

Carrollton-Farmers Branch Independent School District

Good 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: July 20, 2023

Demographics

Demographics Summary

Our school population is broken down as follows:

Student Total	520	100%
Early Education Grade	18	3.46%
Pre-Kindergarten Grade	64	12.31%
Kindergarten Grade	76	14.62%
1st Grade	64	12.31%
2nd Grade	79	15.19%
3rd Grade	79	15.19%
4th Grade	73	14.04%
5th Grade	67	12.88%

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
Gender		
Female	248	47.69%
Male	272	52.31%
Ethnicity		
Hispanic-Latino	430	82.69%
Race		
American Indian - Alaskan Native	1	0.19%
Asian	21	4.04%
Black - African American	16	3.08%
Native Hawaiian - Pacific Islander	0	0.00%
White	42	8.08%
Two-or-More	10	1.92%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
Dyslexia	40	7.69%
Gifted and Talented	58	11.15%
Regional Day School Program for the Deaf	2	0.38%
Section 504	11	2.12%
Special Education (SPED)	120	23.08%
Bilingual/ESL		
Emergent Bilingual (EB)	324	62.31%
Bilingual	197	37.88%
English as a Second Language (ESL)	65	12.50%
Alternative Bilingual Language Program	66	12.69%
Alternative ESL Language Program	2	0.38%
Title I Part A		
Schoolwide Program	520	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%
Student Indicators (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
At-Risk	371	71.35%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	15	2.88%
Intervention Indicator	42	8.08%
Migrant	0	0.00%
Military Connected	0	0.00%
Transfer In Students	12	2.3077%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	437	84.04%
Free Meals	379	72.88%
Reduced-Price Meals	58	11.15%
Other Economic Disadvantage	0	0.00%
Staff Information (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
Administrative Support	6	11.32%
Teacher	37	69.81%

Staff Information (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
Educational Aide	10	18.87%
Auxiliary	0	0.00%
Other Support Staff		
Librarian	1	
Speech Pathologist(s)	2	
Dyslexia Interventionists	2	

- **Parents**

Our school's PTA is in good standing. The PTA board consists of a president, vice-president, secretary, and treasurer.

We currently have a partnership with one of our local churches that provides guidance to our students and food to our families.

- **School's Mission**

Our school's mission is together with the community through inquiry and action, students at R.E. Good Elementary will become lifelong learners who demonstrate care and respect in their global society.

- **District's Vision, Mission, and Goal**

Motto

High Expectations for ALL

Mission Statement

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Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statements

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 & love of the whole student

Demographics Strengths

R.E. Good Elementary has many strengths:

- It is an International Baccalaureate school. The school's philosophy is to develop students who show care and respect for all through action and inquiry.
- The staff is diverse and brings experience and knowledge from different parts of the world.
- Our diverse community supports the learning of each student through participation in school functions.
- Families are supportive of the campus and activities with an active PTA.
- Only 7% of our teachers are at their beginning year of teaching.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students in dyslexia, special services such as SPED and gifted and talented have increased from prior years. **Root Cause:** Students were under identified.

Problem Statement 2 (Prioritized): 71% of our students are considered at-risk. Our at-risk percentage is higher than the state and district. **Root Cause:** Students can be classified at-risk for various indicators. One of the indicators that 62% of our students meet to be at-risk is the emergent bilingual indicator.

Student Learning

Student Learning Summary

At R.E. Good Elementary, teachers use formative and summative (end-of-unit, district, and state assessments) to determine next steps in student learning by tracking student progress in grade-level standards. Teachers use the data gathered from formative and summative assessments to plan Tier 1 and Tier 2 instruction. Also, the data results are used to support students in Tier 3 interventions through our Response to Intervention (RTI) system to target learning gaps that could be foundational concepts.

The following reports used for the CIP can be found as addendums:

- 1) Overall NWEA MAP Achievement and Growth
- 2) STAAR Subgroup Results Spring 2023
- 3) STAAR Comparison Results
- 4) Reading Levels from students initial student career (kinder, if available, to EOY Spring 2023)
- 5) TELPAS Results Spring 2023

In the upcoming school year the following assessments will be used to track data:

- Classroom formative assessments
- Formal and informal running records
- DreamBox
- MAP BOY, MOY, and EOY
- STAAR
- Language proficiency levels and descriptors
- School common assessments
- District common assessments
- Other summative assessments- end of unit assessments

Student Learning Strengths

The students' learning strengths are:

- Above 40% of the students met their MAP projected growth in math and reading.
- Teachers meet weekly to collaborate in a formal professional learning community.
- Teachers K-5 progress monitor student learning at least once a week using teacher trackers.

- A new Tier 3 model was implemented to support our students with more individualized intervention lessons through our small group ESSER teachers.
- Master calendar supports individualized small group instruction during times that do not take away from tier 1 instruction.
- A push-in model will be implemented for most students who receive special services through special education and ESSER (Tier 3 intervention).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all subjects and grade levels are at the 50% of met projected growth goal in MAP reading, math, and science. **Root Cause:** 1) Analyze MAP continuum, align it to instruction, and track progress. 2) Lesson plans and activities must match the standards assessed and be of the assessment's rigor. 3) Backward design is an area to revisit to understand the measuring tools. 4) Students need to do goal setting to understand their data and set goals.

Problem Statement 2 (Prioritized): 100% of the students are not reading on grade level K-5. **Root Cause:** 1) Reading comprehension is an area that could keep students behind. 2) Students are not fluent in decoding text. 3) Pre-teaching vocabulary might not be consistent.

Problem Statement 3: A school system of data tracking and progress monitoring is needed. **Root Cause:** To track essential standards and the progress as a school and individual student.

School Processes & Programs

School Processes & Programs Summary

ACADEMICS

R.E. Good Elementary is an international baccalaureate (I.B.) school that serves students in grades PreK-5. The I.B. philosophy is organized in a framework that includes five essential elements:

1. **Knowledge**- what we want our students to know through six transdisciplinary themes
 1. Who we are
 2. Where we are in place and time
 3. How we express ourselves
 4. How we organize ourselves
 5. Sharing the planet
2. **Concepts**- what do we want students to understand through the lines of inquiry
 1. Form
 2. Function
 3. Connection
 4. Causation
 5. Change
 6. Perspective
 7. Responsibility
 8. Reflection
3. **Actions**- evidence of learning. Students apply learning through application and demonstration.
4. **Skills**- what do we want students to be able to do.
 1. Research
 2. Communication
 3. Thinking
 4. Social
 5. Self-management
5. **Attitudes**-what do we want students to feel, value, and demonstrate—building student character through the following values.
 1. Appreciation
 2. Commitment
 3. Confidence
 4. Cooperation
 5. Creativity
 6. Curiosity
 7. Empathy
 8. Enthusiasm
 9. Independence
 10. Integrity
 11. Respect
 12. Tolerance

All of the values refer back to the learner profile attributes of how we want students to be (inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced, reflective). The IB Core Team leads the program's development and direction for the school year.

The staff has been trained and teaches the Texas Essential Knowledge and Skills through this philosophy. In addition to Good being an I.B. World school and offering Chinese as a world language, the school has a one-way dual language program that serves our emerging bilinguals (Spanish and English).

Another instructional program at Good is the Data-Driven Instruction biweekly meetings, where teachers gather with instructional coaches and administrators to review formative and summative data, unpack standards, and develop re-teach lessons.

SOCIAL-EMOTIONAL LEARNING

Students

The school adopted the House System initiative from the Ron Clark Academy to support character development. Each student and staff member belong to one of four houses to build a sense of belonging and support one another within four small groups to one big family. The activities within the house promote character development through the learner profile and attitudes.

Staff

Each staff member new to the school (teachers and paraprofessionals) has an SEL mentor who is not part of their team to support them with adapting to a new school and professional family. The monthly meetings are for mentors and mentees to have an opportunity to socialize in a relaxed setting while meeting the mentee's needs.

All new teachers receive professional support from teammates, instructional coaches, and administrators on an ongoing basis through embedded professional development. New teachers are required to attend all new teacher training and are provided with additional training based on need (STAAR, running records, grade book, delivery of instruction).

RECRUITMENT OF NEW STAFF

The school has an interview committee that revisits interview questions to ensure that the questions reflect the school's culture and philosophy. In addition, all teams affected by a vacancy are invited to form part of the interview process to select the new teammate.

SCHOOL CULTURE

The school follows a detailed playbook to know and refer to expectations. A detailed playbook provides consistency to a school. Students and staff members belong to one of four houses. The school day starts with an email morning message to the staff and school morning news for students and staff. Each Friday, the staff receives a weekly newsletter from the administrators with upcoming information for the following week. Parents also receive a weekly newsletter each Friday with information about the upcoming week and month. In addition, the school has a parent liaison to support parent needs.

PARENT PARTNERSHIPS

Good has an active PTA that provides the school with events, volunteers, and support to make the students' educational experience rewarding and memorable. Some of the activities sponsored by PTA are:

- No tardy parties for students PreK-5
- Teacher appreciation luncheon
- Winter Holiday Program
- Support for the school's book fairs
- Parent volunteer opportunities
- Monthly Spirit Nights and programs.

School Processes & Programs Strengths

Good's strengths in its processes and programs are:

- The international baccalaureate program brings the development of international-mindedness in students.
- The dual-language program provides students the opportunity for bilingualism, biliteracy, biculturalism, and high academic achievement.
- The Ron Clark House System brings a sense of pride to students, staff, and parents by belonging to one of the houses and winning points towards their house. Students gather once a month for their house meeting and at the end of each nine weeks for a house pep rally.
- Weekly progress monitoring and monthly data-driven instruction meetings bring a focus on decision-making that is based on data.
- The master schedule allows students to receive individualized instruction at a time when tier 1 instruction will not be missed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: To improve our social-emotional program (House System) more staff need to experience the Ron Clark Academy to have a deeper understanding of the House System impact on student social-emotional needs and academic achievement. **Root Cause:** 1) Only 12 staff members have attended the Ron Clark Academy. 2) We need to have more in person house meetings. 3) Promote more student voice in our house system.

Problem Statement 2 (Prioritized): Morning and afternoon meetings must be at the core of relationship building. **Root Cause:** 1) Support staff with morning meeting ideas. 2) Add SEL to master calendar. 3) Focus on relationship at the beginning of the school year and provide professional development to staff to embed SEL throughout the day rather than separating it from the school day. 4) Provide opportunities for students to interact positively at all times of the day including recess.

Perceptions

Perceptions Summary

The mission at R.E. Good Elementary is, together with the community, through inquiry and action, students will become lifelong learners who demonstrate care and respect in their global society. The mission is carried out through our I.B. philosophy and learner profile and attributes enhanced by our House System. At Good, the belief is to develop world leaders who will change the world for better locally and globally. It is through this belief that teachers lead students academically and social-emotionally as character development is essential for academic achievement and adulthood.

Teachers provide support for the students, community, and school culture by leading committees such as:

- I.B. Core Team
- SEL Leadership Team
- Logistics Team
- Engaging and Diverse Learning Team
- Multicultural Committee
- Parent-Teacher Organization
- Data-Driven Instruction Meetings (DDI)

The goal at Good is to build strong partnerships with the school's PTA and other local partners to build a strong community that supports one another to attain student achievement for each student. Some of the partnerships include school events such as PTA monthly meetings, festivities (Monster Mash, Book Fairs, Winter Holiday Program), Family Literacy Night, Field Day, and award ceremonies.

Perceptions Strengths

R.E. Good strengths include

- School pride from staff, students, and parents.
- Strong traditions (Monster Mash, End of the Year Talent Show, Veteran's Day Celebration)
- Parent volunteers and community volunteers at school events.
- I.B. program of choice for families in the district and out-of-district.
- School communication through different avenues: Twitter, Facebook, ParentSquare, and flyers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 61% of the students are excited to participate in class. **Root Cause:** 1) Levels of questions. 2) Lack of opportunity for all students to participate.

Problem Statement 2: 70% of students are focused on the activities in class. **Root Cause:** 1) Activities are not engaging. 2) Students do not understand the concept. 3) Students do not have collaboration time.

Problem Statement 3: 70% of students believe their teachers seem excited to be teaching the class. **Root Cause:** 1) The activities are not engaging. 2) Not enough accountable talk.

3) Limited real-life connections to student learning.

Priority Problem Statements

Problem Statement 1: The number of students in dyslexia, special services such as SPED and gifted and talented have increased from prior years.

Root Cause 1: Students were under identified.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 71% of our students are considered at-risk. Our at-risk percentage is higher than the state and district.

Root Cause 2: Students can be classified at-risk for various indicators. One of the indicators that 62% of our students meet to be at-risk is the emergent bilingual indicator.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Not all subjects and grade levels are at the 50% of met projected growth goal in MAP reading, math, and science.

Root Cause 3: 1) Analyze MAP continuum, align it to instruction, and track progress. 2) Lesson plans and activities must match the standards assessed and be of the assessment's rigor. 3) Backward design is an area to revisit to understand the measuring tools. 4) Students need to do goal setting to understand their data and set goals.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 100% of the students are not reading on grade level K-5.

Root Cause 4: 1) Reading comprehension is an area that could keep students behind. 2) Students are not fluent in decoding text. 3) Pre-teaching vocabulary might not be consistent.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Morning and afternoon meetings must be at the core of relationship building.

Root Cause 5: 1) Support staff with morning meeting ideas. 2) Add SEL to master calendar. 3) Focus on relationship at the beginning of the school year and provide professional development to staff to embed SEL throughout the day rather than separating it from the school day. 4) Provide opportunities for students to interact positively at all times of the day including recess.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 61% of the students are excited to participate in class.

Root Cause 6: 1) Levels of questions. 2) Lack of opportunity for all students to participate.

Problem Statement 6 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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Campus leadership data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices

Guiding Objectives

Revised/Approved: July 20, 2023

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By Spring 2024, the percentage of students meeting grade level expectation will increase to 30% in all subjects of MAP.







High Priority







HB3 Guiding Objective

Evaluation Data Sources: BOY, MOY, and EOY MAP assessments.

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Observe and shadow accountable talk in the classrooms through quarterly learning walks.</p> <p>Strategy's Expected Result/Impact: Increase student achievement.</p> <p>Staff Responsible for Monitoring: Classroom teachers, principal, and assistant principal.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Manipulatives and reading materials - 211 Title I - 211-11-6399-00-105-99-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	✗	✗	
Strategy 2 Details	Reviews			
<p>Strategy 2: Meet with groups in math and reading vertically to aligned practices to standards and progressions.</p> <p>Strategy's Expected Result/Impact: There will be two vertical meetings per semester to increase student achievement and staff understanding of the progressions of the standards.</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 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	✗	✗	

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor a school-wide progress monitoring system to track each student in the essential standards. Strategy's Expected Result/Impact: In depth data of where students need support. Staff Responsible for Monitoring: Principal and assistant principal.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Include independent reading time in the master schedule to increase reading stamina. . Strategy's Expected Result/Impact: Move readers up levels, increase comprehension, and decoding of text. Staff Responsible for Monitoring: Classroom teachers, principal, and assistant principal.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Raz-Kids - 211 Title I - 211-11-6299-00-105-99-000 - \$3,000, Newsela - 211 Title I - 211-11-6299-00-105-99-000 - \$3,000, Books for reading classes - 211 Title I - 211-11-6329-00-105-99-000 - \$4,164</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize instructional coaches to support teachers in unpacking standards, creating common assessments, and providing feedback to teacher's delivery of instruction. Strategy's Expected Result/Impact: Increase student levels of mastery in essential standards. Staff Responsible for Monitoring: Principal and assistant principal.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2 Funding Sources: Instructional coach - 211 Title I - 211-11-6119-00-105-30-000 - \$90,959</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide supplemental programs and services including: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, and Emergent Bilingual Support.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and state and local assessments</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplemental support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$181,900</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: The number of students in dyslexia, special services such as SPED and gifted and talented have increased from prior years. Root Cause: Students were under identified.</p> <p>Problem Statement 2: 71% of our students are considered at-risk. Our at-risk percentage is higher than the state and district. Root Cause: Students can be classified at-risk for various indicators. One of the indicators that 62% of our students meet to be at-risk is the emergent bilingual indicator.</p>
Student Learning
<p>Problem Statement 1: Not all subjects and grade levels are at the 50% of met projected growth goal in MAP reading, math, and science. Root Cause: 1) Analyze MAP continuum, align it to instruction, and track progress. 2) Lesson plans and activities must match the standards assessed and be of the assessment's rigor. 3) Backward design is an area to revisit to understand the measuring tools. 4) Students need to do goal setting to understand their data and set goals.</p> <p>Problem Statement 2: 100% of the students are not reading on grade level K-5. Root Cause: 1) Reading comprehension is an area that could keep students behind. 2) Students are not fluent in decoding text. 3) Pre-teaching vocabulary might not be consistent.</p>



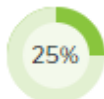






Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By Fall 2023, 100% of math, reading, writing, and science teachers will establish systems of backwards design to deliver instruction with the end in mind.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Unpack standards, develop school common assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop common assessments for math, reading, writing, and science through the unpacking of standards. Strategy's Expected Result/Impact: Increase students achievement in formative and summative assessments. Staff Responsible for Monitoring: Principal, assistant principal, and instructional coaches.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: Books and other resources needed to support unpacking of standards. - 211 Title I - 211-13-6329-00-105-99-000 - \$681, Headphones for assessments - 211 Title I - 211-11-6395-00-105-99-000 - \$319</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide student with high-interest books in their classroom library. Strategy's Expected Result/Impact: Improve reading levels Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: - 211 Title I - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

Demographics

Problem Statement 2: 71% of our students are considered at-risk. Our at-risk percentage is higher than the state and district. **Root Cause:** Students can be classified at-risk for various indicators. One of the indicators that 62% of our students meet to be at-risk is the emergent bilingual indicator.










Student Learning

Problem Statement 1: Not all subjects and grade levels are at the 50% of met projected growth goal in MAP reading, math, and science. **Root Cause:** 1) Analyze MAP continuum, align it to instruction, and track progress. 2) Lesson plans and activities must match the standards assessed and be of the assessment's rigor. 3) Backward design is an area to revisit to understand the measuring tools. 4) Students need to do goal setting to understand their data and set goals.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By Spring 2024, the percentage of students who meet their yearly growth in MAP K-5 math will increase from by 10% from the previous spring growth results.

Evaluation Data Sources: BOY, MOY, and EOY MAP math, formative and summative assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build in time for math fluency and calendar math within the master schedule and each teacher schedule. Strategy's Expected Result/Impact: Increase numerical fluency to improve student learning. Staff Responsible for Monitoring: Principal, assistant principal, math coach.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Track various data points: attendance, parent meetings, engaging learners, teacher observing other teachers, emphasize accountable talk, and utilize instructional coaches. Strategy's Expected Result/Impact: Increase in student achievement in formative and summative math assessments. Staff Responsible for Monitoring: Principal, math coach.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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: 71% of our students are considered at-risk. Our at-risk percentage is higher than the state and district. Root Cause: Students can be classified at-risk for various indicators. One of the indicators that 62% of our students meet to be at-risk is the emergent bilingual indicator.</p>








Student Learning

Problem Statement 1: Not all subjects and grade levels are at the 50% of met projected growth goal in MAP reading, math, and science. **Root Cause:** 1) Analyze MAP continuum, align it to instruction, and track progress. 2) Lesson plans and activities must match the standards assessed and be of the assessment's rigor. 3) Backward design is an area to revisit to understand the measuring tools. 4) Students need to do goal setting to understand their data and set goals.

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

Goal 1: By May 2023, 100% of students will be trained in digital citizenship, bullying, and receive all guidance lessons.

Evaluation Data Sources: Guidance lessons, scheduled lessons.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide lessons on digital citizenship through counseling and library time</p> <p>Strategy's Expected Result/Impact: Decrease incidents related to inappropriate technology use. Decrease number of office referrals related to bullying and unkind behavior.</p> <p>Staff Responsible for Monitoring: Media specialist, counselor, and principal.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Morning and afternoon meetings must be at the core of relationship building. Root Cause: 1) Support staff with morning meeting ideas. 2) Add SEL to master calendar. 3) Focus on relationship at the beginning of the school year and provide professional development to staff to embed SEL throughout the day rather than separating it from the school day. 4) Provide opportunities for students to interact positively at all times of the day including recess.</p>

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

Goal 2: By May 2023, 100% of CFB ISD required drills will be conducted, monitored, and reviewed for improvements during the safety committee meeting.









Evaluation Data Sources: Safety Committee feedback, safety and security documentation, Crisis Team Agenda, communication logs with security department and all other departments involved.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a beginning of the year training, mid year training, and end of year training on safety and security protocols in addition to reviewing them before conducting drills.</p> <p>Strategy's Expected Result/Impact: 100% of the staff understands their roles during a drill and in case of an emergency.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, and security officer.</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 3: By December 2023, we will have two hold, secure, lockdown, and shelter-in-place drills without giving notice to the staff to support emergency preparation systems.










Evaluation Data Sources: Notes from drills, safety team meeting notes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Train staff and parents on safety protocols. Strategy's Expected Result/Impact: Both parents and staff are aware of safety protocols. Staff Responsible for Monitoring: Principal, assistant principal, and security officer.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct unannounced monthly drills. Strategy's Expected Result/Impact: Teachers and students will be prepared for different types of safety situations. Staff Responsible for Monitoring: Principal, assistant principal, and security officer.</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 Fall 2023, 100% of families will have the opportunity to learn about character development through the learner profile and house system.

Evaluation Data Sources: Beginning of the year meetings, parent weekly newsletter, parent workshops, sign-in sheets.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase parent knowledge and involvement about the learner profile and the House System through monthly school programs, parent meetings, parent weekly newsletters.</p> <p>Strategy's Expected Result/Impact: Increase parent understanding of the importance of character development and social-emotional learning.</p> <p>Staff Responsible for Monitoring: Social-Emotional Learning Leadership Team, principal, and assistant principal.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 35%	 40%		
Strategy 2 Details	Reviews			
<p>Strategy 2: Spotlight the learner profile at each month in the bulletin board and share with parents via Parent weekly newsletter- select two students from each grade level.</p> <p>Strategy's Expected Result/Impact: Positive culture through student recognition.</p> <p>Staff Responsible for Monitoring: Classroom teachers, principal, and assistant principal.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	 35%	 100%	 100%	
<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:

School Processes & Programs

Problem Statement 2: Morning and afternoon meetings must be at the core of relationship building. **Root Cause:** 1) Support staff with morning meeting ideas. 2) Add SEL to master calendar. 3) Focus on relationship at the beginning of the school year and provide professional development to staff to embed SEL throughout the day rather than separating it from the school day. 4) Provide opportunities for students to interact positively at all times of the day including recess.







Perceptions

Problem Statement 1: 61% of the students are excited to participate in class. **Root Cause:** 1) Levels of questions. 2) Lack of opportunity for all students to participate.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By December 2023, 100% of parents will be given the opportunity to learn about bullying, arguing, and fighting.



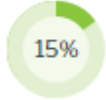






Evaluation Data Sources: Parents understanding of reporting bullying incidents. Parent, staff, and student surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parents with a behavior parameter chart of possible conflicts and actions that can be taken for each conflict.</p> <p>Strategy's Expected Result/Impact: Parents and students are aware of expectations and ways to get help from the school.</p> <p>Staff Responsible for Monitoring: Teachers, principal, and assistant principal.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	 100%	 100%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Guiding Objective 3: Optimize Community Engagement

Goal 3: By May 2023, the school will provide four parent workshops to support student learning at home to increase number fluency and reading comprehension.

Evaluation Data Sources: Sign-in sheets, strategies provided to parents.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parent with workshops in reading, math, social-emotional development, and technology usage at the beginning of the year and at least three more times in the school year.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and engagement in school.</p> <p>Staff Responsible for Monitoring: Parent liaison, principal and assistant principal.</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, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize parent liaison to provide parent workshops on strategies to support student learning at home in number fluency and reading comprehension.</p> <p>Strategy's Expected Result/Impact: Increase number fluency and reading comprehension that will impact students understanding of math word problems and comprehension questions in running records.</p> <p>Staff Responsible for Monitoring: Principal and assistant principal.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Parent Liaison - 211 Title I - 211-61-6129-00-105-30-000 - \$29,827</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 3 Problem Statements:

Demographics

Problem Statement 2: 71% of our students are considered at-risk. Our at-risk percentage is higher than the state and district. **Root Cause:** Students can be classified at-risk for various indicators. One of the indicators that 62% of our students meet to be at-risk is the emergent bilingual indicator.

Student Learning

Problem Statement 1: Not all subjects and grade levels are at the 50% of met projected growth goal in MAP reading, math, and science. **Root Cause:** 1) Analyze MAP continuum, align it to instruction, and track progress. 2) Lesson plans and activities must match the standards assessed and be of the assessment's rigor. 3) Backward design is an area to revisit to understand the measuring tools. 4) Students need to do goal setting to understand their data and set goals.

Problem Statement 2: 100% of the students are not reading on grade level K-5. **Root Cause:** 1) Reading comprehension is an area that could keep students behind. 2) Students are not fluent in decoding text. 3) Pre-teaching vocabulary might not be consistent.








School Processes & Programs

Problem Statement 2: Morning and afternoon meetings must be at the core of relationship building. **Root Cause:** 1) Support staff with morning meeting ideas. 2) Add SEL to master calendar. 3) Focus on relationship at the beginning of the school year and provide professional development to staff to embed SEL throughout the day rather than separating it from the school day. 4) Provide opportunities for students to interact positively at all times of the day including recess.

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

Goal 1: By December 2023, 100% of the students and staff participate in the house system that is driven by the IB learner profile.

Evaluation Data Sources: Students understanding of the learner profile, students belong to a house and take part in house meetings, and school pep rallies.







Strategy 1 Details	Reviews			
<p>Strategy 1: Focus on character development through the IB learner profile during house meetings.</p> <p>Strategy's Expected Result/Impact: Students are supported in their social-emotional learning through their house system.</p> <p>Staff Responsible for Monitoring: Classroom teachers, counselor, and principal.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Professional Development on the House System- Ron Clark Academy - 211 Title I - 211-13-6411-00-105-99-000 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 2: By December 2023, 100% of the students will follow our five essential rules across the building.

Evaluation Data Sources: Our students will display the following behaviors throughout the building to support a positive culture:







- 1) Respond to an adult when spoken to.
- 2) After dining in the cafeteria or elsewhere, be responsible for your trash.
- 3) Always say thank you when given something.
- 4) Congratulate classmates.
- 5) Never cut in line.

Strategy 1 Details	Reviews			
<p>Strategy 1: Emphasize the five essentials each day. We will also remind students of our essential five through our Gator News Network.</p> <p>Strategy's Expected Result/Impact: A positive school culture with respectful behaviors.</p> <p>Staff Responsible for Monitoring: Classroom teachers and administrators.</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>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 40%		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 3: By May 2023, 100% of the staff will follow the behavior parameter plan established by the Social-Emotional Leadership Team to provide consistency in social-emotional learning and academic learning for all students.








Evaluation Data Sources: Behavior parameters plan, surveys, SEL Leadership Meeting agendas and minutes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Follow a behavior parameter plan to support students' social-emotional learning and academic learning for all students.</p> <p>Strategy's Expected Result/Impact: Consistency throughout the building in steps to follow when students need social-emotional support.</p> <p>Staff Responsible for Monitoring: Classroom teachers and administrators.</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, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Follow behavior parameter plan at recess and in the classroom for students to collaborate while building a positive culture through student interaction at recess.</p> <p>Strategy's Expected Result/Impact: Increase in positive culture and student interactions when using recess equipment.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Recess Equipment - 211 Title I - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Goal 4: By December 2023, 100% of classroom teachers will have morning and afternoon meetings each day for five to ten minutes to provide students an opportunity to share about their daily life and support their social-emotional development.

Evaluation Data Sources: Classrooms holding morning and afternoon meetings at the beginning of their classes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Host morning and afternoon meetings (for departmentalized grades) to support students' social-emotional learning.</p> <p>Strategy's Expected Result/Impact: Student engagement, relationship building, increase academic achievement.</p> <p>Staff Responsible for Monitoring: Classroom teachers.</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, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Goal 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Morning and afternoon meetings must be at the core of relationship building. Root Cause: 1) Support staff with morning meeting ideas. 2) Add SEL to master calendar. 3) Focus on relationship at the beginning of the school year and provide professional development to staff to embed SEL throughout the day rather than separating it from the school day. 4) Provide opportunities for students to interact positively at all times of the day including recess.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 1: By December 2023, 100% of staff will be given an opportunity to be part of a committee that drives decision-making for the campus









Evaluation Data Sources: Committee agenda, meeting notes, surveys, and next steps

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish committees to support staff leadership development and voice. Strategy's Expected Result/Impact: Staff retention, positive climate, increase staff input in decision-making. Staff Responsible for Monitoring: Principal and assistant principal.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Professional Development Books on Leadership - 211 Title I - 211-13-6329-00-105-99-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2023, we will retain 80% of the staff.

Evaluation Data Sources: School developed surveys, Upbeat Survey, leadership teams input.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff with quarterly surveys (October, December, February, April/May), and do grade level check-ins every two months.</p> <p>Strategy's Expected Result/Impact: Staff retention, positive culture, instruction delivery, Staff Responsible for Monitoring: Principal and assistant principal.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: School administrators will attend professional development for continuous improvement in systems, culture, and instruction to support staff retention and development.</p> <p>Strategy's Expected Result/Impact: Retain 90% of the staff. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Perceptions 1 Funding Sources: Professional Development - 211 Title I - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2 Problem Statements:

Perceptions

Problem Statement 1: 61% of the students are excited to participate in class. **Root Cause:** 1) Levels of questions. 2) Lack of opportunity for all students to participate.

State Compensatory

Budget for Good Elementary

Total SCE Funds: \$181,900.00

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 Support, 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 Good'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

Good'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	Agueda Paredes	Principal
Administrator	Kelly Calvery	Assistant Principal
Classroom Teacher	Angelica Gamez	PreK Teacher
Classroom Teacher	Rosie Venegas	Kinder Teacher
Classroom Teacher	Kayli Carlton	1st Grade Teacher
Classroom Teacher	Eva Crawford	2nd Grade Teacher
Classroom Teacher	Soo Bin Lee	3rd Grade Teacher
Classroom Teacher	Nydia Chavarria	4th Grade Teacher
Classroom Teacher	Tarah Jones	5th Grade Teacher
Non-classroom Professional	Gabriela Retana	ESSER Teacher
Non-classroom Professional	Raquel Correa	ESSER Teacher
Classroom Teacher	Nohely Venegas	SPED Teacher
Non-classroom Professional	Janine Drake	Dyslexia Interventionist
Non-classroom Professional	Glori Vela	Librarian
Parent	Dolores Abousaid	Parent
Community Representative	Beth Banning	Northside Baptist Church
Parent	Maria Trichell	Parent
Parent	Elizabeth Varilla	Parent
Business Representative	Kaitlin Watson	i9Sports