

Carrollton-Farmers Branch Independent School District

Freeman 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 23, 2022

Demographics

Demographics Summary

Freeman Elementary is located in Irving, Texas in the Valley Ranch area. We are a part of the CFBISD school district. Freeman Elementary serves a diverse student population in grades EC-5th grade. In the 2021-2022 school year we had a total enrollment of 727.

In 2021, the EC-5 student population was 53% Asian, 6% White, 13% Hispanic, 22% African American, 0% Pacific Islander, 2% American Indian, and 3% Two or More Ethnic Groups. Females made up 49% of the learners and 50% males represent the other portion of our student body. Our economically disadvantage percentage was 34%.

Our PK-5 grade Emergent Bilingual population consisted of 363 learners that made up 49.9% of our campus. The top 5 foreign languages spoken by the student group were: Telugu, Tamil, Hindi, Spanish, Marathi

Our 34 gifted and talented learners in K-5 constituted 5% of our population. Our gender split in the GT group was 50% female and 50% male. Of the 4 major ethnic groups, our GT learners were 85% Asian, 0% White, 1% African American, 1% Hispanic learners.

We had 66 learners in EC-5 that qualified for special education services which represented 9% of our population. There were 13 learners with 504 accommodations, which was 1.8% of the total enrollment.

The average daily attendance for our campus in 2021-2022 was 95%. Coming from a COVID and remote learning, we understand the protocols impacted the daily attendance.

Freeman Elementary employed 47 teachers and 13 instructional aides, 8 administrative support staff in the 2021-2022 school year. We have 2 full time counselors, 1 full time Diagnostician, 1 full time librarian, 3 custodial staff, 1 full time nurse, 1 ESSER interventionist and 1 Dyslexia interventionist.

Our campus principal had 21 years of career experience in a professional position, 9 years as the Principal of Freeman Elementary, and 21 years with CFBISD.

Demographics Strengths

- Freeman Elementary is 1 of 5 STEM campuses for CFBISD
- The Freeman community is diverse socially, linguistically and culturally all contributing to the overall experiences and opportunities of our learners.
- Freeman Elementary PRK program is the largest student enrollment for CFBISD serving 4 year old students.
- Freeman consistently attracts educators with prior teaching experience.
- Teacher retention has improved greatly.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Freeman Elementary has a daily attendance rate of 92%. **Root Cause:** The value of daily attendance is not reinforced or supported to the level of accountability for all stakeholders. COVID/Fear has caused extended absences for traditional sick days.

Problem Statement 2 (Prioritized): There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause:** Coming out of COVID, the variance of learning abilities and experiences are significant in levels from below to above level.

Problem Statement 3: High mobility rates at Freeman cause difficulty transitioning and planning for student's needs. **Root Cause:** Families join Freeman from other countries around the world consistently throughout the year leading to difficulty transitioning and acclimating to new school systems.

Problem Statement 4: There is a need to enhance communication and increase engagement for families. **Root Cause:** Families need multiple forms of communication to ensure they are connected to classroom and campus activities and goals.

Problem Statement 5 (Prioritized): There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** The urgency to get everyone connected, involved and supported including new learners, new families and new stakeholders.

Student Learning

Student Learning Summary

2021-2022 STAAR Data

Reading:

- 3rd grade: 79% Approaches / 55% Meets / 33% Masters
 - Increase from 2021 by 13%, 17%, and 15%
- 4th grade: 69% Approaches / 48% Meets / 28% Masters
 - Increase from 2021 by 11%, 16%, and 13%
- 5th grade: 84% Approaches / 61% Meets / 40% Masters
 - Increase from 2021 by 6%, 11%, and 12%

Math:

- 3rd grade: 68% Approaches / 49% Meets / 34% Masters
 - Increase from 2021 by 7%, 18%, and 15%
- 4th grade: 62% Approaches / 32% Meets / 4% Masters
 - Increase from 2021 by 9%, 6%, and a decrease 15%
- 5th grade: 84% Approaches / 63% Meets / 44% Masters
 - Increase from 2021 by 14%, 8%, and 10%

Science:

- 5th grade: 70% Approaches / 42% Meets / 19% Masters
 - Increase from 2021 by 3%, 19%, and 9%

As we enter 2022-2023 school year, we will collect and track data on learner growth using resources such as:

- Fountas & Pinnell
- NWEA MAP
- iStation
- Dreambox
- Panorama
- TELPAS
- Campus and District administered assessments (formal and informal)
- Spring 2022 STAAR results
- Progress Monitoring Tools through AWARE
-

Student Learning Strengths

Student Learning Strengths:

- Educator and Support Staff TTESS goals target specific deficit skills and provide consistent data on learner growth and progress
- Changes have been made to the RtI/MTSS support systems including additional ESSER teacher to pull focused small groups
- Educators meet as collaborative teams during PLC to review learner progress and inform instructional decision-making
- Available data from TELPAS is utilized to drive Emergent Bilingual learners supports and interventions
- Student Goal setting is directly tied to MAP which supports iStation and Dreambox

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide equitable access to the curriculum ensuring growth and variety of learning opportunities for all learners. **Root Cause:** A lack of materials support students with multiple languages for vocabulary instruction and early literacy support.

Problem Statement 2 (Prioritized): There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause:** Resources with a variety of support for social emotional learning need to be utilized on a systematic approach to make progress on healthy relationships and academic gains.

Problem Statement 3 (Prioritized): There is a need to provide engaging hands-on learning experiences and frequent real world learning connections to transfer skills to new and novel situations. **Root Cause:** With a diverse population of students, real-world experiences and exposure varies significantly leading to low schema and vocabulary.

Problem Statement 4 (Prioritized): There is a need to provide a stronger focus on high quality Tier 1 instruction and research-based classroom interventions. **Root Cause:** With a high percentage of students learning remotely and school closures focused systems for intervention, monitoring and TIER 1 instruction is priority

Problem Statement 5 (Prioritized): There is a need to target essential reading and writing skills to build mastery before next grade level. **Root Cause:** Inconsistent application of literacy strategies across the grade levels and content areas.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction and assessment focus at Freeman Elementary is guided by the TEKS, Standards, Essentials and CFBISD Curriculum expectations. Guided by the CFBISD UbD frameworks, the TEKS and standards, Freeman promotes collaboration, communication, creative thinking, critical thinking, information literacy, problem solving, and social contribution. Our STEM program supports our students with the problem solving process and we strive to embed the Engineering Design Process into our core content areas.

Assessment is a critical component when it comes to informing instructional planning, programs and processes. At Freeman Elementary, we value multiple forms of data and assesment to measure student growth and progress. We believe in a balance approach to assesment including pre-assessment, formative assessment and post assessment to ensure we are adequatley addressing student needs and measuring student outcomes. Data Driven Instruction has supported our efforts in planning intentional TIER 1 instruction, small groups, indentify essential and gaps in learning. Team planning and PLC times are held to target learner progress, plan interventions, review data, strategic planning and grow as professionals.

Our ESSER teacher has established a systematic approach to supporting students in grades 3-5 not showing adequate academic progress. Our support staff members participate in staff development, SNAP meetings and team meetings. Intervention and enrichment time is built into the daily schedule to provide time for engaging learnings with what they need and the right time. We focus on knowing students by name and by need through mulitple forms of progress monitoring. Student progress is routinely monitored and instruction is adjusted accordingly.

Professional development needs are determined based on demonstrated and observed needs. Staff meetings are provided for all teaching staff to reinforce teacher learning. Teachers in CFBISD are provided in district and campus based professional development to build pedegogy and leadership. As campus we plan professional development based on campus needs, student progress measures, district iniatives and TTESS dimensions. We meet as campus, grade level and teams to discuss student achievement, data, RTI, resources needed and upcoming assessments.

School Processes & Programs Strengths

Process and program strengths at Freeman include:

- Collaborative planning processes (PLC, DDI and Team planning) ensures equity in instruction.
- Strong relationships building between learners, educators and parents enhances our school community and instructional integrity
- Teachers, ESSER and instructional coaches interpret and use common assessment data to drive instrution
- Educators are devoted to collaborative meetings and practices where sound-quality decisions are made to answer the 4 PLC questions.

1. What do we want our learners to know?
2. How will they learn it?
3. What do we do if they do not know it?
4. What do we do if they already know it?

During PLC times, our educators work together to write lessons, assesments, review data, and determine next steps for learners. PLC time is weekly and involve all stakeholders to support growth in students and professionally.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The need for educators to grow in the area of creating assessments to use and monitor student learning including gaps and strengths to plan instructional moves. **Root Cause:** With many assessments provided by CFBISD, teachers lack training in creating their own assessments that are targeted to our students and subsequently struggle with adjusting their instruction from the COL.

Problem Statement 2 (Prioritized): There is a need to ensure master schedule allows for maximum instructional time with a focus on core content. **Root Cause:** An increased number of learners with more challenging academic and social emotional needs requires instruction to be intentional and timely.

Problem Statement 3 (Prioritized): There is a significant need for additional interventions and systematic approach to intervention including staff, time and resources. **Root Cause:** An increasing number of students due to COVID learning shows a need for instruction beyond TIER 1 to support a wide variance of levels.

Perceptions

Perceptions Summary

At Freeman Elementary, we partner together with our families and community in order to foster student success. We have a growing PTA. They strive to offer opportunities for student and community involvement while supporting the students and staff.

In addition, Freeman hosts Meet the Teacher Night at the beginning of the school year to orient parents to the classroom community. Students and families are able to drop off supplies, meet their teacher and other students in their class. Each grade level hosts a Parent Orientation to provide information regarding classroom routines and curriculum. Throughout the year, Freeman host a variety of academic, social and informational family events. Event include Family STEM nights, fine arts performance, Math and Literacy nights, Book Fairs and family game nights. Trunk or Treats is always a fun family event bringing our community together.

At Freeman, we believe in inclusion for all students. Our Unified Champions program is structured to support the inclusion and education of all students. We strive to provide meaningful opportunities for students with special needs to engage in peer buddy learning and growing opportunities. Our strong Student Council program is designed to build student leaders that provide culture and campus support. Our student leaders are empowered to make decisions that will improve the learning experience for students, staff and families.

Communication continues throughout the year through social media posts, digital marquee, ParentSquare messaging, parent conferences, positive office referrals, Principal chats, and monthly calendars. Freeman Elementary was even the recipient of the Social Media district recognition for May for our strong positiv presence on Twitter, Facebook and Website.

Perceptions Strengths

- There is a strong sense of pride and tradition at Freeman Elementary.
- Student leaders play an active role in building culture, celebrating achievements and leading learners.
- PTA has won 5 awards this year.
- There is a strong focus on educating the "whole" child by all Freeman staff members.
- Unified Champions School promotes a strong inclusion program.
- Recognized Common Sense School provides digital literacy for students

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to focus on the social emotional wellness of learners. **Root Cause:** Onboarding new families from the different countries, learning environments need to be more intentional and systematic.

Problem Statement 2 (Prioritized): There is a need to identify and implement additional resources for restorative and social emotional practices. **Root Cause:** In the past a strong focus on academic learning was appropriate but the effects of remote learning are showing the lack of social emotional growth.

Problem Statement 3 (Prioritized): There is a strong need to build awareness of the mental trauma caused by COVID-19 and other life experiences from school closures. **Root Cause:** COVID-19 has had a tremendous impact on the mental and social needs of our learners, families and educators.

Priority Problem Statements

Problem Statement 1: Freeman Elementary has a daily attendance rate of 92%.

Root Cause 1: The value of daily attendance is not reinforced or supported to the level of accountability for all stakeholders. COVID/Fear has caused extended absences for traditional sick days.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to provide equitable access to the curriculum ensuring growth and variety of learning opportunities for all learners.

Root Cause 2: A lack of materials support students with multiple languages for vocabulary instruction and early literacy support.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy.

Root Cause 3: Resources with a variety of support for social emotional learning need to be utilized on a systematic approach to make progress on healthy relationships and academic gains.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to provide engaging hands-on learning experiences and frequent real world learning connections to transfer skills to new and novel situations.

Root Cause 4: With a diverse population of students, real-world experiences and exposure varies significantly leading to low schema and vocabulary.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The need for educators to grow in the area of creating assessments to use and monitor student learning including gaps and strengths to plan instructional moves.

Root Cause 5: With many assessments provided by CFBISD, teachers lack training in creating their own assessments that are targeted to our students and subsequently struggle with adjusting their instruction from the COL.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a significant need for additional interventions and systematic approach to intervention including staff, time and resources.

Root Cause 6: An increasing number of students due to COVID learning shows a need for instruction beyond TIER 1 to support a wide variance of levels.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a need to ensure master schedule allows for maximum instructional time with a focus on core content.

Root Cause 7: An increased number of learners with more challenging academic and social emotional needs requires instruction to be intentional and timely.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is a need to establish and maintain strong, positive relationships for all learners.

Root Cause 8: The urgency to get everyone connected, involved and supported including new learners, new families and new stakeholders.

Problem Statement 8 Areas: Demographics

Problem Statement 9: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds.

Root Cause 9: Coming out of COVID, the variance of learning abilities and experiences are significant in levels from below to above level.

Problem Statement 9 Areas: Demographics

Problem Statement 10: There is a need to provide a stronger focus on high quality Tier 1 instruction and research-based classroom interventions.

Root Cause 10: With a high percentage of students learning remotely and school closures focused systems for intervention, monitoring and TIER 1 instruction is priority

Problem Statement 10 Areas: Student Learning

Problem Statement 11: There is a need to target essential reading and writing skills to build mastery before next grade level.

Root Cause 11: Inconsistent application of literacy strategies across the grade levels and content areas.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: There is a need to focus on the social emotional wellness of learners.

Root Cause 12: Onboarding new families from the different countries, learning environments need to be more intentional and systematic.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need to identify and implement additional resources for restorative and social emotional practices.

Root Cause 13: In the past a strong focus on academic learning was appropriate but the effects of remote learning are showing the lack of social emotional growth.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: There is a strong need to build awareness of the mental trauma caused by COVID-19 and other life experiences from school closures.

Root Cause 14: COVID-19 has had a tremendous impact on the mental and social needs of our learners, families and educators.

Problem Statement 14 Areas: Perceptions

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

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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

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

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- 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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Objectives





Revised/Approved: November 7, 2022









Guiding Objective 1: Optimize Engaging and Diverse Learning







Goal 1: By May 2023, all K-5 grade level learners will be provided on-going high quality instruction in all levels of TIERS aligned to essential standards, TEKS, assessment outcomes and projected goals based on student need in order for 100% of our students to make growth on EOY MAP in Math and Reading.

High Priority

Evaluation Data Sources: TTESS observations and evaluations, MTSS schedule, SNAP Matrix, MAP data, UBD units and plans, DCFA assessment data, PLC agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all campus staff will participate in the PLC process to ensure high levels of learning and instruction rooted in the essential standards, best practices, research based resources and level interventions for all levels of TIER instruction modeling the MTSS.</p> <p>Strategy's Expected Result/Impact: -More purposeful planning and strengthening our tier 1 instruction to reduce the number of students needing tier 2 and 3 instruction and interventions.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus K-5 teams</p> <p>Problem Statements: Student Learning 1, 3, 4, 5 - School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a more consistent approach to the PLC process to include consistent norms, goals, resources, timelines and student data to enhance student learning outcomes through our structures and processes.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement, more intentional collaboration on best practices and focused interventions</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Teams</p> <p>Problem Statements: School Processes & Programs 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize the Data Driven Initiative protocols to analyze our assessment data to respond by name and need for all learners.</p> <p>Strategy's Expected Result/Impact: For all students to reach their expected yearly growth in MAP.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Teams</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Execute a systematic approach to intervention following the MTSS pyramid of supports to implement timely responses to student's need based on targeted measures with appropriate staff</p> <p>Strategy's Expected Result/Impact: Students will receive targeted intervention based on name and need and increase growth across assessed content areas</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Teams</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 4, 5 - School Processes & Programs 1, 2, 3</p> <p>Funding Sources: Interventionist - 199-SCE State Comp Ed (SCE) - \$227,221</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Administer across the campus of specific tutoring and intervention plans, guided by HB4545, to focus on on-grade level learning for students identified as not meeting a passing standard including DNM and Approaches level students.</p> <p>Strategy's Expected Result/Impact: Ensure previous learning gaps are filled and grade-level standards are still being taught at a high level for all levels of TIER instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Teams</p> <p>Problem Statements: Student Learning 1, 3, 4, 5</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Apply timely walk-throughs with feedback to support celebrations and next steps provided to all staff members through the year and tracked by administrators to identify patterns and trends.</p> <p>Strategy's Expected Result/Impact: All K-5 grade level learners will be provided on-going high quality instruction in all levels of TIERS aligned to essential standards, TEKS, assessment outcomes and projected goals based on student need.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 3 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide resources and training to campus educators in supporting all students through PLC, MTSS and RTI intervention processes with protocols and best practices.</p> <p>Strategy's Expected Result/Impact: More collaborative Team Time, Focused protocols to ensure accountability of all staff, increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Teams</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. Root Cause: Coming out of COVID, the variance of learning abilities and experiences are significant in levels from below to above level.</p>
Student Learning
<p>Problem Statement 1: There is a need to provide equitable access to the curriculum ensuring growth and variety of learning opportunities for all learners. Root Cause: A lack of materials support students with multiple languages for vocabulary instruction and early literacy support.</p>
<p>Problem Statement 2: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. Root Cause: Resources with a variety of support for social emotional learning need to be utilized on a systematic approach to make progress on healthy relationships and academic gains.</p>
<p>Problem Statement 3: There is a need to provide engaging hands-on learning experiences and frequent real world learning connections to transfer skills to new and novel situations. Root Cause: With a diverse population of students, real-world experiences and exposure varies significantly leading to low schema and vocabulary.</p>
<p>Problem Statement 4: There is a need to provide a stronger focus on high quality Tier 1 instruction and research-based classroom interventions. Root Cause: With a high percentage of students learning remotely and school closures focused systems for intervention, monitoring and TIER 1 instruction is priority</p>
<p>Problem Statement 5: There is a need to target essential reading and writing skills to build mastery before next grade level. Root Cause: Inconsistent application of literacy strategies across the grade levels and content areas.</p>
School Processes & Programs
<p>Problem Statement 1: The need for educators to grow in the area of creating assessments to use and monitor student learning including gaps and strengths to plan instructional moves. Root Cause: With many assessments provided by CFBISD, teachers lack training in creating their own assessments that are targeted to our students and subsequently struggle with adjusting their instruction from the COL.</p>
<p>Problem Statement 2: There is a need to ensure master schedule allows for maximum instructional time with a focus on core content. Root Cause: An increased number of learners with more challenging academic and social emotional needs requires instruction to be intentional and timely.</p>
<p>Problem Statement 3: There is a significant need for additional interventions and systematic approach to intervention including staff, time and resources. Root Cause: An increasing number of students due to COVID learning shows a need for instruction beyond TIER 1 to support a wide variance of levels.</p>

Perceptions









Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause:** Onboarding new families from the different countries, learning environments need to be more intentional and systematic.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: Our spring 2023 STAAR results will reflect a 7% increase at the meets level for Eco Dis students in Math and Reading across grades 3-5.

High Priority

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify Eco Dis students using the October snapshot data to ensure all students are being tracked and monitored for growth and intervention using DCFA, Essentials and MAP data.</p> <p>Strategy's Expected Result/Impact: For Reading we are expecting 72% Approaches, 46% Meets and 20% Masters on spring STAAR. For Math we are expecting 59% Approaches, 39% Meets, and 13% Masters on spring STAAR. Grades 3-5 are targeted grades.</p> <p>Staff Responsible for Monitoring: Admin and Grade level teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Track after BOY, MOY and prior to EOY MAP testing results to provided timely and targeted intervention and appropriate TIER 1 instruction including extensions and enrichment for meets and masters.</p> <p>Strategy's Expected Result/Impact: All students will make EOY projected growth on MAP.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 4: There is a need to provide a stronger focus on high quality Tier 1 instruction and research-based classroom interventions. Root Cause: With a high percentage of students learning remotely and school closures focused systems for intervention, monitoring and TIER 1 instruction is priority</p>
<p>Problem Statement 5: There is a need to target essential reading and writing skills to build mastery before next grade level. Root Cause: Inconsistent application of literacy strategies across the grade levels and content areas.</p>

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

Goal 1: By May 2023, 100% of CFBISD required safety and security drills will be conducted and monitored for effectiveness and next steps.

Evaluation Data Sources: Safety and Security Documentation, Crisis Team Agendas, Communication Logs with Irving Fire/PD Dept.

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule all drills according to district, city and state guidelines for school safety drills from August-May on campus calendar.</p> <p>Strategy's Expected Result/Impact: All drills will be schedule to ensure quick actions by staff and students.</p> <p>Staff Responsible for Monitoring: Secretary, Campus Crisis Team</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Train all campus staff using their classroom Emergency Response Guides for all safety and security drills.</p> <p>Strategy's Expected Result/Impact: All staff will be educated on the appropriate responses and procedures for safety and security drills</p> <p>Staff Responsible for Monitoring: Campus Crisis Team, Campus Administrators</p> <p>Problem Statements: 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:

Perceptions
<p>Problem Statement 1: There is a need to focus on the social emotional wellness of learners. Root Cause: Onboarding new families from the different countries, learning environments need to be more intentional and systematic.</p>

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

Goal 2: By May 2023, 100% of monthly evaluations will be conducted of the learning environment to include all areas are well maintained to ensure maximum support of all students' academic and social emotional needs.

Evaluation Data Sources: Work orders, building walk-throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct monthly walk-through with campus administration, custodial staff and secretary to ensure work orders are placed and completed in a timely manner.</p> <p>Strategy's Expected Result/Impact: All areas of the facility are well-maintained for high levels of academic and social emotional support.</p> <p>Staff Responsible for Monitoring: Custodial staff, Campus Administrators</p> <p>Problem Statements: Demographics 2 - Perceptions 1</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 2 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. Root Cause: Coming out of COVID, the variance of learning abilities and experiences are significant in levels from below to above level.</p>
Perceptions
<p>Problem Statement 1: There is a need to focus on the social emotional wellness of learners. Root Cause: Onboarding new families from the different countries, learning environments need to be more intentional and systematic.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2023, families will have received a minimum of 1 communication notification from campus administration through our information systems including ParentSquare, Website, Facebook and Twitter for a total of 10 campus-wide messages for the year.

Evaluation Data Sources: ParentSquare messages, Facebook tracking, Website reviews, Parent Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Create monthly newsletters to communicate school related news, information and supports for engaging with their child's learning including academic, social and emotional resources.</p> <p>Strategy's Expected Result/Impact: Families will feel supported and engage in meaningful ways to support their child's growth throughout the year</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Instructional Teams</p> <p>Problem Statements: Student Learning 1, 2, 3 - Perceptions 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize systems for gaining input from a variety of stakeholders to review, update and implement our campus parent compact including Parent/Student/Staff responsibilities.</p> <p>Strategy's Expected Result/Impact: Parents will find new and meaningful ways to support campus activities and increase daily attendance at school</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Team</p> <p>Problem Statements: Demographics 1 - Perceptions 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: Freeman Elementary has a daily attendance rate of 92%. Root Cause: The value of daily attendance is not reinforced or supported to the level of accountability for all stakeholders. COVID/Fear has caused extended absences for traditional sick days.</p>
Student Learning
<p>Problem Statement 1: There is a need to provide equitable access to the curriculum ensuring growth and variety of learning opportunities for all learners. Root Cause: A lack of materials support students with multiple languages for vocabulary instruction and early literacy support.</p> <p>Problem Statement 2: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. Root Cause: Resources with a variety of support for social emotional learning need to be utilized on a systematic approach to make progress on healthy relationships and academic gains.</p>

Student Learning

Problem Statement 3: There is a need to provide engaging hands-on learning experiences and frequent real world learning connections to transfer skills to new and novel situations. **Root Cause:** With a diverse population of students, real-world experiences and exposure varies significantly leading to low schema and vocabulary.

Perceptions

Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause:** Onboarding new families from the different countries, learning environments need to be more intentional and systematic.

Problem Statement 2: There is a need to identify and implement additional resources for restorative and social emotional practices. **Root Cause:** In the past a strong focus on academic learning was appropriate but the effects of remote learning are showing the lack of social emotional growth.

Problem Statement 3: There is a strong need to build awareness of the mental trauma caused by COVID-19 and other life experiences from school closures. **Root Cause:** COVID-19 has had a tremendous impact on the mental and social needs of our learners, families and educators.

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

Goal 1: Daily attendance rate for PK- 5th at Freeman will increase from 92% to 96% by May 2023.

High Priority

Evaluation Data Sources: TEAMS- Daily Attendance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Share weekly attendance reports with all campus staff to ensure accuracy, monitoring and accountability. Strategy's Expected Result/Impact: Stakeholders will use data to support academic and/or emotional growth of students impacted by attendance concerns. Staff Responsible for Monitoring: Attendance Clerk, Classroom teachers</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host monthly attendance recognition events for students with perfect attendance and no tardies. Strategy's Expected Result/Impact: Student attendance will increase thus impacting student achievement Staff Responsible for Monitoring: Attendance Clerk, Campus Administrator</p> <p>Problem Statements: Demographics 1, 2, 5</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				





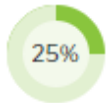

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: Freeman Elementary has a daily attendance rate of 92%. Root Cause: The value of daily attendance is not reinforced or supported to the level of accountability for all stakeholders. COVID/Fear has caused extended absences for traditional sick days.</p>
<p>Problem Statement 2: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. Root Cause: Coming out of COVID, the variance of learning abilities and experiences are significant in levels from below to above level.</p>
<p>Problem Statement 5: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause: The urgency to get everyone connected, involved and supported including new learners, new families and new stakeholders.</p>

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

Goal 2: By April 2023, student's responses in all 5 areas of the Panorama survey will increase by 3 favorable percent points from the 2022 administration.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote tolerance, acceptance, diversity by having students in 4-5 participate in the Unified Champions School initiative and partnering with special needs populations on campus through variety of activities.</p> <p>Strategy's Expected Result/Impact: Students will see an increase in social emotional and inclusion of all students at Freeman building tolerance, responsibility and empathy for all.</p> <p>Staff Responsible for Monitoring: UCS Team, Counselors</p> <p>Problem Statements: Demographics 5 - Perceptions 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Align our campus implementation of social emotional supports including guidance lessons, class meetings, check-ins and restorative practices to ensure all students have opportunities to engage with SEL supports.</p> <p>Strategy's Expected Result/Impact: Students will engage with social emotional and a restorative practices to enhance relationships with peers and staff decreasing discipline and counseling referrals.</p> <p>Staff Responsible for Monitoring: Classroom Instructional Staff, Counseling staff</p> <p>Problem Statements: Demographics 5 - Perceptions 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct weekly Sanford Harmony SEL lessons campus-wide to build restorative practices and social emotional learning tools in all K-5 students.</p> <p>Strategy's Expected Result/Impact: Increased collaborative relationships with students, decreased discipline referrals and increased positive engagements</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Staff</p> <p>Problem Statements: Demographics 5 - Perceptions 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize the resources and tools from Panorama including: Social emotional learning data, Playbook strategies and student platforms to support social emotional needs.</p> <p>Strategy's Expected Result/Impact: Teachers will access to timely and specific lessons, restorative practices and real-time resources for student's needs.</p> <p>Staff Responsible for Monitoring: Campus Instructional staff, Counselors</p> <p>Problem Statements: Perceptions 1, 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Establish community partnerships to provide outside adult mentors on campus for targeted learners.</p> <p>Strategy's Expected Result/Impact: Students in grades K-5 will increase in their relationships and social emotional supports to feel more connected to the staff at Freeman.</p> <p>Staff Responsible for Monitoring: Counselors, Campus Instructional Teams</p> <p>Problem Statements: Perceptions 1, 3</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 2 Problem Statements:

Demographics
<p>Problem Statement 5: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause: The urgency to get everyone connected, involved and supported including new learners, new families and new stakeholders.</p>
Perceptions
<p>Problem Statement 1: There is a need to focus on the social emotional wellness of learners. Root Cause: Onboarding new families from the different countries, learning environments need to be more intentional and systematic.</p> <p>Problem Statement 2: There is a need to identify and implement additional resources for restorative and social emotional practices. Root Cause: In the past a strong focus on academic learning was appropriate but the effects of remote learning are showing the lack of social emotional growth.</p> <p>Problem Statement 3: There is a strong need to build awareness of the mental trauma caused by COVID-19 and other life experiences from school closures. Root Cause: COVID-19 has had a tremendous impact on the mental and social needs of our learners, families and educators.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2023, our campus will engage in next steps through ongoing review and implementation of the 5 that Drive including using the rubrics to determine celebrations and next steps to improve student learning as measured by 100% of K-5 students making growth on EOY MAP Math and Reading.

Evaluation Data Sources: 5 the Drive rubrics, SNAP data, MAP results and DCFA, TTESS

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze discipline data in order to look at equitable practices and interventions/supports. Strategy's Expected Result/Impact: Discipline data, counseling referrals and attendance data Staff Responsible for Monitoring: Campus Administrators, Counseling Team Problem Statements: Demographics 1, 2 - Student Learning 2 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintaining timely on-boarding practices to support new staff members through a systematic mentoring program designed to model, teach, inform and build relationships. Strategy's Expected Result/Impact: Increase our staff retention, build positive relationships, grow our teachers Staff Responsible for Monitoring: Campus administration, Grade-level team leads Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Review monthly the expenditures and budget analysis to determine campus needs for operations, staff support and student achievement. Strategy's Expected Result/Impact: Campus administration and secretary will use the TEAMS Budget Report and Staff Requests to optimize student achievement and growth. Staff Responsible for Monitoring: Campus administration and secretary Problem Statements: Demographics 2 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1 Problem Statements:

Demographics

Problem Statement 1: Freeman Elementary has a daily attendance rate of 92%. **Root Cause:** The value of daily attendance is not reinforced or supported to the level of accountability for all stakeholders. COVID/Fear has caused extended absences for traditional sick days.

Problem Statement 2: There is a need for additional professional learning to support learners from diverse cultural, socioeconomic, and academic backgrounds. **Root Cause:** Coming out of COVID, the variance of learning abilities and experiences are significant in levels from below to above level.

Student Learning

Problem Statement 1: There is a need to provide equitable access to the curriculum ensuring growth and variety of learning opportunities for all learners. **Root Cause:** A lack of materials support students with multiple languages for vocabulary instruction and early literacy support.

Problem Statement 2: There is a need to focus on social emotional skills including the following: leadership, grit, perseverance and self-advocacy. **Root Cause:** Resources with a variety of support for social emotional learning need to be utilized on a systematic approach to make progress on healthy relationships and academic gains.

School Processes & Programs

Problem Statement 1: The need for educators to grow in the area of creating assessments to use and monitor student learning including gaps and strengths to plan instructional moves. **Root Cause:** With many assessments provided by CFBISD, teachers lack training in creating their own assessments that are targeted to our students and subsequently struggle with adjusting their instruction from the COL.







Perceptions

Problem Statement 2: There is a need to identify and implement additional resources for restorative and social emotional practices. **Root Cause:** In the past a strong focus on academic learning was appropriate but the effects of remote learning are showing the lack of social emotional growth.

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2023, the staff retention rate will increase by 5% from of the end of year 2022.

Evaluation Data Sources: Staffing Reports, Upbeat Surveys, Campus Survey,

Strategy 1 Details	Reviews			
<p>Strategy 1: Recognize teachers publicly when they do outstanding work. (Staff Newsletter, Social Media, Shout-out boards)</p> <p>Strategy's Expected Result/Impact: Staff will feel appreciated and thus stay at Freeman.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 5</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

Demographics
<p>Problem Statement 5: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause: The urgency to get everyone connected, involved and supported including new learners, new families and new stakeholders.</p>

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Robyn Campbell	Principal
Administrator	Toshia Blue	Assistant Principal
Non-classroom Professional	Jasmine Taylor	Counselor
Classroom Teacher	Desmon McCollum	AMPS Teacher
Classroom Teacher	Sarosha Hansraj	1st grade Teacher
Classroom Teacher	Christen McCoy	4th grade teacher
Classroom Teacher	Kaitlynn Begley	PreK Teacher
Non-classroom Professional	Liza Gonzales	Counselor
Classroom Teacher	Rochelle Taylor	Kinder Teacher
Classroom Teacher	Brooke Schwass	2nd grade teacher
Classroom Teacher	Kacee Adams	3rd grade teacher
Classroom Teacher	Alpa Salvi	5th grade teacher
Classroom Teacher	Ramamani Srinath	SPED teacher
Parent	Meredith Lemerand	Business Member
Community Representative	Andrea Allen	Community Partner
Parent	Tyson Brazille	Parent
Business Representative	Jeff Nichols	Business Partner
Parent	Nita KC	Parent
Parent	Kim Leverington	Parent

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					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$0.00
Grand Total Spent					\$0.00
+/- Difference					\$0.00