

Carrollton-Farmers Branch Independent School District

Central Elementary

2023-2024 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 10, 2023

Demographics

Demographics Summary

Welcome to Central Elementary, which was built in 1964. Our motto and culture go hand in hand. Central Cubs and Staff, “Dream it, Believe it, Achieve it.” Our highly certified staff is committed to providing high-quality education for all students. Our goal is for students to be prepared for college and the workforce so they can fulfill their lifelong dreams.

Central Elementary is an Ignite Pre-K Academy through 5th grade campus offering a bilingual program, which is designed to help students learn and make the transition to begin learning math, science, and other subjects in English. We offer many enrichment programs to our students such as the choir club, Yoga club, Running Club, Coloring Club, and our Orff Club that was recognized in 2020 by the Texas Music Educators Association (TMEA). They can also join our Central News Network Crew.

We focus on educating the “whole child” by providing a supportive, nurturing environment, while fostering strong relationships within the school and community. We believe in instilling a growth mindset which will enable academic progress, healthy habits, productive behaviors, and become lifelong learners.

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
Gender		
Female	230	49.15%
Male	238	50.85%
Ethnicity		
Hispanic-Latino	438	93.59%
Race		
American Indian - Alaskan Native	1	0.21%
Asian	2	0.43%
Black - African American	15	3.21%
Native Hawaiian - Pacific Islander	0	0.00%
White	7	1.50%
Two-or-More	5	1.07%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
Dyslexia	8	1.71%
Gifted and Talented	28	5.98%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
Regional Day School Program for the Deaf	0	0.00%
Section 504	3	0.64%
Special Education (SPED)	82	17.52%
Bilingual/ESL		
Emergent Bilingual (EB)	345	73.72%
Bilingual	184	39.32%
English as a Second Language (ESL)	70	14.96%
Alternative Bilingual Language Program	89	19.02%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	468	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

We are committed to challenging all students and support academic achievement in a safe environment, empowering them to become successful, lifelong learners and productive citizens. Central Elementary is focused on high levels of learning for all through systematic and intentional targeted instruction. All instructional staff routinely participate in content planning along with data driven instructional meeting while consistently monitoring and responding to various data points. We believe that all students can and will learn. Our goal at Central Elementary is to provide rich learning experiences for all students to thrive in the 21st Century and beyond.

Demographics Strengths

At Central Elementary we pride ourselves in providing only the best education possible for all our students. We enhance students learning and skills focusing on Advancement Via Individual Determination (AVID) strategies that will assist with

- * goal setting
- * organization within binders, color coding dividers, folders and spirals
- * agendas for students to write their homework and teachers can attach information for parents
- * culture - to build the necessary skills to become a well educated citizen:
 - properly walk in the hallway

- respect school properly
- responsible use facilities on campus
- growth mindset
- celebrate hard work through award celebrations each 9 weeks

Central Elementary offers programs to fit a wide variety of learners including the following:

- [Ignite Pre-K Academy](#) Mathematics, science, social studies, and language arts are integrated to provide students with real-life opportunities to read, write, and problem solve.
- [Pre-school Program for Children with Disabilities \(PPCD\)](#), to serve qualifying 4 and 5-year-old's with special needs with the modified curriculum in a full-day program.
- [Academic Creative Education \(ACE\)](#), to serve students identified as Gifted and Talented.
- [Speech and Language Therapy](#) for qualifying students with a speech or language disorder.
- Wide Variety Of Enrichment Programs which teaches character traits and supports students' physical, emotional, and social needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 59% of our students are economically disadvantaged and fail the meet state standards. **Root Cause:** Students have academic gaps in their learning due absences and misconceptions in foundational skills.

Student Learning

Student Learning Summary

Central Elementary students continuously meet their projected growth on their MAP assessment at each point taken. Central Elementary uses multiple forms of data and communicates with multiple measures for student learning. Student data is the driver for instructional for our staff. We have created a culture that develops, sustains, empowers, and engages teachers through differentiated continuous professional learning based on identified teacher, student, and grade level needs resulting in academic advancement and growth for all learners.

Grade Level MAP Growth Results 2022-2023					
	MATH		Reading		Science

Grade Level MAP Growth Results 2022-2023

		Math BOY Sec 1	Math BOY Sec 2	Math MOY Sec 1	Math MOY Sec 2	Math EOY Sec 1	Math EOY Sec 2		Reading BOY Sec 1	Reading BOY Sec 2	Reading MOY Sec 1	Reading MOY Sec 2	Span Reading MOY Sec 1	Span Reading MOY Sec 2	Reading EOY Sec 1	Reading EOY Sec 2	Span Reading EOY Sec 1	Span Reading EOY Sec 2		Science BOY Sec 1	Science BOY Sec 2	Science MOY Sec 1	Science MOY Sec 2	Science EOY Sec 2	Science EOY Sec 2
Kind er	Thompson/Hill	Baseline for BOY		88%	71%			Baseline for BOY			69%	69%													
	Salinas/DeLeon (Bil.)			94%	100%						44%	88%	88%	73%											
1st grad	McCool/Caballero	13%	46%	28%	50%				19%	8%	37%	54%													
	Vodopivec/Mayor (Bil.)	41%	38%	42%	31%				29%	31%	47%	33%	57%	19%											
2nd grad	Castillo/Connor (Bil.)	25%	56%	81%	63%				63%	59%	50%	47%	50%	58%											
	Garcia	25%		56%					50%		75%														
3rd grad	Johnson/Jones	85%	75%	64%	62%	58%	62%		54%	92%	43%	39%			58%	69%									
	Lopez/Santibanez	47%	65%	58%	67%	81%	56%		56%	63%	35%	35%	58%	50%	43%	24%	63%	56%							

4th grad	Hall/Sanchez (Bil.)	95%	84%	20%	41%	50%	20%		52%	42%	35%	38%	53%	73%	44%	26%	50%	42%	No previous scores	40%	64%	50%	40%
	Nguyen, T./Powes	85%	29%	29%	50%	77%	75%		54%	79%	79%	63%			54%	75%				39%	69%	54%	75%
5th grad	Bermudez/McKay/Watkins (Bil.)	83%	79%	28%	39%				78%	90%	35%	39%	59%	48%					48%	61%	57%	59%	
	Crocker/McKay/Watkins	81%	92%	29%	50%				56%	92%	59%	50%							50%	62%	38%	62%	

Student Learning Strengths

Based on student achievement data, we know goal setting has been a game changer for our students. Teachers are intentionally about sharing students data with a purpose to motivate them to focus on what they can do better next time. As a staff we have also focused on essential standards where instructional practices are implemented based on student data. Utilizing instructional planning and data time to break down data and collaborate among fellow professionals to meet student needs. Instructional Coaches are utilized to provide job-embedded professional learning to teachers based on student needs. Implementation Professional Learning Communities focused on high achievement for all students. Refined professional learning to support specific teacher needs. Responsive and flexible intervention plans and programs. Small group instruction for targeted instruction and interventions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 61 % of our EL and EB students reach the approaches level but fail to master reading at their grade level. **Root Cause:** Students struggle with attaining academic vocabulary which in turn affects their comprehension of what they read.

Problem Statement 2 (Prioritized): 62% of our economically disadvantage reach the approaches level but fail to master math at their grade level. **Root Cause:** Students struggle with attaining academic vocabulary which in turn affects their comprehension of math processes.

School Processes & Programs

School Processes & Programs Summary

Our support staff team provided effective mentoring and worked with teachers on how to plan, execute, and evaluate instruction from the curriculum. A reformed DDI process has ensured students focus on student data and take action based on the data. Focusing on the instructional for all students at high levels. Teachers are better able to meet the demands of changing student needs due to the consistent support from the administrator and the instructional specialist team. Shifts to higher rigor of instruction were seen throughout the year due to collaboration among teams during PLC-content planning meetings.

School Processes & Programs Strengths

We are committed to excellence in providing a safe, risk-free, engaging learning environment that teaches the whole child. We recognize the importance of growing students academically as well as supporting strong character traits. We are devoted to helping every student discover his/her individual strengths and talents through goal setting, celebrating progress and high standards for all. At Central we build on strengths based culture that identifies and utilizes individual strengths to enhance professional capacity in staff and ensure growth for all learners. We utilize a teacher goal setting and feedback processes to focus on growth in instructional practices. Everyone one learns from our youngest student to our most tenured professional. We are all striving to get better and continuously learn.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 49% of our students lack excitement to participate in class. **Root Cause:** Students are limited with engaging activities that allow students to collaborate and communicate with their peers.

Perceptions

Perceptions Summary

At Central Elementary we are a family. We are committed to challenge all students and support academic achievement in a safe environment, empowering them to become successful, lifelong learners and productive citizens. We believe that it takes a village so we are committed to collaboration so that all students can learn at high levels. We believe that all students can learn. Our goal at Central Elementary is to provide rich learning experiences for all students so that they are prepared to thrive in the 21st Century and beyond. Campus practices and policies have demonstrated an expectation of high learning for all.

Perceptions Strengths

Central teachers have a common understanding of the district's motto, mission, and vision.

Motto: High Expectations for ALL

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.

Teachers meet routinely to discuss instructional practices along with planning. Staff uses the dedicated DDI time provided to make sure a reteach piece meets the needs of students. Intervention and extension time is also built into the master schedule so that all students are provided with appropriate differentiation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 30 % of our students sometimes worry about violence on our campus. **Root Cause:** Incidents that occur in our community with an increase of media distribution our of campus control.

Priority Problem Statements

Problem Statement 1: 59% of our students are economically disadvantaged and fail to meet state standards.

Root Cause 1: Students have academic gaps in their learning due to absences and misconceptions in foundational skills.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 61 % of our EL and EB students reach the approaches level but fail to master reading at their grade level.

Root Cause 2: Students struggle with attaining academic vocabulary which in turn affects their comprehension of what they read.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 62% of our economically disadvantaged reach the approaches level but fail to master math at their grade level.

Root Cause 3: Students struggle with attaining academic vocabulary which in turn affects their comprehension of math processes.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 49% of our students lack excitement to participate in class.

Root Cause 4: Students are limited with engaging activities that allow students to collaborate and communicate with their peers.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 30 % of our students sometimes worry about violence on our campus.

Root Cause 5: Incidents that occur in our community with an increase of media distribution and our campus control.

Problem Statement 5 Areas: Perceptions

Guiding Objectives

Revised/Approved: July 20, 2023





Guiding Objective 1: Optimize Engaging and Diverse Learning








Goal 1: By May 2024, Central staff will improve student achievement on MAP from fall to spring by having 50% of students scoring at the meets and masters levels.

High Priority

Evaluation Data Sources: Achievement rate will increase on MAP

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff with a structured PLT agenda/protocol and have teams create norms for when each content team meets to plan.</p> <p>Strategy's Expected Result/Impact: Curriculum teams follow PLT protocol and select essential standards and calendar assessments.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Reflex Math throughout the year to build addition, subtraction, multiplication and division facts.</p> <p>Strategy's Expected Result/Impact: Increase in Math MAP Data</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Purchase Reflex licenses for the campus - 211 Title I - 211-11-6299-00-103-99-000 - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase RazKids licenses by Aug. 2023 to utilize as an online reading program to improve reading achievement.</p> <p>Strategy's Expected Result/Impact: Increase Reading Levels</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Purchase RazKid licenses for the campus - 211 Title I - 211-11-6299-00-103-99-000 - \$4,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 61 % of our EL and EB students reach the approaches level but fail to master reading at their grade level. Root Cause: Students struggle with attaining academic vocabulary which in turn affects their comprehension of what they read.</p>
<p>Problem Statement 2: 62% of our economically disadvantage reach the approaches level but fail to master math at their grade level. Root Cause: Students struggle with attaining academic vocabulary which in turn affects their comprehension of math processes.</p>
School Processes & Programs
<p>Problem Statement 1: 49% of our students lack excitement to participate in class. Root Cause: Students are limited with engaging activities that allow students to collaborate and communicate with their peers.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By Oct. 2023 Central staff will receive training to identifying students at least 10% of students in under served populations for the Gifted and Talented program

High Priority

Evaluation Data Sources: Increase percentage of GT students as a campus.

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with specific items to look for in student work. Strategy's Expected Result/Impact: Increase GT percentage as a campus Staff Responsible for Monitoring: Counselor and Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide two field trips specifically for GT students to participate in, one per semester. Strategy's Expected Result/Impact: Overall curriculum experience Staff Responsible for Monitoring: Counselor and Principal</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 2 Problem Statements:

Demographics
<p>Problem Statement 1: 59% of our students are economically disadvantaged and fail the meet state standards. Root Cause: Students have academic gaps in their learning due absences and misconceptions in foundational skills.</p>

Student Learning

Problem Statement 1: 61 % of our EL and EB students reach the approaches level but fail to master reading at their grade level. **Root Cause:** Students struggle with attaining academic vocabulary which in turn affects their comprehension of what they read.

Problem Statement 2: 62% of our economically disadvantage reach the approaches level but fail to master math at their grade level. **Root Cause:** Students struggle with attaining academic vocabulary which in turn affects their comprehension of math processes.








Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By December 2023 Central staff will receive PD on how to monitor English Learners based on their TELPAS ratings and increase results by 15%.

High Priority

Evaluation Data Sources: Language Development check points BOY, MOY and EOY

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff with specific skills and supplement items to assist in monitoring and providing curriculum pertaining to speaking, listening, writing and reading progress of students.</p> <p>Strategy's Expected Result/Impact: Check points at the BOY, MOY and EOY</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide PD training from the book 7 steps to a Language-Rich , Interactive Classroom.</p> <p>Strategy's Expected Result/Impact: Check points at the BOY, MOY and EOY</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<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 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 61 % of our EL and EB students reach the approaches level but fail to master reading at their grade level. Root Cause: Students struggle with attaining academic vocabulary which in turn affects their comprehension of what they read.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By December 2023, 85% of our Central staff will understand how social emotional skills impacts teaching and learning.

High Priority

Evaluation Data Sources: Panorama data

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Set expectations on what to do when teachers see they are struggling with students pertaining to behavior</p> <p>Strategy's Expected Result/Impact: Positive culture with the classrooms and as a campus. Panorama data</p> <p>Staff Responsible for Monitoring: Counselor and Assistant Principal</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train Central staff on social emotional development and its impact on student academic growth by December 2023.</p> <p>Strategy's Expected Result/Impact: Positive culture with the classrooms and as a campus. Panorama data.</p> <p>Staff Responsible for Monitoring: Counselor and Assistant Principal</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<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 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 49% of our students lack excitement to participate in class. Root Cause: Students are limited with engaging activities that allow students to collaborate and communicate with their peers.</p>
Perceptions
<p>Problem Statement 1: 30 % of our students sometimes worry about violence on our campus. Root Cause: Incidents that occur in our community with an increase of media distribution our of campus control.</p>



Guiding Objective 1: Optimize Engaging and Diverse Learning










Goal 5: By May 2024, teachers will utilize professional development and resources to increase 50% of students who score at the meets and master performance level in Reading, Writing and Math.

High Priority

Evaluation Data Sources: STAAR data

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend the Rock'n Review Conference offered by Lead4ward each year. Strategy's Expected Result/Impact: Increase in student achievement on STAAR Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Problem Statements: School Processes & Programs 1 Funding Sources: Registration for Rock'n Review Conference - 211 Title I - 211-13-6411-00-103-99-000 - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Attend professional development that will enhance instructional knowledge and increase overall student achievement.</p> <p>Strategy's Expected Result/Impact: Reading level data DCFA math data STAAR data Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1 Funding Sources: Virtual Professional Development: Strategies and Structures for Reading, Writing, Speaking and Listening to Support Deep Comprehension and Craft Powerful Constructed Responses - 211 Title I - 211-13-6411-00-103-99-000 - \$597</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
<p>Strategy 3: Attend professional development pertaining to district reading curriculum through Teachers College.</p> <p>Strategy's Expected Result/Impact: Reading level data STAAR data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental support and resources including: state assessment remediation, PreK-3rd Readiness Skill Tutorials, Core-Subject Small Group Instruction, and Emergent Bilingual Support.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments</p> <p>Staff Responsible for Monitoring: Administration, Instructional Staff</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Supplemental support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$181,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5 Problem Statements:

Student Learning
<p>Problem Statement 1: 61 % of our EL and EB students reach the approaches level but fail to master reading at their grade level. Root Cause: Students struggle with attaining academic vocabulary which in turn affects their comprehension of what they read.</p>
<p>Problem Statement 2: 62% of our economically disadvantage reach the approaches level but fail to master math at their grade level. Root Cause: Students struggle with attaining academic vocabulary which in turn affects their comprehension of math processes.</p>
School Processes & Programs
<p>Problem Statement 1: 49% of our students lack excitement to participate in class. Root Cause: Students are limited with engaging activities that allow students to collaborate and communicate with their peers.</p>






Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By May 2024 students will have had the opportunity to enhance their language skills through practice of speaking and listening on various platforms the district provides, increasing 15% on our TELPAS scores.

High Priority

Evaluation Data Sources: TELPAS Assessment

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students with headphones that have a microphone so they can record themselves when explaining their thinking to assist with developing their language.</p> <p>Strategy's Expected Result/Impact: TELPAS data Academic data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Purchase headphones with microphone - 211 Title I - 211-11-6395-00-103-99-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Goal 1: Provide PD to Central staff on the various drills the district has designated as well as complete 100% of the required security and safety drills established by the district by the end of the 2023-24 school year.

High Priority

Evaluation Data Sources: Drill Schedule

Summative Evaluation: Significant progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure staff understands the various components on the SRP booklet. Strategy's Expected Result/Impact: Panorama data Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure the campus is set up for success each and everyday for our students, staff and community by ensuring facilities are at a status of 100% pertaining to safety and up keep. Strategy's Expected Result/Impact: Campus is adequately cared for throughout the year Staff Responsible for Monitoring: Secretary and Principal</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: 30 % of our students sometimes worry about violence on our campus. Root Cause: Incidents that occur in our community with an increase of media distribution our of campus control.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: 50% of our at-risk students will receive support through mentoring by May 2024.

High Priority

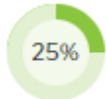





Evaluation Data Sources: At-Risk data

STAAR data

Reading level data

Panorama data

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with Communities in School to meet students' needs.</p> <p>Strategy's Expected Result/Impact: Academic data Panorama data</p> <p>Staff Responsible for Monitoring: CIS coordinator and Leadership team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				









Guiding Objective 3: Optimize Community Engagement

Goal 2: Central will conduct parents events by May 2024, where activities will be provided that are 100% relevant for skills within each grade level .

High Priority

Evaluation Data Sources: Academic data
Up Beat data

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parents with learning and resources based on specific standards that will assist in practicing academic skills at home.</p> <p>Strategy's Expected Result/Impact: Academic data Up Beat Data</p> <p>Staff Responsible for Monitoring: Administration and content coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Academic resources to send home with students for parent involvement - 211 Title I - 211-61-6399-00-103-99-000 - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide monthly parent meetings pertaining to relevant information about the campus by May 2024.</p> <p>Strategy's Expected Result/Impact: Up Beat Data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Guiding Objective 3: Optimize Community Engagement

Goal 3: By May 2024 we will have 75% of our students re-enrolled for the following school year.

High Priority

Evaluation Data Sources: Report indicating percentage enrolled

Summative Evaluation: No progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide support with enrolling their students during and after school hours.</p> <p>Strategy's Expected Result/Impact: Enrollment percentage</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







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







Goal 1: An increase of 45% to 65% will occur on Panorama - School Safety data and On Up Beat work/life balance will increase from 57% to 70% by end of the year.

High Priority

Evaluation Data Sources: Panorama and Up Beat Data

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct grade level forums for 3rd-5th grade students. every two months. Strategy's Expected Result/Impact: EOY 2023 Panorama data and informal google student survey Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Celebrate students monthly by posting their picture in the main hallway and provide students with an incentive. Strategy's Expected Result/Impact: Circle, iStation and Dream Box monthly report data Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Train teachers in Sanford Harmony curriculum by Aug. 2023 to assist with daily morning meetings. Strategy's Expected Result/Impact: Panorama data and discipline date Staff Responsible for Monitoring: Counselor and administration</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Receive restorative practice professional development to assist with building and maintaining positive teacher and student relationships.</p> <p>Strategy's Expected Result/Impact: Panorama data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 49% of our students lack excitement to participate in class. Root Cause: Students are limited with engaging activities that allow students to collaborate and communicate with their peers.</p>
Perceptions
<p>Problem Statement 1: 30 % of our students sometimes worry about violence on our campus. Root Cause: Incidents that occur in our community with an increase of media distribution our of campus control.</p>

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

Goal 2: By the end of the year Central staff will believe in their capacity to act in the necessary ways to reach their on specific goals and Up Beat data pertaining to self efficacy will increase from 74% to 90%

High Priority

Evaluation Data Sources: Up Beat data and Panorama data

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct staff restorative circles three times with in a semester to assist with insuring stability to staffs social emotional state.</p> <p>Strategy's Expected Result/Impact: Up Beat and Panorama data</p> <p>Staff Responsible for Monitoring: Counselor and Administration</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers with PD on restorative practices to utilize in their classroom setting.</p> <p>Strategy's Expected Result/Impact: Panorama data and Upbeat data</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Problem Statements: School Processes & Programs 1</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 1: 59% of our students are economically disadvantaged and fail the meet state standards. Root Cause: Students have academic gaps in their learning due absences and misconceptions in foundational skills.</p>
School Processes & Programs
<p>Problem Statement 1: 49% of our students lack excitement to participate in class. Root Cause: Students are limited with engaging activities that allow students to collaborate and communicate with their peers.</p>





Guiding Objective 5: Optimize All Available Resources







Goal 1: By May 2024, the student attendance rate will increase to at least 96%

High Priority

Evaluation Data Sources: Attendance data

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct follow-up phone calls daily of absent students in order to increase student attendance as well as assure students receive continuous instruction.</p> <p>Strategy's Expected Result/Impact: Attendance data</p> <p>Staff Responsible for Monitoring: Clerk and Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Refine attendance processes and procedures to accurately account and support parents with attendance and tardies.</p> <p>Strategy's Expected Result/Impact: Attendance data Academic data Up Beat data</p> <p>Staff Responsible for Monitoring: Clerk and administration</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide incentives to students who have perfect attendance each nine weeks.</p> <p>Strategy's Expected Result/Impact: Attendance data Up Beat data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Incentives for students - 211 Title I - 211-11-6399-00-103-99-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	 45%	 60%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Guiding Objective 5: Optimize All Available Resources







Goal 2: By May 2024, retain at least 80% of the teaching staff for the upcoming school year.

High Priority

Evaluation Data Sources: Staff turn over

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain a teacher mentor program by checking in with new staff three times throughout the year to retain quality teachers and staff.</p> <p>Strategy's Expected Result/Impact: Upbeat survey</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct one on one check-ins with new staff to provide any type of support.</p> <p>Strategy's Expected Result/Impact: Upbeat survey</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Schedule quarterly new teacher Professional Learning Team meetings.</p> <p>Strategy's Expected Result/Impact: Up Beat Data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Guiding Objective 5: Optimize All Available Resources







Goal 3: By May 2024 Central will implement components pertaining to AVID across 100% of content areas.

High Priority

Evaluation Data Sources: Academic data
TELPAS data

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide subs for intermediate (3rd-5th) teachers to visit Perry AVID classrooms and see the AVID strategies in action.</p> <p>Strategy's Expected Result/Impact: Academic data TELPAS data Up Beat data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Subs for visit to Perry AVID classrooms - 211 Title I - 211-11-6112-00-103-30-000 - \$1,453</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with Perry's AVID program to collaborate and develop programs and processes that align with the strategies being taught to middle school students by May 2024.</p> <p>Strategy's Expected Result/Impact: Academic data TELPAS data Panorama data Up Beat data</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide parents with information on AVID so they can have a better understanding of what AVID provides to our campus and district.</p> <p>Strategy's Expected Result/Impact: Academic data</p> <p>Staff Responsible for Monitoring: Administration and staff</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide teachers the opportunity to attend the AVID Summer Institute to gain continued knowledge.</p> <p>Strategy's Expected Result/Impact: Academic data Up Beat data</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Registration for AVID summer institute - 211 Title I - 211-13-6411-00-103-99-000 - \$3,500</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<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 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 61 % of our EL and EB students reach the approaches level but fail to master reading at their grade level. Root Cause: Students struggle with attaining academic vocabulary which in turn affects their comprehension of what they read.</p>

State Compensatory

Budget for Central Elementary

Total SCE Funds: \$181,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Tutorials, Core-Subject Small Group Instruction, Emergent Bilingual Support, AVID, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Central's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Central's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Campus Improvement Committee

Committee Role	Name	Position
Counselor	Ash Sheikh	Counselor
Administrator	Luz Soto-Dimas	Principal
Classroom Teacher	Maggie Conner	Teacher
Dyslexia Interventionist	Mariela Arrieta	Dyslexia Interventionist
Administrator	Sarah Sanchez	Assistant Principal
Classroom Teacher	Erika Saunders	Teacher
Classroom Teacher	Claudia Salinas	Teacher
Classroom Teacher	Alyssa Jones	Teacher
Classroom Teacher	Lynda Mayor	Teacher
Classroom Teacher	Trang Nguyen	Teacher
Classroom Teacher	Eimy Bermudez	Teacher
Classroom Teacher	Cammy Murray	Speech Pathologist
Parent	Courtney Miller	Parent
Parent	Nicki Smith	Parent
Parent	Rosie Ramos	Parent
Community Representative	Betty Smith	First Baptist Church