

Carrollton-Farmers Branch Independent School District

Country Place 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 3, 2022

Demographics

Demographics Summary

Country Place Elementary, home of the Eagles, was built in 1974 and is now a Title I Campus serving approximately 400 students. Country Place Elementary sits in the neighborhood of Country Place, and was actually built for that neighborhood. However, today the school serves children from all over the district and many from out-of-district. Country Place serves approximately 400 students and that number is about the same as 2020/2021.

Attendance:

From the latest TAPR Report, Country Place in 2019/2020 had an overall attendance rate of 98.6%. The latest report on Chronic Absenteeism Rate showed a 2.2% decrease from the previous reporting of 3.2%. In 2021/2022, data show that the current attendance rate is 95.5% which is down approximately 3%. The breakdown of students, by grade, in attendance for this current year are Kindergarten 96.7%, First Grade 95.4%, Second Grade 95.1%, Third Grade 95.8%, Fourth Grade 94.4% and Fifth Grade 95.6%. This is a decrease from 96.8% in 2020/2021. The grades have compared in this way: From 2020/2021 to 2021/2022

- Kindergarten: NA No Previous Date
- First Grade: Attendance dropped 1.3% to 95.4%
- Second Grade: Attendance dropped 1.6% to 95.1%
- Third Grade: Attendance dropped 1.1% to 95.8%
- Fourth Grade: Attendance dropped 2.4% to 94.4%
- Fifth Grade: Attendance dropped 2.0% to 95.6%

Student Information:

8.6% of the students are in the ESL Program. 9.9% of the Country Place students are in the Gifted and Talented Education Program and 16% or 65% of our students are in Special Education. In 2021, the campus mobility rate was 9.4% or 34 students which is below the district and state averages of 14.4% and 13.8% respectively.

The makeup of the school with regards to Ethnic Distribution is 13.1% African American, 37% Hispanic, 36.3% White, 6.2% Asian, and 7.4% Two or More Races. Females lead the number of students at 50.4% while males make up 49.6%.

Other demographics of note for the campus are: Economically Disadvantaged students make up 42.7%, 504 Students comprise 3.0%, Dyslexia Students are 2.7%, and At-Risk Students are at 24.9%

Staff Information:

The total Country Place staff is 39. Professional Staff comprises 89.2% of that population, teachers 72.8%, professional support 12.1%, and campus administration 5%. Educational Aides make up the remaining 10.8%.

Teachers by Ethnicity:

African American 3.5%; Hispanic 6.9%; White 89.6%

Most of the staff, 79.9%, hold a Bachelor's Degree with 20.1% holding a Master's Degree.

Teachers with 1-5 Year's Experience are 33% of our staff; 6-10 Year's Experience 24.3%; 11-20 Year's Experience 21.9% and 21-30 Year's Experience 6.9%; The Principal has served as a principal for 15 years and has been with the district for 26 years. The Assistant Principal has 1 year as an Assistant Principal and 1 year with the district.

In recent years, Country Place Elementary has become a Fine Arts Academy and all children participate in Art, Music, PE, plus the addition of Theater and Art. All Fine Arts have small group ensembles which meet in the afternoons.

Demographics Strengths

1. Many families choose to enroll at Country Place because of the reputation of prior years and to participate in a fine arts academy.
2. Many teachers choose to continue teaching at the campus because of the supportive and collaborative environment of their teams.
3. The staff leads the district in the percentage of teachers who have between 6 - 10 years of experience. In addition, the campus is just below the district in the percentage of teachers who have 11 - 30 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Absenteeism increased during 2021-2022 by 3%. **Root Cause:** Parents are keeping students home being over cautious of COVID, and consequences don't appear to improve attendance.

Student Learning

Student Learning Summary


Country Place students made significant growth since last year. With Regards to MAP: The campus has more than met campus goals for the end of the year on MAP for grades 3 – 5, and the staff could not be prouder! Teachers met in PLCs, conducted small groups daily, tutored all spring, held intervention groups for grades 4 and 5, and looked at data more this year than last. 3 - 5 Reading: Approaches 73%; Meets 40%; Masters 23% What we actually Scored: Approaches: 86.3% Meets: 55.3% Masters: 32% 3 - 5 Math: Approaches 75%; Meets 38%; Masters 16%. Actual scores: Approaches: 78.6% Meets: 46.9% Masters: 17.1% Kinder Literacy MAP: 71% Meets and Exceeds Kinder Math MAP: 81% Meet and Exceed First Grade Literacy: 48% Meet and Exceed First Grade Math: 48% Meet and Exceed BOY Goals Set at the Beginning: Kinder Literacy MAP: 30% Kinder Math MAP: 30% 1st Grade Literacy BOY: 40% 3 - 5 Reading: Approaches 69%; Meets 36%; Masters 19% 3 - 5 Math: Approaches 71%; Meets 34%; Masters 12%

STAAR Scores came in and the campus grew in every area as well.

Math Scores:

Grade	Approaches 2022	Meets 2022	Masters 2022	Approaches 2021	Meets 2021	Masters 2021
3	85%	51%	19%	79%	37%	13%
4	78%	50%	21%	58%	33%	21%
5	78%	48%	25%	78%	46%	18%
Grades 3 – 5 Average						
Economically Disadvantaged	72%	38%	12%	65%	34%	12%
Black	63%	28%	4%	61%	28%	0%
Hispanic	76%	45%	14%	61%	36%	13%
White	93%	52%	28%	85%	36%	25%
SPED	60%	38%	29%	39%	27%	18%

Reading Scores:

Grade	Approaches	Meets	Masters	Approaches 2021	Meets	Masters
	2022	2022	2022		2021	2021
3	86%	73%	36%	84%	59%	29%
4	91%	78%	36%	67%	39%	20%
5	91%	63%	48%	81%	49%	32%
						
Economically Disadvantaged	89%	61%	31%	73%	43%	18%
Black	80%	60%	45%	79%	34%	25%
Hispanic	83%	66%	33%	74%	43%	22%
White	97%	75%	28%	89%	49%	22%
SPED	78%	38%	29%	59%	35%	29%

Student Learning Strengths

Reading Scores are out pacing math scores by about 10% points across the board. The campus is beginning to bridge the gap after COVID.

The campus made gains in all grade levels and all sub pops for all areas except for Hispanic Sub Pops in Masters Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is an achievement gap for African American students in the Meets and Masters categories of Math. **Root Cause:** "Looking at test results from 4.4 million students in grades three through eight this fall, a new report from NWEA (formerly the Northwest Evaluation Association) revealed that school closures due to COVID-19 caused setbacks for most children, but it was Black, Hispanic, and high-poverty students who took the biggest hit."

School Processes & Programs

School Processes & Programs Summary

Q51 "The expectations for the role I was hired for were made clear during the interview and hiring process" - 90% agree/strongly agree;

The campus is utilizing staff to decide on the perfect candidate for the school. There is always a team of teachers who join the recruiting process for hiring teachers and staff.

Country Place develops instructional leaders through team leaders, PLCs, hiring teams, DIC, CIC, and other opportunities.

PLCs are utilized to look at data, set goals, study student work, study lessons and learn from coaches and one another.

The campus has begun the rigorous process of holding weekly PLCs. Seven staff members attended the MTSS Conference and the campus will take (8) to the PLC Conference. Work that came from the first MTSS conference included restricting PLCs to focus on changing the Tier II system.

The campus follows the district calendar for drills but has seen a need for monthly drills in safety concerning lock out/down drills.

Country Place has ensembles for art, music, theater, and dance. Students in grades 3 – 5 can participate in these ensembles. Ensembles start fresh at the beginning of each semester.

School Processes & Programs Strengths

The campus utilizes staff to decide on the perfect candidate for the school. There is always a team of teachers who join the recruiting process for hiring teachers and staff.

Conduct 9 safety drills for lockdown next school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a clear lack of qualified applicants to hire for the upcoming year. **Root Cause:** Candidates are in short supply due to COVID. There are less getting a teaching degree and many have left the profession.

Problem Statement 2 (Prioritized): Staff and students report that they do not feel safe at school due to increased gun violence in the United States. **Root Cause:** CPE doesn't have Lock Down/Out drills often enough to help students and staff have automaticity around procedures for the drill.

Perceptions

Perceptions Summary

School Safety and Order - Q19 "Disciplinary practices are applied fairly to all students at my school." 89% agree/strongly agree;

Belonging and Well-Being: - Q58: My school is a place that supports teachers' mental wellbeing. 84% Agree/strongly agree

Belonging and Well-Being: Q59: I have someone I can turn to at my school when I'm having a difficult time. 91% Agree/Strongly Agree

Belonging and Well-Being: Equity: Q66: Opportunities are accessible to all teachers at my school, regardless of their race, ethnicity, culture, or other aspects of personal identity. 100% Agree/Strongly Agree

Cultural Competence: Q74: As a staff, we openly discuss issues of race, ethnicity, and culture at my school. This is up 21.5 points but is still lagging behind with 42% disagree/strongly disagree and 58% agree/strongly agree

There are 62 incidents reported in TEAMS for discipline.

Of the 62, 4 were In-School Suspension, and the rest ranged from counseling to campus detention, including after school. 29 students received discipline referrals this year.

Of the students who had conduct violations, 8 were white (28%), 10 were black (34%), 8 were Hispanic (28%), 2 were two or more races (7%) and one was Asian (3%).

Country Place lost 3 teaching positions this year. One left to be closer to home and two left to stay home with family.

This year, we PTA hosted Back to School Bash, Mother's Day Picnic, Father's Day Breakfast, Family Picnic in May, The Boo Olympics, and Movie Under the Stars.

In addition, the school hosted family events like Winter Wonderland, two Ensemble Performances, Kindergarten Performance, Fifth Grade Performance, and Parent Ed Night in the fall and spring.

Teachers send out monthly newsletters and some send out weekly updates. The principal sends out weekly parent newsletters, conducts face-to-face time with parents a minimum of four times a year, and sends out reminders often weekly. All teachers conferenced at least once a year with parents.

Perceptions Strengths

School Safety and Order - Q19 "Disciplinary practices are applied fairly to all students at my school." 89% agree/strongly agree;

Safety and belonging are a strength of culture on the campus.

Belonging and Well-Being: - Q58: My school is a place that supports teachers' mental wellbeing. 84% Agree/strongly agree

Belonging and Well-Being: Q59: I have someone I can turn to at my school when I'm having a difficult time. 91% Agree/Strongly Agree

Belonging and Well-Being: Equity: Q66: Opportunities are accessible to all teachers at my school, regardless of their race, ethnicity, culture, or other aspects of personal identity. 100% Agree/Strongly Agree

Strengths include a variety of PTA and School events; large family participation, and big participation in our school fundraiser. Boo Olympics and Build a Bear both brought in over \$10,000 each.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The staff does not openly discuss issues of race, ethnicity, and culture. **Root Cause:** Fear of saying the wrong thing or hurting someone's feelings keeps us in the mode of being stuck.

Priority Problem Statements

Problem Statement 1: Absenteeism increased during 2021-2022 by 3%.

Root Cause 1: Parents are keeping students home being over cautious of COVID, and consequences don't appear to improve attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is an achievement gap for African American students in the Meets and Masters categories of Math.

Root Cause 2: "Looking at test results from 4.4 million students in grades three through eight this fall, a new report from NWEA (formerly the Northwest Evaluation Association) revealed that school closures due to COVID-19 caused setbacks for most children, but it was Black, Hispanic, and high-poverty students who took the biggest hit."

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a clear lack of qualified applicants to hire for the upcoming year.

Root Cause 3: Candidates are in short supply due to COVID. There are less getting a teaching degree and many have left the profession.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Staff and students report that they do not feel safe at school due to increased gun violence in the United States.

Root Cause 4: CPE doesn't have Lock Down/Out drills often enough to help students and staff have automaticity around procedures for the drill.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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

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 approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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 (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other 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 24, 2023, the campus attendance rate will increase from 95.2% to 96% so that achievement in reading and math improves.

Evaluation Data Sources: Weekly Attendance Reports; Final Attendance Data; MAP Data; Reading Levels/Scores; DCFAs in Math and Reading; STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Tardy Parties, for students having No Tardies at the 4 week and 9 week marks, to reduce the number of tardies each day by 25%.</p> <p>Strategy's Expected Result/Impact: Students will be on task sooner in the day for quality learning.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Money for Parties (Ex: Popsicles) - 199 General Budget - \$400</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: Absenteeism increased during 2021-2022 by 3%. Root Cause: Parents are keeping students home being over cautious of COVID, and consequences don't appear to improve attendance.</p>





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 24, 2023, STAAR Math scores for African American students will increase in Meets from 28% to 35% and in Masters from 4% to 10%.

HB3 Guiding Objective

Evaluation Data Sources: MAP Data, DCFA, Common Assessments, STAAR Results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct Tier II Meetings at the beginning of every unit to identify key students, from the pre-test, who need Tier II intervention for that unit in the form of small group instruction.</p> <p>Strategy's Expected Result/Impact: Students will be able to show Meets and Mastery level on End of Unit Exams at greater than 35% for Meets for African American Students, and greater than 10% Mastery of Skills on the same test. For STAAR, African American Students, we will close the Achievement Gap in Math from Meets from 28% to 35% and in Masters from 4% to 10%.</p> <p>Staff Responsible for Monitoring: Grade Level Chairs</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: PLC Time; Data from Pre- and Post Assessments; Data Wall; Coaches - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2 Problem Statements:





Student Learning
<p>Problem Statement 1: There is an achievement gap for African American students in the Meets and Masters categories of Math. Root Cause: "Looking at test results from 4.4 million students in grades three through eight this fall, a new report from NWEA (formerly the Northwest Evaluation Association) revealed that school closures due to COVID-19 caused setbacks for most children, but it was Black, Hispanic, and high-poverty students who took the biggest hit."</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2023, Math and Reading MAP and STAAR scores will increase by 3% at the end of the school year by conducting math and reading small groups, including guiding reading. daily.

HB3 Guiding Objective

Evaluation Data Sources: MAP Data, DCFA, Common Assessments, STAAR Results; Reading Levels

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct PLCs and Tier II Meetings at the beginning of every unit to identify key students, from the pre-test, who need Tier II intervention for that unit in the form of small group instruction.</p> <p>Strategy's Expected Result/Impact: Due to the Focus on the Students who are not meeting the essentials, small groups will address key gaps and children who also need enrichment to make gains in scores from Kindergarten to Fifth Grade. Goals set for HB3 Board Goals and STAAR Goals will be met.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: PLC Time; Data from Assessments; Pre-TEsts; Student Work; Coaches - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 3 Problem Statements:





Demographics
<p>Problem Statement 1: Absenteeism increased during 2021-2022 by 3%. Root Cause: Parents are keeping students home being over cautious of COVID, and consequences don't appear to improve attendance.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 15, 2023, student achievement in Reading for Kindergarten, First, and Second Grade will increase to 75% for Meets/Exceeds Expectations on MAP Reading by utilizing a Small Group Interventionist four days a week.

HB3 Guiding Objective

Evaluation Data Sources: F&P Reading Levels; MAP Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Small Group Title I Interventionist to work 4 days a week with struggling Kinder, First and Second Graders</p> <p>Strategy's Expected Result/Impact: Greater than 75% of students will meet or exceed their expected growth on MAP</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 4 Problem Statements:

Demographics
<p>Problem Statement 1: Absenteeism increased during 2021-2022 by 3%. Root Cause: Parents are keeping students home being over cautious of COVID, and consequences don't appear to improve attendance.</p>

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

Goal 1: By May 5, 2023, increase the number of Lock-Down and Lock-Out Drills monthly so students, especially the primary students, participate in a variety of drills more often than expected and know what to do.

Evaluation Data Sources: Drill Data; Informal Feedback from Parents; Feedback from staff; District Guiding Coalition of Security Measures.

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule all drills on the principal's calendar for the year.</p> <p>Strategy's Expected Result/Impact: Lessen the anxiety around lock out and lock down drills; Improve response to ensure the safety of students so they know what to do and where to go in case of emergency.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Drill Schedule; Drill Information - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review any new procedures on Lock Down/Out Drills with staff during August Staff Development and Model Practicing Proper Procedures.</p> <p>Strategy's Expected Result/Impact: More efficient Lock Out/Down Drills with less anxiety from staff and students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Complete Drill Informaiton - 199 General Budget - \$0</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>				





Goal 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Staff and students report that they do not feel safe at school due to increased gun violence in the United States. Root Cause: CPE doesn't have Lock Down/Out drills often enough to help students and staff have automaticity around procedures for the drill.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 15, 2023, host Four Principal Coffee Talks in collaboration with other staff members for parents and the community.

Evaluation Data Sources: TTESS Data; Parent Feedback;

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate Staff Members as part of the Coffee Talks the Principals holds to allow teachers to gain more leadership experience and help parents have knowledge of various grade level/subject area expectations.</p> <p>Strategy's Expected Result/Impact: Better Communication so parents are more informed.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</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>				





Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is an achievement gap for African American students in the Meets and Masters categories of Math. Root Cause: "Looking at test results from 4.4 million students in grades three through eight this fall, a new report from NWEA (formerly the Northwest Evaluation Association) revealed that school closures due to COVID-19 caused setbacks for most children, but it was Black, Hispanic, and high-poverty students who took the biggest hit."</p>

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

Goal 1: By May 24, 2023, decrease office referrals for Local Codes from 59 to no more than 30 for the year by using Restorative Practices, mandatory parent meetings after 2 office referrals, and Discipline Referral Meetings to Teachers each month





Evaluation Data Sources: Discipline Data;

Strategy 1 Details	Reviews			
<p>Strategy 1: Teach strategies to staff of various interventions for various levels of student infractions. Strategy's Expected Result/Impact: Reduction in Office Referrals. More time on Instruction Staff Responsible for Monitoring: Assistant Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</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 5: Optimize All Available Resources

Goal 1: By May 15, 2024, the Meets and Masters rates for MAP and STAAR for all subpopulations will increase by 10% using Data Driven PLCs.

HB3 Guiding Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet twice monthly in focused PLCs on data, study, Tier II Groupings, and time with Coaches. Strategy's Expected Result/Impact: Increase in all scores including Meets and Masters on STAAR by 10%. Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 1</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: Absenteeism increased during 2021-2022 by 3%. Root Cause: Parents are keeping students home being over cautious of COVID, and consequences don't appear to improve attendance.</p>

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	59	*	60	68		*		*	62	52	*
2018 STAAR	44	60	*	*	68		64		*	*	*	*
2019 STAAR	43	42	44	21	60		*			33	35	23
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	59	13	71	58		83			38	54	60
2022 STAAR	39	62	16	74	61		86			41	57	63
2023 STAAR	42	65	19	77	64		89			44	60	66
2024 STAAR	46	68	22	80	67		92			47	63	69

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	64	*	*	72		75		*	*	64	*
2018 STAAR	46	53	*	*	53		82		*	75	*	*
2019 STAAR	48	33	22	21	44		*			33	41	23
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	37	25	39	26		83			31	26	80
2022 STAAR	33	40	28	42	29		86			34	29	83
2023 STAAR	41	43	31	45	32		89			37	32	86
2024 STAAR	48	46	34	48	35		92			40	35	89

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Amy Miller	Principal
Administrator	Amy Phillips	Assistant Principal
Classroom Teacher	Diahann Andrews	Teacher
Classroom Teacher	Hannah Artzt	Classroom Teacher
Classroom Teacher	Hannah Chapman	3rd Grade Teacher
Classroom Teacher	Jennifer Franklin	2nd Grade Teacher
Classroom Teacher	Jennifer Tortorello	1st Grade Teacher
Classroom Teacher	Lee Ann Starnes	Kindergarten Teacher
Classroom Teacher	Sydney Littleton	4th Grade Teacher
Community Representative	Peggi Babick	Community Member
Parent	Heather Potts	Parent
Parent	David Matheny	Parent
Business Representative	James Miller	Community/Business Member

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$60,180.00
+/- Difference					\$60,180.00
Grand Total Budgeted					\$60,180.00
Grand Total Spent					\$0.00
+/- Difference					\$60,180.00