3%	9.4%

Other	0.0	0.0%	10.0%	3.6%
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School Processes & Programs Strengths

- Master Schedule is designed to allow for PK-5 to have 45 minute conference periods, recess & lunch
- Multiple sources of data are reviewed during SNAP meetings each 9-weeks and all students are discussed each time.
- 100% of teachers participated in PLCs with content-specific coaches to help disaggregate student needs/trends

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Tier 2/tier 3 interventions pulled students out of Science, Social studies or Writing. **Root Cause:** No built-in Intervention time

Problem Statement 2 (Prioritized): SNAP meetings focused on more global data: MAP, reading levels, STAAR **Root Cause:** Students were staying in Tier too long; intervention groups were not fluid

Perceptions

Perceptions Summary

FBE is partnering with with parents, business and community members to ensure students have access to quality education. FBE believes in educating the whole child and providing learning opportunities for ALL.

Attendance rate was 93%. The rate was lower than in the past due to health protocols this year.

Official discipline was at 1%. Unofficial discipline plans were consistently increasing due to lack of school readiness behaviors.

Total Days Present (2021 - 2022 Preliminary Summer PEIMS file loaded 06/05/2022)		Sum	Percent
Ethnicity.			
Hispanic-Latino		68,572	79.71%
Race			
American Native - Alaskan Native		40	0.05%
Asian		1,761	2.05%
Black - African American		2,383	2.77%
Native Hawaiian - Pacific Islander		N/D	0.00%
White		6,835	7.95%
Two or More		602	0.70%
Total	80,192		93.23%

Perceptions Strengths

- High expectations for ALL
- Restorative practices
- Mentorship
- Business/community partnerships

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our community/business partnerships are not as strong as they were in the past. **Root Cause:** Due to COVID restrictions on both sides, our partners were unable to come visit the students.

Problem Statement 2 (Prioritized): Our parent involvement was limited at the beginning of the year. **Root Cause:** Due to COVID restrictions, virtual communication was our only option.

Problem Statement 3: No campus specific mentor program was in place. **Root Cause:** New teachers wanted to feel supported as they learn and grow in the profession.

Priority Problem Statements

Problem Statement 3: Tier 2/tier 3 interventions pulled students out of Science, Social studies or Writing.

Root Cause 3: No built-in Intervention time

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 5: Our community/business partnerships are not as strong as they were in the past.

Root Cause 5: Due to COVID restrictions on both sides, our partners were unable to come visit the students.

Problem Statement 5 Areas: Perceptions

Problem Statement 1: Emergent bilinguals performed lower on STAAR reading than their grade level peers.

Root Cause 1: Training and coaching are needed to use high level strategies to allow for the bridging of vocabulary and concepts.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: SNAP meetings focused on more global data: MAP, reading levels, STAAR

Root Cause 4: Students were staying in Tier too long; intervention groups were not fluid

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: Our parent involvement was limited at the beginning of the year.

Root Cause 6: Due to COVID restrictions, virtual communication was our only option.

Problem Statement 6 Areas: Perceptions

Problem Statement 2: Across grade levels, students with disabilities performed lower on STAAR Math than general education students.

Root Cause 2: Training and coaching are needed to analyze and create targeted plans to pinpoint specific skills.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

Farmers Branch Elementary
Generated by Plan4Learning.com

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Community 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

Guiding Objectives





Revised/Approved: August 4, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2023, 59% of 3rd grade students will reach the meets or masters category on the STAAR reading test.

HB3 Guiding Objective

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Facilitate PLCs to study and plan tier 1 instruction, disaggregate data, make targeted intervention plans, and monitor progress. Strategy's Expected Result/Impact: Increase in overall level of STAAR, reading levels, and MAP scores. Staff Responsible for Monitoring: Admin, Reading teachers - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3 Funding Sources: Reading materials, books - 211 Title I - \$10,000, Conferences to improve reading strategies/content information - 211 Title I - \$5,000, Tutoring/STAAR Academy - 211 Title I - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1 Problem Statements:

Student Learning
Problem Statement 2: Emergent bilinguals performed lower on STAAR reading than their grade level peers. Root Cause: Training and coaching are needed to use high level strategies to allow for the bridging of vocabulary and concepts.
Problem Statement 3: Across grade levels, students with disabilities performed lower on STAAR Math than general education students. Root Cause: Training and coaching are needed to analyze and create targeted plans to pinpoint specific skills.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2023, 70% of 3rd grade students will reach the meets or masters category on the STAAR math test.

HB3 Guiding Objective

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: Facilitate PLCs to study and plan tier 1 instruction, disaggregate data, make targeted intervention plans, and monitor progress. Strategy's Expected Result/Impact: Increase in overall level of STAAR, reading levels, and MAP scores. Staff Responsible for Monitoring: Admin, Math teachers - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3 Funding Sources: Math resources, manipulatives - 211 Title I - \$10,000, Tutoring/STAAR Academy - 211 Title I - \$5,000		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					





Goal 2 Problem Statements:

Student Learning
Problem Statement 2: Emergent bilinguals performed lower on STAAR reading than their grade level peers. Root Cause: Training and coaching are needed to use high level strategies to allow for the bridging of vocabulary and concepts.
Problem Statement 3: Across grade levels, students with disabilities performed lower on STAAR Math than general education students. Root Cause: Training and coaching are needed to analyze and create targeted plans to pinpoint specific skills.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2023, the number of emergent bilingual students who meet or master in the area of STAAR reading will increase by 3%.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Conduct training to incorporate academic vocabulary strategies to allow for transfer of reading concepts. Strategy's Expected Result/Impact: Increase in transfer of reading knowledge and deepen understanding of concepts. Staff Responsible for Monitoring: instructional coaches, classroom teachers - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Instructional coaches - 211 Title I - \$84,589, AVID conference and training - 211 Title I - \$8,131	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 3 Problem Statements:

Student Learning
Problem Statement 2: Emergent bilinguals performed lower on STAAR reading than their grade level peers. Root Cause: Training and coaching are needed to use high level strategies to allow for the bridging of vocabulary and concepts.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2023, the number of SPED students who meet or master in the area of STAAR math will increase by 3%.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Analyze student math data to find misconceptions, provide targeted plan to intervene, and monitor that plan for growth. Strategy's Expected Result/Impact: Increased achievement in math subcategories, which would increase the overall math scores. Staff Responsible for Monitoring: Admin, math teachers - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: Training, resources, books, materials - 211 Title I - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4 Problem Statements:

Student Learning
Problem Statement 3: Across grade levels, students with disabilities performed lower on STAAR Math than general education students. Root Cause: Training and coaching are needed to analyze and create targeted plans to pinpoint specific skills.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By May 2023, 100% of our below level students would be served in our schoolwide intervention schedule.

Evaluation Data Sources: SNAP, tier documentation





Strategy 1 Details	Reviews			
Strategy 1: Change the master schedule to include specific grade level intervention times. Strategy's Expected Result/Impact: Increased student achievement by closing targeted instructional gaps and more fluid, flexible grouping. Staff Responsible for Monitoring: SNAP committee - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1, 2 Funding Sources: Title Interventionists - 211 Title I - \$15,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 5 Problem Statements:

School Processes & Programs
Problem Statement 1: Tier 2/tier 3 interventions pulled students out of Science, Social studies or Writing. Root Cause: No built-in Intervention time
Problem Statement 2: SNAP meetings focused on more global data: MAP, reading levels, STAAR Root Cause: Students were staying in Tier too long; intervention groups were not fluid





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

Goal 1: By May 2023, our campus will have upgraded security features.

Strategy 1 Details	Reviews			
Strategy 1: Install electronically keyed pod doors on the PK-2 side of the building without individual classroom doors. Strategy's Expected Result/Impact: Increased safety for staff and students Staff Responsible for Monitoring: Construction, Security ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2023, our business/community partnerships will increase by 5%.

Strategy 1 Details	Reviews			
Strategy 1: Reach out our former business partners, prior to COVID, and see if we can restart our work together. Strategy's Expected Result/Impact: Increased volunteers and resources to support our campus. Staff Responsible for Monitoring: Admin, counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Contact the Farmers Branch Chamber to see if there are any new business/community partners interested in partnering with us. Strategy's Expected Result/Impact: Increased volunteers and resources to support our campus. Staff Responsible for Monitoring: Admin, counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: Our community/business partnerships are not as strong as they were in the past. Root Cause: Due to COVID restrictions on both sides, our partners were unable to come visit the students.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2023, our PTA/staff will plan and host 2-3 family events.





Strategy 1 Details	Reviews			
Strategy 1: Meet with PTA and staff to develop, plan, and host family outreach events. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: Principal, Team Contacts ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Parent involvement materials, resources, books - 211 Title I - \$2,500	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2 Problem Statements:

Perceptions
Problem Statement 2: Our parent involvement was limited at the beginning of the year. Root Cause: Due to COVID restrictions, virtual communication was our only option.

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

Goal 1: By May 2023, staff will utilize SEL practices weekly to improve all students' emotional well-being.

Strategy 1 Details	Reviews			
Strategy 1: Utilize restorative practices and lessons from Sanford Harmony for class meetings. Strategy's Expected Result/Impact: Increased awareness and relationships for staff and students Staff Responsible for Monitoring: Counselor, classroom teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Goal 2: By May 2023, discipline data will be evaluated to ensure restorative measures are being utilized first.





Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews			
Strategy 1: Align campus and grade level expectations for behavior to make sure they mirror district expectations. Strategy's Expected Result/Impact: Decrease putative consequences and increase restorative practices Staff Responsible for Monitoring: Admin, counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Guiding Objective 5: Optimize All Available Resources





Goal 1: By May 2023, our budget allocation will be spent on resources as designated by the CNA or CIP.

Evaluation Data Sources: Monthly budget allocations

Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly meetings with our secretary to ensure spending is on track Strategy's Expected Result/Impact: Resources bought to help meet student and staff needs Staff Responsible for Monitoring: Principal, Secretary ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2023, staff retention will increase by 5%.

Strategy 1 Details	Reviews			
Strategy 1: Facilitate new teachers to FBE mentor program. Strategy's Expected Result/Impact: Teachers, new to the profession and/or campus, will feel more supported. Staff Responsible for Monitoring: Principal, AP TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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	53		54	*		*			*	49	52
2018 STAAR	44	39	*	37	*		*			*	38	37
2019 STAAR	43	50	*	47	67		*			36	40	36
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	31	*	25	67		*			33	29	32
2022 STAAR	39	38	*	33	68		*			35	34	34
2023 STAAR	42	46	*	42	69		*			37	38	37
2024 STAAR	46	53	*	50	70		*			39	43	39

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	75		65	*		*			*	60	68
2018 STAAR	46	53	*	51	*		*			*	49	56
2019 STAAR	48	72	*	70	78		*			50	67	79
Not Reported due to COVID-19 cancellation of state testing in Spring 2020												
2021 STAAR	25	35	*	31	67		*			61	33	35
2022 STAAR	34	48	*	45	72		*			58	45	51
2023 STAAR	42	62	*	59	76		*			56	58	66
2024 STAAR	51	75	*	73	81		*			53	70	82

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Shanah Brown	Principal
Administrator	Ashley Valdez	Assistant Principal
Classroom Teacher	Elycca Longazelle	PK
Classroom Teacher	Vanessa Sessions	Kindergarten
Classroom Teacher	Haley Smith	1st grade
Classroom Teacher	Marielle Pesantes	2nd grade
Classroom Teacher	Melissa Clark	3rd grade
Classroom Teacher	Abigail Zang	4th grade
Classroom Teacher	Dolly Viera	4th grade
Classroom Teacher	Sabrina Garza	5th grade
Classroom Teacher	Mandy Cluley	PE
Non-classroom Professional	Brittany Acuna	Counselor
Non-classroom Professional	Lauren Gomez	Dyslexia Specialist
Non-classroom Professional	Jeanette Marshall	SPED
Business Representative	Letty Barboza	Los Jalapenos
Business Representative	Esteban Barboza	Los Jalapenos
Community Representative	Cruz Douglas	Community member
Community Representative	Karen Ritchie	Community member
Parent	Jason Clark	Parent
Parent	Valerie Gonzales	Parent
Parent	Patty Solis	Parent

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Conferences to improve reading strategies/content information		\$5,000.00
1	1	1	Reading materials, books		\$10,000.00
1	1	1	Tutoring/STAAR Academy		\$5,000.00
1	2	1	Tutoring/STAAR Academy		\$5,000.00
1	2	1	Math resources, manipulatives		\$10,000.00
1	3	1	Instructional coaches		\$84,589.00
1	3	1	AVID conference and training		\$8,131.00
1	4	1	Training, resources, books, materials		\$5,000.00
1	5	1	Title Interventionists		\$15,000.00
3	2	1	Parent involvement materials, resources, books		\$2,500.00
Sub-Total					\$150,220.00
Budgeted Fund Source Amount					\$150,220.00
+/- Difference					\$0.00
Grand Total Budgeted					\$150,220.00
Grand Total Spent					\$150,220.00
+/- Difference					\$0.00