

Carrollton-Farmers Branch Independent School District

Furneaux 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: August 7, 2023

Demographics

Demographics Summary

Furneaux Elementary is a neighborhood school built in 1981. A Pre Kindergarten - 5th Title I campus, Furneaux is located in the northern part of Carrollton-Farmers Branch, Furneaux is located in Carrollton, TX. The campus is predominately a neighborhood school that is located at the edge of the town. Most students live close enough to walk, but this year Kinder students from Sheffield were zoned for Furneaux as well. This created 9 sections of Kinder, we have always served Sheffield PreK and there were 6 sessions, the rest of the school 1-5th grade were 2-3 sections. More and more students are requesting to remain at Furneaux after PreK and Kinder which is a testament to the campus environment and education provided. There are currently 475 students enrolled. We celebrate the diversity of our students and staff.

The African American (27.8%) and Hispanic (46.6%) student groups are growing the fastest. 14.4% of students are White and 7% are Asian. There are 3.8% claiming Two-or-More Races. 32.6% of students are Emergent Bilingual, 54.2% are classified as at risk, 15% are GT, and 72.5% of students are classified as economically disadvantaged.

Furneaux Elementary School employs a high-quality, talented staff. The turnover rate among our staff is typically low because the staff love working at Furneaux Elementary. We have two self contained PAS classrooms, ECSE 3 & 4. Those staff will all be new to Furneaux this school year, with varying levels of experience.

Demographics Strengths

Furneaux Elementary has many strengths:

1. Many families choose to attend Furneaux and request to remain after starting in our PreK program.
2. Furneaux has a culture of inclusivity and celebrating each others successes.
3. Furneaux is a neighborhood school with strong parent involvement.
4. Furneaux will be adding AVID.

Student Learning

Student Learning Summary

2022-2023

3rd grade

4th grade

5th grade:

STAAR Data:

		Math			Reading			Science		
Grade	Year	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd	2021	78	50	31	72	44	25			
	2022	80	55	35	78	54	34			
	District	71	46	22	78	54	34			
4th	2021	61	21	9	58	28	12			
	2022	80	55	35	75	52	28			
	District	68	39	19	75	52	28			
5th	2021	74	45	29	95	54	32	57	27	11
	2022	73	44	26	79	56	37	60	32	15
	District	73	44	26	79	56	37	58	32	15

The campus leadership team met regularly to look at data (MAP, STAAR, reading levels, ISIP, DCFA) and used PLC to look at student strengths and identify areas of need to close the learning gap.

Going into the 2023-2024 year, we will continue to meet in PLC with content coaches and analyze data on student growth using resources:

F&P

MAP

Looking at level of rigor and student work

AVID binders

Student portfolio

Student led conferences

Classroom observations

Upbeat Survey

Panorama Survey

Student Learning Strengths

Teachers at Furneaux used student data and work to determine small group/differentiated instruction. Small group tutor worked with students in small group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students handwriting not legible. **Root Cause:** There hasn't been an emphasis on handwriting during the instructional day.

Problem Statement 2: Aligned consumable resources needed for after school tutorials. **Root Cause:** Based on DCFA and MAP the number of approaches and meets needs to increase.

School Processes & Programs

School Processes & Programs Summary

All programs and processes at Furneaux revolve around the 4 guiding questions in PLC.

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

These questions allow for a way to differentiate.

In PLC looking at standards and establishing the essentials that all students need to know answers the first question. Content coaches help teachers with this work weekly.

Data and anecdotal notes (progress monitoring) guides discussions and the work in weekly PLC. Teachers maintain data and "move students up or down the continuum of Does not meet, approaches, meets, masters. Several sources of data drive decisions: Reading levels, IStation, MAP, DCF, common formative assessments help us to answer the question how do we know if they learned it.

In our weekly PLC and our BOY, MOY and EOY SNAP team meetings the questions of how we will respond when some students do not learn it and how we extend the learning for students who are already proficient. Content coaches, sped teachers/staff, IF/dyslexia interventionist, GT specialist, counselor, admin participate to provide different supports to be utilized in and beyond the classroom.

School Processes & Programs Strengths

Everyone has the approach or now what, there is always more work to be done to get students to the next milestone wherever that may be for that individual student. There is a belief on campus that all students are capable, goal setting is important to the work, including parents in what they can do (struggles and successes) is critical, celebrating successes, and building on that is vital. Key members of the organization have attended PLC at work training during the summer and lead training to campus. Teachers have the philosophy of "we", not me, they welcome coaching and feedback to improve their practice.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students handwriting not legible. **Root Cause:** There hasn't been an emphasis on handwriting during the instructional day.

Perceptions

Perceptions Summary

The Furneaux community prides itself in being proactive and responsive to the needs of all stakeholders. We provide a service to our families, staff and students and from the moment someone walks in the door of our campus.

Priority Problem Statements

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Equity data
- T-PESS 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Objectives




Revised/Approved: August 3, 2023

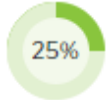

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May of 2024, 90% of K-5th grade students will meet their growth goals in MAP Reading and Math.

High Priority

Evaluation Data Sources: Panorama survey data reflects increased student engagement and rigor, MAP, Unit Assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement AVID strategies through binder system. Strategy's Expected Result/Impact: AVID Binder Rubric Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Binders, tabs, zipper pouch, sheet protectors, markers, crayons, map pencils - AVID Supplemental supplies - 211 Title I - 211-11-6399-00-116-99-000 - \$2,139</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Instruct students in small group setting. Strategy's Expected Result/Impact: All students reading on grade level. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Small group tutor - 211 Title I - 211-11-6117-00-116-30-000 - \$11,291</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize content coaches to be a resource during PLC to increase student achievement and close achievement gaps.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and students reading on grade level.</p> <p>Staff Responsible for Monitoring: Principal</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>Funding Sources: Instructional Coaches - 211 Title I - 211-11-6119-00-116-30-000 - \$51,642</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental instructional support and resources for at-risk students including: core academic tutorials, small group intervention, AVID strategies, and Emergent Bilingual resources.</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, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Supplemental instructional support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$238,478</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize supplemental instructional resources to maximize student achievement by creating a visually rich print environment and academic foundation for skill retention</p> <p>Strategy's Expected Result/Impact: Due to having visually rich anchor charts posted to reinforce learning, we will see an increase in state and local assessment scores</p> <p>Staff Responsible for Monitoring: Admin, coaches, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Poster maker - 211 Title I - 211-23-6399-00-116-99-000 - \$4,995</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		



No Progress



Accomplished



Continue/Modify



Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning








Goal 2: By the end of the fall semester 100% of K-5 students will implement organizational skills using AVID notebooks .

Evaluation Data Sources: AVID notebook rubric
Informal notebook checks

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: Improve reading levels by purchasing fiction and non-fiction series books for 1st-5th grade

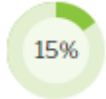




Evaluation Data Sources: STAAR data
SNAP data
Reading levels

Strategy 1 Details	Reviews			
Strategy 1: Purchase Scholastic Storyworks magazines Strategy's Expected Result/Impact: Increase reading scores Staff Responsible for Monitoring: Principal ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Scholastic Storyworks - 211 Title I - 211-11-6329-00-116-99-000 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: Improve handwriting legibility.






Evaluation Data Sources: Teacher observation

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase Handwriting Without Tears</p> <p>Strategy's Expected Result/Impact: Improve students' handwriting legibility</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Handwriting Without Tears - 211 Title I - 211-11-6399-00-116-99-000 - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: Consumable resources for after school tutorials. ThinkUp will be purchased for 3rd, 4th and 5th.








Evaluation Data Sources: Growth and closing the gap in tutorials and STAAR data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize consumables for math and reading. Will be used for small group instruction.</p> <p>Strategy's Expected Result/Impact: Increased MAP and STAAR data.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: Think Up - 211 Title I - 211-11-6299-00-116-99-000 - \$2,033</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Provide resources for Sheffield students

Evaluation Data Sources: Teacher observation






Strategy 1 Details	Reviews			
Strategy 1: Provide resources for Sheffield students Strategy's Expected Result/Impact: Improves students performance Staff Responsible for Monitoring: Principal Funding Sources: Resources for Sheffield students - 211 Title I - 211-11-6399-00-116-99-000 - \$14,500	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Goal 1: By the end of the 2023-2024 school year, 100% of Furneaux staff will follow the District guidelines regarding safety, security and well being of staff and students.

High Priority







Evaluation Data Sources: Monthly campus drills with a post action review each time to evaluate the effectiveness.

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule weekly walks on the campus outlook calendar.</p> <p>Strategy's Expected Result/Impact: Increase in building maintenance and evaluate school safety.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>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 1: By the end of the 2023-2024 school year, the campus will build family school partnerships, increasing participation by 10%.

Evaluation Data Sources: S






Strategy 1 Details	Reviews			
<p>Strategy 1: Hold community events that engage all families. Strategy's Expected Result/Impact: Increase parent school partnerships and communication. Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Funding Sources: Handwriting Night - for families - 211 Title I - 211-61-6329-00-116-99-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the number of partnerships with local businesses by 10% Strategy's Expected Result/Impact: Increased mentors Staff Responsible for Monitoring: Counselor</p> <p>Title I: 4.2</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>				

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

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of the 2023-2024 school year, staff retention rate at Furneaux will increase by 10%.

Evaluation Data Sources: TEAMS and Upbeat data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase recognition for teachers/ staff members through announcements in staff meetings, on morning announcements, appreciation emails and descriptive feedback and recognition given to teachers by administrators.</p> <p>Strategy's Expected Result/Impact: Retention of staff</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Funding Sources: - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Furneaux Elementary

Total SCE Funds: \$238,478.00

Total FTEs Funded by SCE: 1

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 Support, Core-Subject Small Group Instruction, Emergent Bilingual Support, and Summer School. Our Instructional Facilitator works with students identified with Emergent Bilingual, At Risk, MTA, ESSER, TIER III, SNAP data, and data for all students who have not performed satisfactorily on a end of year assessment.

Personnel for Furneaux Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rachel Love	Instructional Facilitator	1

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 Furneaux 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.

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

Furneaux 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.

4.2: 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.