

Carrollton-Farmers Branch Independent School District

Farmers Branch Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps



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

Farmers Branch Elementary is a PK-5 Title 1 campus in Carrollton Farmers Branch ISD in Farmers Branch, Texas. The campus is predominately a neighborhood school where it has served multiple generations of families. The campus holds steady at about 515 students with a roughly homogeneous community with 83% of our population being Hispanic students. The campus has a dual language one way program, early childhood programs, and programs for students with special needs. There is a myriad of student clubs so that students can pursue interests outside of academics. AVID has just been added to the campus culture to promote college, career, and military readiness.

Student Demographics (2022 - 2023 Summer PEIMS file loaded 05/31/2023)	Count	Percent
Gender		
Female	254	49.42%
Male	260	50.58%
Ethnicity		
Hispanic-Latino	427	83.07%
Race		
American Indian - Alaskan Native	1	0.19%
Asian	14	2.72%
Black - African American	16	3.11%
Native Hawaiian - Pacific Islander	0	0.00%
White	51	9.92%
Two-or-More		

Student Programs (2022 - 2023 Summer PEIMS file loaded 05/31/2023)	Count	Percent
CTE Attendance	0	0.00%

Student Programs (2022 - 2023 Summer PEIMS file loaded 05/31/2023)	Count	Percent
Gifted and Talented	32	6.23%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	18	3.50%
Special Education (SPED)	171	33.27%
Bilingual/ESL		
Emergent Bilingual (EB)	244	47.47%
Standard or Alternative Bilingual/ESL	130	25.29%
Dual Language Immersion/One-Way	121	23.54%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	34	6.61%
Dyslexia Risk Code	149	28.99%
Dyslexia Services Code	35	6.81%
Title 1 Part A		
Schoolwide Program	514	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Special Education Services (2022 - 2023 Summer PEIMS file loaded 05/31/2023)	Count	Percent
Instructional Settings		
Speech Therapy	137	26.10%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	38	7.24%

Special Education Services (2022 - 2023 Summer PEIMS file loaded 05/31/2023)	Co unt	Percent
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	61	11.62%
Full-Time Early Childhood	2	0.38%
Mainstream	32	6.10%

Student Indicators (2022 - 2023 Summer PEIMS file loaded 05/31/2023)	Cou nt	Percent
Foster Care	0	0.00%
IGC Reviewed	0	0.00%
Intervention Indicator	0	0.00%
Migrant	0	0.00%
Military Connected	0	0.00%
Unschooling Asylee/Refugee	0	0.00%

Economic Disadvantage		
Economic Disadvantage Total	418	81.32%
Free Meals	368	71.60%
Reduced-Price Meals	50	9.73%
Other Economic Disadvantage	0	0.00%

Homeless Statuses		
Homeless Status Total	3	0.58%

Student Indicators (2022 - 2023 Summer PEIMS file loaded 05/31/2023)	Count	Percent
Doubled Up	2	0.39%
Unsheltered	0	0.00%
Hotel/Motel	1	0.19%
Shelter	0	0.00%
Not Unaccompanied Youth	3	0.58%
Unaccompanied Youth		

Mobility Rate from 21-22 is 10%.

Demographics Strengths

- Farmers Branch Elementary has a consistent enrollment of about 500 students.
- Farmers Branch Elementary's mobility rate has stayed low at 10%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Identification of Gifted & Talented Students is under-represented based on campus demographics 6.2% **Root Cause:** Teachers need training in the areas of identification of students with GT and the development of student portfolios in order to identify possible candidates

Problem Statement 2 (Prioritized): Attendance rate dropped from 98% to 94% **Root Cause:** Inadequate systems for addressing chronic absenteeism and developing cohesive protocols between parents and educators for student achievement. Lack of celebration for students who come to school on time with regular attendance.

Student Learning

Student Learning Summary

22-23 MAP Projected Growth -Fall 2022-Spring 2023

	Math	Reading	Reading Span	Science
Kinder	54%	38%	76%	
1st	32%	20%	17%	
2nd	65%	61%	38%	
3rd	69%	49%	80%	
4th	43%	56%	83%	72%
5th	46%	43%	50%	66%

22-23 Math STAAR Preliminary

3rd grade Math

Likely Not Pass	1%
Zone of Uncertainty	30%
Likely Pass	69%

4th grade Math

Likely Not Pass	10%
Zone of Uncertainty	30%
Likely Pass	60%

5th grade Math

Likely Not Pass	4%
Zone of Uncertainty	42%
Likely Pass	54%

22-23 Reading STAAR Preliminary

3rd grade Reading

Likely Not Pass	7%
Zone of Uncertainty	20%
Likely Pass	73%

4th grade Reading

Likely Not Pass	14%
Zone of Uncertainty	29%
Likely Pass	57%

5th grade Reading

Likely Not Pass	6%
Zone of Uncertainty	26%
Likely Pass	68%

22-23 Science STAAR Preliminary

Likely Not Pass	9%
Zone of Uncertainty	48%
Likely Pass	43%

21-22 3rd/4th/5th STAAR

Texas Education Agency

2021-22 STAAR Performance

FARMERS BRANCH EL (057903109) - CARROLLTON-FARMERS BRANCH ISD - DALLAS COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
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STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 3 Reading

At	Approaches Grade Level	2022	76%	76%	79%	-	79%	*	-	-	-	64%	40%	75%	92%	78%	71%
At	Approaches Grade Level	2021	67%	66%	69%	*	65%	83%	-	*	-	67%	*	69%	67%	67%	72%
or Above	At Meets Grade Level or Above	2022	51%	50%	52%	-	52%	*	-	-	-	50%	20%	45%	75%	50%	42%
or Above	At Meets Grade Level or Above	2021	39%	37%	31%	*	24%	67%	-	*	-	33%	*	31%	33%	31%	31%
At Masters Grade Level	At Masters Grade Level	2022	30%	30%	27%	-	29%	*	-	-	-	14%	20%	25%	33%	31%	29%
At Masters Grade Level	At Masters Grade Level	2021	19%	19%	10%	*	8%	33%	-	*	-	0%	*	10%	11%	11%	10%

Grade 3 Mathematics

At	Approaches Grade Level	2022	71%	72%	90%	-	90%	*	-	-	-	71%	80%	88%	100%	89%	88%
At	Approaches Grade Level	2021	62%	59%	84%	*	82%	100%	-	*	-	83%	*	85%	78%	82%	79%
or Above	At Meets Grade Level or Above	2022	43%	48%	77%	-	75%	*	-	-	-	64%	40%	78%	75%	78%	71%
or Above	At Meets Grade Level or Above	2021	31%	26%	36%	*	31%	67%	-	*	-	61%	*	37%	33%	33%	34%
At Masters Grade Level	At Masters Grade Level	2022	21%	23%	25%	-	23%	*	-	-	-	21%	20%	20%	42%	19%	25%
At Masters Grade Level	At Masters Grade Level	2021	14%	11%	11%	*	4%	67%	-	*	-	11%	*	12%	11%	9%	3%

Grade 4 Reading

At	Approaches Grade Level	2022	77%	73%	78%	*	76%	100%	-	-	-	70%	*	78%	80%	78%	67%
At	Approaches Grade Level	2021	63%	59%	61%	*	62%	60%	-	*	-	31%	40%	61%	58%	57%	60%
or Above	At Meets Grade Level or Above	2022	54%	51%	48%	*	42%	100%	-	-	-	40%	*	45%	60%	48%	33%
or Above	At Meets Grade Level or Above	2021	36%	33%	35%	*	33%	60%	-	*	-	25%	20%	36%	33%	32%	38%
At Masters Grade Level	At Masters Grade Level	2022	28%	26%	14%	*	13%	33%	-	-	-	5%	*	12%	20%	13%	7%
At Masters Grade Level	At Masters Grade Level	2021	17%	17%	20%	*	17%	60%	-	*	-	19%	20%	22%	8%	16%	18%

Grade 4 Mathematics

At	Approaches Grade Level	2022	70%	69%	70%	*	69%	83%	-	-	-	70%	*	71%	67%	72%	70%
At	Approaches Grade Level	2022	70%	69%	70%	*	69%	83%	-	-	-	70%	*	71%	67%	72%	70%

At Meets	2022	43%	42%	38%	*	35%	50%	-	-	-	*	44%	60%	63%	42%	56%	55%	
Grade Level or Above	2021	36%	32%	24%	*	22%	40%	-	*	-	-	25%	20%	27%	8%	17%	25%	
At Masters	2022	23%	19%	11%	*	7%	50%	-	-	-	*	5%	*	12%	7%	9%	3%	
Grade Level	2021	21%	18%	10%	*	8%	40%	-	*	-	-	13%	0%	10%	8%	6%	10%	
Grade 5 Reading																		
At Approaches	2022	81%	80%	81%	*	83%	67%	-	*	-	*	67%	*	79%	88%	80%	81%	
Grade Level	2021	73%	70%	81%	*	80%	100%	-	*	-	-	44%	*	82%	77%	78%	73%	
At Meets	2022	58%	56%	53%	*	53%	50%	-	*	-	*	39%	*	50%	63%	49%	55%	
Grade Level or Above	2021	46%	41%	34%	*	32%	57%	-	*	-	-	22%	*	35%	31%	33%	29%	
At Masters	2022	36%	35%	36%	*	36%	50%	-	*	-	*	17%	*	35%	38%	31%	38%	
Grade Level	2021	30%	24%	21%	*	20%	43%	-	*	-	-	11%	*	23%	15%	18%	12%	
Grade 5 Mathematics																		
At Approaches	2022	77%	74%	78%	*	80%	83%	-	*	-	*	50%	*	79%	75%	75%	86%	
Grade Level	2021	70%	65%	60%	*	58%	86%	-	*	-	-	33%	*	61%	54%	56%	56%	
At Meets	2022	48%	46%	32%	*	29%	67%	-	*	-	*	28%	*	32%	31%	26%	29%	
Grade Level or Above	2021	44%	38%	30%	*	25%	57%	-	*	-	-	22%	*	33%	15%	25%	17%	
At Masters	2022	25%	26%	14%	*	12%	17%	-	*	-	*	22%	*	15%	13%	12%	14%	
Grade Level	2021	25%	20%	16%	*	12%	43%	-	*	-	-	0%	*	18%	8%	9%	5%	
Grade 5 Science																		
At Approaches	2022	66%	59%	64%	*	68%	50%	-	*	-	*	33%	*	61%	75%	62%	67%	
Grade Level	2021	62%	50%	49%	*	46%	86%	-	*	-	-	33%	*	53%	31%	44%	44%	
At Meets	2022	38%	33%	31%	*	30%	33%	-	*	-	*	28%	*	29%	38%	25%	29%	
Grade Level or Above	2021	31%	22%	14%	*	12%	29%	-	*	-	-	11%	*	14%	15%	11%	5%	
At Masters	2022	18%	15%	3%	*	2%	0%	-	*	-	*	6%	*	2%	6%	3%	2%	
Grade Level	2021	13%	8%	6%	*	5%	14%	-	*	-	-	0%	*	7%	0%	4%	0%	
All Grades All Subjects																		
At Approaches	2022	74%	71%	77%	77%	78%	79%	-	50%	-	0%	61%	67%	75%	81%	75%	76%	
Grade Level	2021	67%	62%	65%	43%	64%	81%	-	90%	-	-	49%	64%	67%	56%	62%	62%	
At Meets	2022	48%	44%	45%	62%	44%	63%	-	50%	-	0%	39%	20%	44%	51%	42%	41%	
Grade Level or Above	2021	41%	35%	29%	22%	26%	54%	-	70%	-	-	30%	25%	30%	23%	26%	25%	

Texas Education Agency																	
At Masters Grade Level	2022	23%	20%	18%	15%	17%	29%	-	33%	-	0%	12%	13%	17%	22%	16%	17%
	2021	18%	15%	12%	0%	10%	38%	-	20%	-	-	7%	14%	13%	8%	9%	7%
All Grades ELA/Reading																	
At Approaches Grade Level	2022	75%	71%	79%	100%	80%	81%	-	*	-	*	67%	69%	77%	86%	79%	74%
	2021	68%	63%	70%	56%	69%	83%	-	*	-	-	49%	60%	71%	68%	67%	68%
At Meets Grade Level or Above	2022	53%	47%	51%	80%	49%	69%	-	*	-	*	42%	23%	47%	65%	49%	45%
	2021	45%	38%	34%	22%	30%	61%	-	*	-	-	28%	30%	34%	32%	32%	33%
At Masters Grade Level	2022	25%	21%	26%	0%	27%	31%	-	*	-	*	12%	23%	25%	30%	25%	26%
	2021	18%	15%	17%	0%	16%	44%	-	*	-	-	9%	20%	18%	12%	15%	14%
All Grades Mathematics																	
At Approaches Grade Level	2022	72%	71%	79%	80%	79%	88%	-	*	-	*	63%	77%	79%	79%	77%	81%
	2021	66%	61%	67%	44%	65%	83%	-	*	-	-	58%	70%	69%	56%	64%	62%
At Meets Grade Level or Above	2022	42%	41%	46%	60%	44%	69%	-	*	-	*	40%	23%	47%	42%	42%	42%
	2021	37%	32%	30%	22%	26%	56%	-	*	-	-	40%	20%	32%	18%	25%	25%
At Masters Grade Level	2022	20%	18%	16%	20%	14%	38%	-	*	-	*	15%	8%	15%	19%	13%	14%
	2021	18%	14%	12%	0%	8%	50%	-	*	-	-	9%	10%	13%	9%	8%	6%
All Grades Science																	
At Approaches Grade Level	2022	76%	72%	64%	*	68%	50%	-	*	-	*	33%	*	61%	75%	62%	67%
	2021	71%	62%	49%	*	46%	86%	-	*	-	-	33%	*	53%	31%	44%	44%
At Meets Grade Level or Above	2022	47%	43%	31%	*	30%	33%	-	*	-	*	28%	*	29%	38%	25%	29%
	2021	44%	35%	14%	*	12%	29%	-	*	-	-	11%	*	14%	15%	11%	5%
At Masters Grade Level	2022	21%	18%	3%	*	2%	0%	-	*	-	*	6%	*	2%	6%	3%	2%
	2021	20%	15%	6%	*	5%	14%	-	*	-	-	0%	*	7%	0%	4%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	38%	46%	-	46%	*	-	-	-	-	50%	20%	43%	58%	47%	38%
	2021	24%	21%	20%	*	12%	50%	-	*	-	-	28%	*	19%	22%	18%	14%
Reading and Mathematics Including	2022	36%	38%	46%	-	46%	*	-	-	-	-	50%	20%	43%	58%	47%	38%
	2021	24%	21%	20%	*	12%	50%	-	*	-	-	28%	*	19%	22%	18%	14%
EOC Reading Including EOC	2022	51%	50%	52%	-	52%	*	-	-	-	-	50%	20%	45%	75%	50%	42%
	2021	38%	37%	31%	*	24%	67%	-	*	-	-	33%	*	31%	33%	31%	31%

Texas Education Agency																	
Math Including EOC	2022	43%	49%	77%	-	75%	*	-	-	-	-	64%	40%	78%	75%	78%	71%
	2021	31%	27%	36%	*	31%	67%	-	*	-	-	61%	*	37%	33%	33%	34%
4th Graders																	
Reading and Mathematics Including EOC	2022	36%	34%	30%	*	25%	50%	-	-	-	*	30%	*	33%	20%	30%	27%
	2021	26%	24%	17%	*	14%	40%	-	*	-	-	19%	0%	19%	8%	11%	18%
Reading and Mathematics Including EOC	2022	36%	34%	30%	*	25%	50%	-	-	-	*	30%	*	33%	20%	30%	27%
	2021	26%	24%	17%	*	14%	40%	-	*	-	-	19%	0%	19%	8%	11%	18%
Math Including EOC	2022	54%	51%	48%	*	42%	100%	-	-	-	*	40%	*	45%	60%	48%	33%
	2021	36%	33%	35%	*	33%	60%	-	*	-	-	25%	20%	36%	33%	32%	38%
Math Including EOC	2022	43%	43%	38%	*	35%	50%	-	-	-	*	35%	*	41%	27%	37%	37%
	2021	36%	33%	24%	*	22%	40%	-	*	-	-	25%	20%	27%	8%	17%	25%
5th Graders																	
Reading and Mathematics Including EOC	2022	41%	39%	26%	*	23%	50%	-	*	-	*	28%	*	26%	25%	20%	26%
	2021	34%	28%	19%	*	15%	43%	-	*	-	-	11%	*	19%	15%	16%	7%
Reading and Mathematics Including EOC	2022	41%	39%	26%	*	23%	50%	-	*	-	*	28%	*	26%	25%	20%	26%
	2021	34%	28%	19%	*	15%	43%	-	*	-	-	11%	*	19%	15%	16%	7%
Math Including EOC	2022	58%	56%	53%	*	53%	50%	-	*	-	*	39%	*	50%	63%	49%	55%
	2021	46%	41%	34%	*	32%	57%	-	*	-	-	22%	*	35%	31%	33%	29%
Math Including EOC	2022	48%	46%	32%	*	29%	67%	-	*	-	*	28%	*	32%	31%	26%	29%
	2021	44%	38%	30%	*	25%	57%	-	*	-	-	22%	*	33%	15%	25%	17%
3rd - 8th Graders																	
Reading and Mathematics Including EOC	2022	34%	31%	32%	60%	30%	50%	-	*	-	*	35%	15%	32%	33%	30%	29%
	2021	26%	21%	18%	22%	14%	44%	-	*	-	-	21%	10%	19%	15%	15%	13%
Reading and Mathematics Including EOC	2022	36%	34%	32%	60%	30%	50%	-	*	-	*	35%	15%	32%	33%	30%	29%
	2021	28%	24%	18%	22%	14%	44%	-	*	-	-	21%	10%	19%	15%	15%	13%
Math Including EOC	2022	53%	49%	51%	80%	49%	69%	-	*	-	*	42%	23%	47%	65%	49%	45%
	2021	41%	37%	34%	22%	30%	61%	-	*	-	-	28%	30%	34%	32%	32%	33%
Math Including EOC	2022	43%	42%	46%	60%	44%	69%	-	*	-	*	40%	23%	47%	42%	42%	42%
	2021	37%	32%	30%	22%	26%	56%	-	*	-	-	40%	20%	32%	18%	25%	25%

Student Learning Strengths

Bilingual MAP reading improved in the growth percentile
Monolingual MAP reading met projected growth in 2,4
Math MAP shows we met projected growth in K,2,3
Math STAAR DNM is 1% (3rd grade), 10% (4th grade), 4% (5th grade)
Reading STAAR DNM is 7% (3rd grade), 14% (4th grade), 6% (5th grade)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 38% of students in Kindergarten and 20% of students in 1st grade met their growth projection on Reading MAP. **Root Cause:** Focus has been on growth. Lack of training and planning for supporting students to reach on or approaching grade level expectations.

Problem Statement 2: Reading level data shows students in 4th and 5th grade have more students not meeting grade level expectations in the spring than in the fall **Root Cause:** Lack of understanding of how to administer assessments or lack of training on to use reading level data to move students to grade level expectation

Problem Statement 3 (Prioritized): Less than 50% of students in Kinder, 1st and 4th grade met their Math MAP growth projections **Root Cause:** Lack of identification and understanding of essential skills and tracking of essential skill progress for students.

Problem Statement 4 (Prioritized): Less than 50% of students are meeting growth projections in K, 1, 3, 5 English Reading according to MAP **Root Cause:** Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade level expectations.

Problem Statement 5 (Prioritized): Students in the DNM category according to Reading level data remain in the DNM category for the entire year. **Root Cause:** Focus is on growth and not achievement. Lack of training and implementation of effective small group instruction and tier 2 and tier3 interventions.

Problem Statement 6 (Prioritized): Emergent Bilingual Students perform significantly below other students according to MAP **Root Cause:** More training is needed for teachers to support English Language Acquisition.

School Processes & Programs

School Processes & Programs Summary

At FBE, the recruiting efforts continue to focus on representing student population in the staff. Improving staff culture and relationships are a focus after the last several years of survival and health protocols. Collaboration and trust will be seen throughout our staff development this year. The master schedule meets all requirements necessary. PLCs are scheduled every other week when instructional coaches are on campus. Intervention schedule was designed to not pull students out of Tier 1 instruction. SNAP meetings are held to discuss all students every 9 weeks.

22-23 Master Schedule including WIN Time

	<u>Lunch Duty/Recess</u>	<u>TEAM A (2 teachers)</u>	<u>TEAM B (2 teachers)</u>	<u>Student and Grade Level Team Lunch</u>	<u>Planning/Specials</u>	<u>WIN 45 min</u>
PK	9:30-9:55	PK Recess		12:30-12:55	11:30-12:15	
Kinder	10:00 - 10:25	Kinder Recess		10:30 - 10:55	12:20-1:05	1:10-1:55
1st	10:30 - 10:55	1st Recess	K Lunch Duty	11:00 - 11:25	1:10-1:55	2:00-2:45
2nd	11:00 - 11:25	2nd Recess	1st Lunch Duty	11:30 - 11:55	2:00-2:45	8:00-8:45
3rd	11:30 - 11:55	3rd Recess	2nd Lunch Duty	12:00 - 12:25	8:30-9:15	9:40-10:25
4th	12:00 - 12:25	4th Recess	3rd Lunch Duty	12:30 - 12:55	10:10-10:55	8:50-9:35
5th	12:30 - 12:55	5th Recess	4th Lunch Duty	1:00 - 1:25	9:20-10:05	10:30-11:15
			5th Lunch Duty			
		**Teams flip duties every other week.				
<u>Planning Periods</u>						
Specials	7:40-8:25		Front doors open at 7:00 a.m.			
3rd	8:30-9:15		Breakfast 7:00- 7:25 a.m.			
5th	9:20-10:05		Instructional Day: 7:40 - 2:55 pm			
4th	10:10-10:55		No early dismissal from 2:30 - 2:55 p.m.			
PK	11:30-12:15					
Kinder	12:20-1:05					
1st	1:10-1:55					
2nd	2:00-2:45					

21-21 TAPR

	----- Campus -----																				
Staff Information	Count/Average	Percent	District	State																	
Total Staff	51.4	100.0%	100.0%	100.0%																	
Professional Staff:	43.6	84.7%	68.4%	64.1%																	
Teachers	36.6	71.1%	51.6%	49.3%																	
Professional Support	5.0	9.7%	12.5%	10.7%																	
Campus Administration (School Leadership)	2.0	3.9%	2.8%	2.9%																	
Educational Aides:	7.9	15.3%	8.9%	11.1%																	
Librarians and Counselors (Headcount):																					
Full-time Librarians	1.0	n/a	36.0	4,194.0																	
Part-time Librarians	0.0	n/a	1.0	607.0																	
Full-time Counselors	1.0	n/a	67.0	13,550.0																	
Part-time Counselors	0.0	n/a	2.0	1,176.0																	
Total Minority Staff:																					
	17.7	34.3%	50.4%	52.1%																	
Teachers by Ethnicity:																					
African American	0.0	0.0%	11.5%	11.2%																	
Hispanic	9.0	24.6%	22.0%	28.9%																	
White	25.9	70.8%	59.0%	56.4%																	
American Indian	0.0	0.0%	0.2%	0.3%																	
Asian	0.7	1.9%	4.7%	1.9%																	
Pacific Islander	0.0	0.0%	0.0%	0.1%																	
Two or More Races	1.0	2.7%	2.7%	1.2%																	
Teachers by Sex:																					
Males	1.0	2.7%	21.7%	24.1%																	
Females	35.6	97.3%	78.3%	75.9%																	
Teachers by Highest Degree Held:																					
No Degree	0.0	0.0%	0.7%	1.4%																	
Bachelors	29.5	80.6%	68.9%	72.6%																	
Masters	7.1	19.4%	28.7%	25.2%																	
Doctorate	0.0	0.0%	1.6%	0.8%																	

		----- Campus -----																		
Teachers by Years of Experience:																				
Beginning Teachers	0.8		2.2%	10.0%	7.9%															
1-5 Years Experience	13.1		35.8%	34.2%	26.7%															
6-10 Years Experience	7.0		19.1%	20.8%	20.6%															
11-20 Years Experience	8.0		21.9%	22.5%	28.6%															
21-30 Years Experience	6.7		18.3%	10.3%	13.2%															
Over 30 Years Experience	1.0		2.7%	2.2%	2.9%															
		----- Campus -----																		
Staff Information		Count/Average			Percent	District	State													
Number of Students per Teacher		14.0			n/a	13.6	14.6													
Staff Information		Campus			District	State														
Experience of Campus Leadership:																				
Average Years Experience of Principals		5.0			7.5	6.3														
Average Years Experience of Principals with District		5.0			7.0	5.4														
Average Years Experience of Assistant Principals		2.0			6.6	5.5														
Average Years Experience of Assistant Principals with District		2.0			6.3	4.8														
Average Years Experience of Teachers:																				
Average Years Experience of Teachers with District:		11.2			9.2	11.1														
Average Teacher Salary by Years of Experience (regular duties only):																				
Beginning Teachers		\$57,049			\$55,246	\$51,054														
1-5 Years Experience		\$56,181			\$57,821	\$54,577														
6-10 Years Experience		\$60,687			\$60,542	\$57,746														
11-20 Years Experience		\$65,551			\$64,483	\$61,377														
21-30 Years Experience		\$72,052			\$70,690	\$65,949														
Over 30 Years Experience		\$75,678			\$79,340	\$71,111														
Average Actual Salaries (regular duties only):																				
Teachers		\$62,550			\$61,432	\$58,887														
Professional Support		\$55,513			\$69,615	\$69,505														

		----- Campus -----																	
Campus Administration (School Leadership)						\$90,229	\$94,797												\$84,990
Instructional Staff Percent:						n/a	66.0%												64.9%
Contracted Instructional Staff (not incl. above):						0.0	0.0												2,113.6
		----- Campus -----																	
		Program Information	Count		Percent	District	State												
		Teachers by Program (population served):																	
		Bilingual/ESL Education	4.5		12.3%	5.8%	6.2%												
		Career and Technical Education	0.0		0.0%	3.5%	5.2%												
		Compensatory Education	2.0		5.5%	2.0%	3.0%												
		Gifted and Talented Education	0.0		0.0%	1.4%	1.7%												
		Regular Education	28.9		78.9%	68.8%	70.8%												
		Special Education	1.2		3.4%	9.0%	9.6%												
		Other	0.0		0.0%	9.5%	3.5%												

School Processes & Programs Strengths

- Master Schedule is designed to allow for PK-5 to have 45 minute conference periods, recess & lunch with
- WIN time schedule allows for 45 min intervention so students are not missing tier 1 instruction
- Multiple sources of data are reviewed during SNAP meetings each 9-weeks and all students are discussed each time.
- 100% of teachers participated in PLCs with content-specific coaches to help disaggregate student needs/trends

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The current schedule breaks up the day in ways that take away time for Tier 1 instruction. **Root Cause:** WIN time is 45 minutes without expectations for how the time is used and training on how to use the time effectively.

Problem Statement 2: Tutoring was not built into the school calendar in order to provide extra interventions for students. **Root Cause:** Expectations for tutoring were not clear. Lack of training and understanding of how to utilize WIN time and tutoring.

Problem Statement 3 (Prioritized): The Collaborative Team Time was not seen as beneficial to staff. **Root Cause:** Lack of understanding and expectations around the PLC process and guiding questions to focus the work of the CTT.

Perceptions

Perceptions Summary

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

Attendance rate was 94%.

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

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
22-23	Sixth six weeks	94.78%		80%	766	UP
22-23	Fifth six weeks	94.28%		80%	764	UP
22-23	Fourth six weeks	94.94%		80%	630	DOWN
22-23	Third six weeks	91.47%		80%	1,190	UP
22-23	Second six weeks	94.64%		80%	694	UP
22-23	First six weeks	94.38%		80%	662	DOWN
Year	Discipline	Status	Flag	Goal	Incidents	Incidents Trend
22-23	Sixth six weeks	0%		5%		
22-23	Fifth six weeks	0%		5%		
22-23	Fourth six weeks	0%		5%		

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
22-23	Third six weeks	0%		5%		DOWN
22-23	Second six weeks	0.61%		5%	3	UP
22-23	First six weeks	0%		5%		DOWN

Grades 3-5 Panorama Survey

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): PTA and parent involvement was lower than in the past. **Root Cause:** COVID protocols remained in place or were not completely removed in order to bring parents back into the building.

Problem Statement 2 (Prioritized): According to Panorama, 58% of students believe it is somewhat to extremely difficult to get help when they feel they or a friend is being bullied. **Root Cause:** Clear process communicated to students who feel they need help from an adult.

Problem Statement 3 (Prioritized): According to Panorama, 51% of students do not feel safe at school. **Root Cause:** Students do not understand the terminology of the survey. Students do not understand safety features that are in place to keep them safe at school.

Problem Statement 4 (Prioritized): Staff in grades K-2 are concerned about the lack of safety systems in place at dismissal for their students. **Root Cause:** All students exit the building for dismissal and there is no procedure for identifying care takers who are picking up students.

Problem Statement 5 (Prioritized): Mentor Program has declined in number of mentors and support for mentors to actively engage with mentees. **Root Cause:** Covid protocols and lack of clarity in how to sign up for the program. Lack of resources for mentors during their time with students.

Priority Problem Statements

Problem Statement 1: Less than 50% of students are meeting growth projections in K, 1, 3, 5 English Reading according to MAP

Root Cause 1: Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade level expectations.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 38% of students in Kindergarten and 20% of students in 1st grade met their growth projection on Reading MAP.

Root Cause 2: Focus has been on growth. Lack of training and planning for supporting students to reach on or approaching grade level expectations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Less than 50% of students in Kinder, 1st and 4th grade met their Math MAP growth projections

Root Cause 3: Lack of identification and understanding of essential skills and tracking of essential skill progress for students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students in the DNM category according to Reading level data remain in the DNM category for the entire year.

Root Cause 4: Focus is on growth and not achievement. Lack of training and implementation of effective small group instruction and tier 2 and tier 3 interventions.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Emergent Bilingual Students perform significantly below other students according to MAP

Root Cause 5: More training is needed for teachers to support English Language Acquisition.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Staff in grades K-2 are concerned about the lack of safety systems in place at dismissal for their students.

Root Cause 6: All students exit the building for dismissal and there is no procedure for identifying care takers who are picking up students.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: According to Panorama, 51% of students do not feel safe at school.

Root Cause 7: Students do not understand the terminology of the survey. Students do not understand safety features that are in place to keep them safe at school.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: According to Panorama, 58% of students believe it is somewhat to extremely difficult to get help when they feel they or a friend is being bullied.

Root Cause 8: Clear process communicated to students who feel they need help from an adult.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: The Collaborative Team Time was not seen as beneficial to staff.

Root Cause 9: Lack of understanding and expectations around the PLC process and guiding questions to focus the work of the CTT.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: PTA and parent involvement was lower than in the past.

Root Cause 10: COVID protocols remained in place or were not completely removed in order to bring parents back into the building.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Attendance rate dropped from 98% to 94%

Root Cause 11: Inadequate systems for addressing chronic absenteeism and developing cohesive protocols between parents and educators for student achievement. Lack of celebration for students who come to school on time with regular attendance.

Problem Statement 11 Areas: Demographics

Problem Statement 12: Mentor Program has declined in number of mentors and support for mentors to actively engage with mentees.

Root Cause 12: Covid protocols and lack of clarity in how to sign up for the program. Lack of resources for mentors during their time with students.

Problem Statement 12 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
- Campus/District improvement plans (current and prior years)
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Guiding Objectives



Revised/Approved: July 20, 2023







Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2024, 75% of Kinder-2nd grade students will reach the Meets or Master category as identified on Running Records.

High Priority

Evaluation Data Sources: Fountas and Pinnell Running Records

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct training on running records and how to use them to assess, form and teach small groups to meet students individual needs.</p> <p>Strategy's Expected Result/Impact: Increased reading levels</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Instructional Coaches - 211 Title I - 211-11-6119-00-109-30-000 - \$81,187, Materials for small groups and training - 211 Title I - 211-11-6399-00-109-99-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Identify essential standards and collaborate as a team in PLCs to plan small-group instruction and analyze data.</p> <p>Strategy's Expected Result/Impact: Increase in Reading Levels</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Materials and Supplies - 211 Title I - 211-11-6399-00-109-99-000 - \$2,113, Books - 211 Title I - 211-11-6329-00-109-99-000 - \$3,000, Training, substitute coverage - 211 Title I - 211-11-6112-00-109-30-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

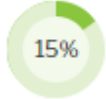

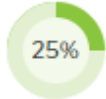

Goal 1 Problem Statements:







Student Learning
<p>Problem Statement 5: Students in the DNM category according to Reading level data remain in the DNM category for the entire year. Root Cause: Focus is on growth and not achievement. Lack of training and implementation of effective small group instruction and tier 2 and tier 3 interventions.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2024, FBE staff will increase the number of students who meet or exceed their Growth projection on MAP in Reading and Math by 5%.

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide dedicated time for teachers to identify essential TEKS, plan small group instruction, analyze data to track students' progress on essential TEKS</p> <p>Strategy's Expected Result/Impact: Understanding of essential TEKS Effective Small group instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3, 4, 6</p> <p>Funding Sources: Instructional Tutors supplemental interventionist - 211 Title I - 211-11-6117-00-109-30-000 - \$25,000, Training, substitute coverage - 211 Title I - 211-11-6112-00-109-30-000 - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage in ongoing collaboration, professional development, planning, data analysis, and coaching.</p> <p>Strategy's Expected Result/Impact: Improved growth targets met on MAP test</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3, 4, 5, 6</p> <p>Funding Sources: Professional Development and Conferences - 211 Title I - 211-13-6299-00-109-99-000 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental programs and services such as: 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 local and state assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coaches, and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplemental services and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$69,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 40%		
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide tutoring for students on specific skills students need to make progress based on data from assessments.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement on MAP</p> <p>Staff Responsible for Monitoring: Principal, teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: Snacks for students while attending tutorials - 211 Title I - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	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 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 38% of students in Kindergarten and 20% of students in 1st grade met their growth projection on Reading MAP. Root Cause: Focus has been on growth. Lack of training and planning for supporting students to reach on or approaching grade level expectations.</p>
<p>Problem Statement 3: Less than 50% of students in Kinder, 1st and 4th grade met their Math MAP growth projections Root Cause: Lack of identification and understanding of essential skills and tracking of essential skill progress for students.</p>
<p>Problem Statement 4: Less than 50% of students are meeting growth projections in K, 1, 3, 5 English Reading according to MAP Root Cause: Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade level expectations.</p>
<p>Problem Statement 5: Students in the DNM category according to Reading level data remain in the DNM category for the entire year. Root Cause: Focus is on growth and not achievement. Lack of training and implementation of effective small group instruction and tier 2 and tier 3 interventions.</p>







Student Learning

Problem Statement 6: Emergent Bilingual Students perform significantly below other students according to MAP **Root Cause:** More training is needed for teachers to support English Language Acquisition.

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

Goal 1: By May 2024, our campus will have upgraded security features

Evaluation Data Sources: Installation of security features

Strategy 1 Details	Reviews			
<p>Strategy 1: Install electronically keyed pod doors on the PK-2 side of the building without individual classroom doors.</p> <p>Strategy's Expected Result/Impact: Increased safety for staff and students</p> <p>Staff Responsible for Monitoring: Construction, Security</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</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 4: Staff in grades K-2 are concerned about the lack of safety systems in place at dismissal for their students. Root Cause: All students exit the building for dismissal and there is no procedure for identifying care takers who are picking up students.</p>

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

Goal 2: By May 2024, FBE staff will collaborate to implement safety procedures to ensure dismissal of all students is safe and efficient.

High Priority

Evaluation Data Sources: Dismissal procedure documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Update dismissal procedures to create identification tags for caregivers picking up students.</p> <p>Strategy's Expected Result/Impact: Ability to identify students are being dismissed to the correct caregiver and that dismissal is safe and efficient.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Security officer, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p> <p>Funding Sources: Materials - 211 Title I - 211-11-6399-00-109-99-000 - \$100</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 2 Problem Statements:

Perceptions
<p>Problem Statement 4: Staff in grades K-2 are concerned about the lack of safety systems in place at dismissal for their students. Root Cause: All students exit the building for dismissal and there is no procedure for identifying care takers who are picking up students.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2024, increase business/community partnerships by adding 3 new partners.

Evaluation Data Sources: Partnerships with community members

Strategy 1 Details	Reviews			
<p>Strategy 1: Reach out to former business/community partners to see how we can restart our work together. Strategy's Expected Result/Impact: Increased partnership, through resources and volunteers. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>TEA Priorities: Improve low-performing schools - 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: Contact Farmers Branch Chamber and Rotary Club to recruit partners for partnering with FBE as well as participating as student mentors. Strategy's Expected Result/Impact: Increased volunteers and resources for our campus Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture 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: PTA and parent involvement was lower than in the past. Root Cause: COVID protocols remained in place or were not completely removed in order to bring parents back into the building.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2024 PTA/Staff will plan and host 4 family events

Evaluation Data Sources: Event publications and sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet with PTA and staff to develop, plan and host family outreach events Strategy's Expected Result/Impact: Increase parent/community involvement Staff Responsible for Monitoring: Principal, Team Leaders</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Supplies and Materials for parent engagement - 211 Title I - 211-61-6399-00-109-99-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:







Perceptions
<p>Problem Statement 1: PTA and parent involvement was lower than in the past. Root Cause: COVID protocols remained in place or were not completely removed in order to bring parents back into the building.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 3: By May 2024 we will recruit and retain 15 mentors to serve students at Farmers Branch

High Priority

Evaluation Data Sources: Mentor sign-in sheet

Strategy 1 Details	Reviews			
<p>Strategy 1: Create advertisements for the mentor program. Strategy's Expected Result/Impact: Promote FBE mentor program Staff Responsible for Monitoring: Principal and Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 5 Funding Sources: Recruitment materials - 211 Title I - \$100</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase resources to equip mentors to engage with students during their weekly meetings. Strategy's Expected Result/Impact: Mentors equipped to work with students with various needs and interest Staff Responsible for Monitoring: Principal and Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 5 Funding Sources: Resources for mentor room - 211 Title I - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3 Problem Statements:







Perceptions

Problem Statement 5: Mentor Program has declined in number of mentors and support for mentors to actively engage with mentees. **Root Cause:** Covid protocols and lack of clarity in how to sign up for the program. Lack of resources for mentors during their time with students.

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

Goal 1: By May 2024, Farmers Branch will increase positive student perceptions regarding school safety a minimum of 55% from 48%

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Sanford Harmony lessons once a week for students to promote prosocial behaviors</p> <p>Strategy's Expected Result/Impact: Increase students' ability to problem solve safely and effectively with peers and create a positive classroom culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Training, Materials - 211 Title I - 211-13-6399-00-109-99-000 - \$2,000</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 3: According to Panorama, 51% of students do not feel safe at school. Root Cause: Students do not understand the terminology of the survey. Students do not understand safety features that are in place to keep them safe at school.</p>

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

Goal 2: Students' favorable response to "If a student is bullied in school, how difficult is it for him/her to get help from an adult?", will increase by at least 8%, from 42% to 50%, on the 2023- 2024 Spring Panorama Survey

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the Panorama Playbook, the " My Trusted Person Plan" and "2X10 Relationship Building Strategies" within the first 30 school days with all staff and students.</p> <p>Strategy's Expected Result/Impact: Bullying incidents will decrease, and if/when bullying occurs, students will have a trusted adult from whom to seek help.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	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 2 Problem Statements:

Perceptions
<p>Problem Statement 2: According to Panorama, 58% of students believe it is somewhat to extremely difficult to get help when they feel they or a friend is being bullied. Root Cause: Clear process communicated to students who feel they need help from an adult.</p>

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

Goal 3: By May 2024, FBE will increase student attendance from 94% to 97%

Evaluation Data Sources: Attendance Records

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement celebrations and incentives for being on time and for attendance Strategy's Expected Result/Impact: Increase in student attendance and drop in tardies Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 Funding Sources: Incentives and Materials - 211 Title I - 211-11-6399-00-109-99-000 - \$1,400</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 3 Problem Statements:

Demographics
<p>Problem Statement 2: Attendance rate dropped from 98% to 94% Root Cause: Inadequate systems for addressing chronic absenteeism and developing cohesive protocols between parents and educators for student achievement. Lack of celebration for students who come to school on time with regular attendance.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2024, Farmers Branch will implement a plan for collaboration and vertical teaming to provide meaningful professional development opportunities and cohesion among grade levels

Evaluation Data Sources: Sign in sheets, meeting agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule vertical team meetings a minimum of two a semester.</p> <p>Strategy's Expected Result/Impact: Teachers collaborates to discuss essential standards and how each grade level's essential standards impact the next grade level's standards.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: Materials and Supplies - 211 Title I - 211-11-6399-00-109-99-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: The Collaborative Team Time was not seen as beneficial to staff. Root Cause: Lack of understanding and expectations around the PLC process and guiding questions to focus the work of the CTT.</p>

State Compensatory

Budget for Farmers Branch Elementary

Total SCE Funds: \$69,000.00

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 Farmers Branch Elementary'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

Farmers Branch Elementary'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
Administrator	Rachel Langston	Principal
Administrator	Nicole Linscomb	Assistant Principal
Non-classroom Professional	Melissa Faz	Counselor
Classroom Teacher	Sharla Boerger	PreK
Classroom Teacher	Alison Grona	Kindergarten
Classroom Teacher	Karina Gonzalez	1st grade
Classroom Teacher	Sarah Mendoza	2nd grade
Classroom Teacher	Cristal Manzanera	3rd grade
Classroom Teacher	Charles Buck	4th grade
Classroom Teacher	Sabrina Garza	5th grade
Classroom Teacher	Virginia Sandoval	Music
Non-classroom Professional	Jeanette Marshall	SPED
Non-classroom Professional	Lauren Gomez	Dyslexia Interventionist
Non-classroom Professional	Elizabeth Valadez	Bilingual Dyslexia Interventionist
Business Representative	Letty Barboza	Business Owner
Business Representative	Esteban Barboza	Business Owner
Community Representative	Cruz Douglas	Community Member
Community Representative	Jordon Whittington	Community Member
Community Representative	Karen Ritchie	Community Member
Parent	Rori Callaway	Parent
Parent	Leslie Hernandez	Parent
Parent	Kailey Junkman	Parent