

Carrollton-Farmers Branch Independent School District

Country Place 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

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

Attendance:

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

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

Student Information:

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

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

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

Staff Information:

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

Teachers by Ethnicity:

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

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

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

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Absenteeism increased by 1% so that our attendance rate went from 96% to 94% in 2022-2023. **Root Cause:** Because the starting time was 10:30, we had a disproportionate amount of children getting Tardy Absences.

Student Learning

Student Learning Summary

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

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

Math Scores:

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

Reading Scores:

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

Student Learning Strengths

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increased number of students needing dyslexia interventions is causing student reading levels to fall out of Meets or Masters in reading. **Root Cause:** Lack of consistent phonics instructions.

Problem Statement 2 (Prioritized): Math and Science Scores have not increased up to 80% or more approaches on STAAR and MAP. **Root Cause:** There are gaps that we are closing since COVID.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

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

School Processes & Programs Strengths

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

Conduct 9 safety drills for lockdown next school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff and students report that they do not feel safe at school due to increased gun violence in the United States. **Root Cause:** There are too many unexplained shootings, even here in our area. Our school feels vulnerable due to the amount of glass that leaves our school feeling open.

Perceptions

Perceptions Summary

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

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

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

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

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

There are 62 incidents reported in TEAMS for discipline.

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

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

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

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

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

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

Perceptions Strengths

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

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

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

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

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students feel that teachers do not understand them as a person. **Root Cause:** Lack of relationship building

Problem Statement 2: The behavior of other students affects their learning. **Root Cause:** Lack of building a community within the classroom.

Priority Problem Statements

Problem Statement 1: Absenteeism increased by 1% so that our attendance rate went from 96% to 94% in 2022-2023.

Root Cause 1: Because the starting time was 10:30, we had a disproportionate amount of children getting Tardy Absences.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students feel that teachers do not understand them as a person.

Root Cause 2: Lack of relationship building

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Math and Science Scores have not increased up to 80% or more approaches on STAAR and MAP.

Root Cause 3: There are gaps that we are closing since COVID.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Increased number of students needing dyslexia interventions is causing student reading levels to fall out of Meets or Masters in reading.

Root Cause 4: Lack of consistent phonics instructions.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Staff and students report that they do not feel safe at school due to increased gun violence in the United States.

Root Cause 5: There are too many unexplained shootings, even here in our area. Our school feels vulnerable due to the amount of glass that leaves our school feeling open.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Guiding Objectives





Revised/Approved: August 7, 2023





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 22, 2024, the campus attendance rate will increase from 94% to 96% so that achievement in reading and math improves.

High Priority

Evaluation Data Sources: Weekly Attendance Reports, Final Attendance Data, Math MAP, and Reading Levels

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Attendance Parties: 1. Good Attendance for Students with Less than 2 Absences each Semester. 2. Perfect Attendance Parties for Students with No Tardies/Leave Early in the Semester on the days the child was present.</p> <p>Strategy's Expected Result/Impact: Students will be on task for learning longer in the school day.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold Attendance Meetings with the Assistant Principal at the end of each nine weeks for parents of students who missed more than 10% of any nine weeks.</p> <p>Strategy's Expected Result/Impact: Higher Attendance Rate which translates to more time on learning and higher achievement.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Hold Spring Parent Education for Parent/Student Engagement for Reading and Math Strategy's Expected Result/Impact: INcrease in reading and math ability of students Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
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Goal 1 Problem Statements:







Demographics
Problem Statement 1: Absenteeism increased by 1% so that our attendance rate went from 96% to 94% in 2022-2023. Root Cause: Because the starting time was 10:30, we had a disproportionate amount of children getting Tardy Absences.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 20, 2024, MAP Scores will increase in the following grades and subjects: 4th Grade Math MAP from 57% Meets/Masters to 70% Meets/Masters; 5th Grade Math MAP from 35% Meets/Masters to 70% Meets/Masters.

High Priority

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct half-day plannings prior to a unit with a focus on pre-assessment, identification of "Tier II" students, essential skills, progress monitoring schedule and specific lesson plans for RtI.</p> <p>Strategy's Expected Result/Impact: MAP Scores in Math will increase for Meets/Masters at each MAP Test, and that 70% of 4th and 5th Grade MAP Math students will Meet/Master.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2 Problem Statements:





Student Learning
<p>Problem Statement 2: Math and Science Scores have not increased up to 80% or more approaches on STAAR and MAP. Root Cause: There are gaps that we are closing since COVID.</p>







Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 20, 2024, Fountas and Pinnell Scores will increase in the following grades and subjects: Incoming First Graders will increase from 72% Meet or Exceed Expected Grade Level Reading; Second Grade will increase from 54% Meet or Exceed Expected Grade Level Reading to 60%.

High Priority

Evaluation Data Sources: Fountas and Pinnell Levels

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct Guided Reading and Title Interventions Daily. Strategy's Expected Result/Impact: Fewer Children Reading Below Expected Grade Level. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Money for Interventionist - 211 Title I - 211-11-6117-00-112-30-000 - \$16,294</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide supplemental support and services including: Core-Subject Small Group Instruction and Emergent Bilingual Support Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments Staff Responsible for Monitoring: Principal, Instructional Coach and Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Supplemental support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$161,800</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide academic support from supplemental Instructional Coaching staff to increase staff capacity and student achievement.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Title I Instructional Coach - 211 Title I - 211-11-6119-00-112-30-000 - \$44,006</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Increased number of students needing dyslexia interventions is causing student reading levels to fall out of Meets or Masters in reading. Root Cause: Lack of consistent phonics instructions.</p>

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

Goal 1: By May 5, 2023, complete all safety drills with an emphasis on more than is required for Lock Down and Secure.

Evaluation Data Sources: Drill Data; Informal Feedback from Parents; Feedback from Staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule All Drills on the Principal's Calendar so that Safety Office and Principal are on the same page.</p> <p>Strategy's Expected Result/Impact: Improve Response Time to drills and lessen the anxiety with teaching during the drills if needed.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Staff and students report that they do not feel safe at school due to increased gun violence in the United States. Root Cause: There are too many unexplained shootings, even here in our area. Our school feels vulnerable due to the amount of glass that leaves our school feeling open.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 15, 2024, host a minimum Four Principal/Staff Coffee Talks to engage parents on various topics of high need.

Evaluation Data Sources: TTESS Data; Parent Feedback; Parent Sign-In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan out four talks for parents over various critical topics and include teachers to help them in Domain 4 in reaching the community.</p> <p>Strategy's Expected Result/Impact: Higher Parent Involvement. Transparency.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Host Spring Parent Education for Math/Reading for Parent/Child Engagement</p> <p>Strategy's Expected Result/Impact: Increase Parent Engagement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1 Problem Statements:

Demographics

Problem Statement 1: Absenteeism increased by 1% so that our attendance rate went from 96% to 94% in 2022-2023. **Root Cause:** Because the starting time was 10:30, we had a disproportionate amount of children getting Tardy Absences.





Student Learning








Problem Statement 2: Math and Science Scores have not increased up to 80% or more approaches on STAAR and MAP. **Root Cause:** There are gaps that we are closing since COVID.

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

Goal 1: By May 24, 2024, Decrease Office Referrals for Local Codes from 57 to 50 for the Year by using Restorative Practices, Parent Meetings and Teacher Meetings.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Adopt a new flow chart for discipline which includes parent/teacher meetings, new steps in the discipline process for consequences, and Parent Involvement after 2 referrals.</p> <p>Strategy's Expected Result/Impact: Reduction in Office Referrals and more time on Instruction</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct Morning Meetings, following the correct protocol, to build a sense of community within the classroom.</p> <p>Strategy's Expected Result/Impact: Reduction in office referrals, and increase in the favorable results on Panorama from students about school belonging.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Focus the monthly character awards (BUG) to choose children who are exhibiting the character trait that is taught for that month.</p> <p>Strategy's Expected Result/Impact: Reduction in office referrals, and increase in the favorable results on Panorama from students about school belonging.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:








Perceptions
<p>Problem Statement 1: Students feel that teachers do not understand them as a person. Root Cause: Lack of relationship building</p>

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 15, 2024, increase expected growth on Spring MAP to 80% on reading, math and science for all grades taking each test.

High Priority

Evaluation Data Sources: MAP Tests

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet in half-day PD to study data, small group work, and content. Strategy's Expected Result/Impact: Increase all kids ability to grow from one unit to the next, and for our school to have 80% or more meet expected growth on MAP> Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: Absenteeism increased by 1% so that our attendance rate went from 96% to 94% in 2022-2023. Root Cause: Because the starting time was 10:30, we had a disproportionate amount of children getting Tardy Absences.</p>

State Compensatory

Budget for Country Place Elementary

Total SCE Funds: \$161,800.00

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, 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 Country Place'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

Country Place'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 Team

Committee Role	Name	Position
Administrator	Amy Phillips	Assistant Principal
Administrator	Amy Miller	Principal
Classroom Teacher	Chloe Goetsch	3rd Grade Teacher
Classroom Teacher	Natalie Laboda	Theater Teacher
Classroom Teacher	Diahann Andrews	5th Grade Teacher
Classroom Teacher	Whitney Anderson	2nd Grade Teacher
Classroom Teacher	Joe Wilson	Communications Teacher
Classroom Teacher	Amanda Giles	1st Grade Teacher
Parent	Alannah Holmes	Parent
Community Representative	Jasmine Kallenburg	Community Member
Business Representative	James Miller	Business
Parent	Nicole Greenleaf	Parent
Business Representative	Gentry Ward	Business
Parent	Laurie Wiehe	Parent
Parent	Jennifer Bauer	Parent