

Carrollton-Farmers Branch Independent School District

Central Elementary

2024-2025 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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	11
Perceptions	12

Priority Problem Statements	14
Guiding Objectives	16
Guiding Objective 1: Optimize Engaging and Diverse Learning	16
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	27
Guiding Objective 3: Optimize Community Engagement	29
Guiding Objective 4: Optimize Social and Emotional Health of all students	33
Guiding Objective 5: Optimize All Available Resources	37
State Compensatory	44
Budget for Central Elementary	44
Title I - Previous	45
1.1: Comprehensive Needs Assessment	45
2.1: Campus Improvement Plan developed with appropriate stakeholders	45
2.2: Regular monitoring and revision	45
2.3: Available to parents and community in an understandable format and language	45
2.4: Opportunities for all children to meet State standards	45
2.5: Increased learning time and well-rounded education	45
2.6: Address needs of all students, particularly at-risk	45
3.1: Annually evaluate the schoolwide plan	45
4.1: Develop and distribute Parent and Family Engagement Policy	46
4.2: Offer flexible number of parent involvement meetings	46
Title I - Updated	46
Campus Improvement Committee	47
Policies, Procedures, and Requirements	48

Comprehensive Needs Assessment

Revised/Approved: May 15, 2024

Demographics

Demographics Summary

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

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

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

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

Student Demographics

Gender:

Female- 227 = 49%

Male- 234 = 51%

Ethnicity:

Hispanic-Latino - 430= 93%

Race:

American Indian-Alaskan Native - 1 = .22%

Asian - 3 = .65%

Black-African American - 17 = 3.69%

White - 8 =1.74%

Two or More - 2 = .43%

Student program

Dyslexia: 24 = 5%

Gifted and Talented: 32 = 7%

Section 504: 5 = 1%

Special Education: 106 = 23%

Bilingual/ESL

Emergent Bilingual (EB): 350 = 76%

Bilingual: 194 = 42%

English as a Second Language (ESL): 29 = 6%

Alternative Bilingual Language Program: 90 = 20%

Alternative ESL Language Program: 35 = 8%

Student Indicators

At- Risk: 384 = 83%

Immigrant: 50 = 11%

Transfer in Students: 10 = 2%

Economic Disadvantage

Economic Disadvantage Total: 431 = 94%

Free meals: 365 = 79%

Reduced-Price Meals: 64 = 14%

Other Economic Disadvantage: 2 = .43%

Homeless and Unaccompanied Youth

Homeless Status Total - 4 .87%

Doubled up: 3 = .65%

Not Unaccompanied Youth: 4 = .87%

Demographics Strengths

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

- * goal setting
- * organization within binders, color coding dividers, folders and spirals
- * agendas for students to write their homework and teachers can attach information for parents
- * culture - to build the necessary skills to become a well educated citizen:
 - properly walk in the hallway
 - respect school properly
 - responsible use facilities on campus
 - growth mindset
 - celebrate hard work through award celebrations each 9 weeks

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

- [Ignite Pre-K Academy](#) Mathematics, science, social studies, and language arts are integrated to provide students with real-life opportunities to read, write, and problem solve.
- [Pre-school Program for Children with Disabilities \(PPCD\)](#), to serve qualifying 3, 4 and 5-year-old's with special needs with the modified curriculum in a full-day program.
- [Academic Creative Education \(ACE\)](#), to serve students identified as Gifted and Talented.
- [Speech and Language Therapy](#) for qualifying students with a speech or language disorder.
- Wide Variety Of Enrichment Programs which teaches character traits and supports students' physical, emotional, and social needs.
- [AVID](#) skills to scaffolded support that educators and students need to encourage college and career readiness and success. With AVID, school educators have the flexibility to start small and can deepen AVID's impact on their campus over time.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 64%of our students are economically disadvantaged and approached on the state assessment but fail to master at their grade level.

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

Student Learning

Student Learning Summary

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

NWEA MAP Student Growth

Kindergarten:

Percentage of Students Who Met Growth Projection Math: 66%

Percentage of Students Who Met Growth Projection Reading: 26%

Percentage of Students Who Met Growth Projection Reading Spanish: 58%

Reading Levels:

DNM - 37%

Approaches - 25%

Meet - 15%

Masters - 16%

First grade:

Percentage of Students Who Met Growth Projection Math: 26%

Percentage of Students Who Met Growth Projection Reading: 21%

Percentage of Students Who Met Growth Projection Reading Spanish: 36%

Reading Levels:

DNM - 51%

Approaches - 3%

Meet - 25%

Masters - 12%

Second grade:

Percentage of Students Who Met Growth Projection Math: 54%

Percentage of Students Who Met Growth Projection Reading: 59%

Percentage of Students Who Met Growth Projection Reading Spanish: 39%

Reading Levels:

DNM - 56%

Approaches - 17%

Meet - 18%

Masters - 11%

Third grade:

Percentage of Students Who Met Growth Projection Math: 51%

Percentage of Students Who Met Growth Projection Reading: 53%

Percentage of Students Who Met Growth Projection Reading Spanish: 57%

Reading Levels:

DNM - 57%

Approaches - 13%

Meet - 19%

Masters - 8%

Fourth grade:

Percentage of Students Who Met Growth Projection Math: 45%

Percentage of Students Who Met Growth Projection Reading: 27%

Percentage of Students Who Met Growth Projection Reading Spanish: 27%

Percentage of Students Who Met Growth Projection Science: 51%

Reading Levels:

DNM - 85%

Approaches - 12%

Meet - 3%

Masters - 0%

Fifth grade:

Percentage of Students Who Met Growth Projection Math: 35%

Percentage of Students Who Met Growth Projection Reading: 33%

Percentage of Students Who Met Growth Projection Reading Spanish: 55%

Percentage of Students Who Met Growth Projection Science: 37%

Reading Levels:

DNM - 60%

Approaches - 6%

Meet - 6%

Masters - 19%

STAAR Performance - Grades Combined = Math

Academic Readiness - Did not Meet - 36%

Academic Readiness - Approaches - 64%

Academic Readiness - Meets - 33%

Academic Readiness - Masters - 10%

STAAR Performance - Grades Combined = Reading

Academic Readiness - Did not Meet - 36%

Academic Readiness - Approaches - 64%

Academic Readiness - Meets - 38%

Academic Readiness - Masters - 17%

STAAR Performance - Grades Combined = Science

Academic Readiness - Did not Meet - 64%

Academic Readiness - Approaches - 36%

Academic Readiness - Meets - 8%

Academic Readiness - Masters - 1%

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 40% of our EL/EB & 69% Special Education students failed to reach the approaches reading level on the state assessment at their grade level.

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

Problem Statement 2 (Prioritized): 64% of our economically disadvantage students reach the approaches level on the state assessment but failed to master math at their grade level.

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

Problem Statement 3 (Prioritized): 64% of all students in reading and math reached the approaches level on the state assessment but failed to master the grade level curriculum.

Root Cause: Students struggle with attaining and retaining grade level academic skills to comprehend the content essential standards.

Problem Statement 4 (Prioritized): 22 of our 350 EL/EB student qualified for reclassification on TELPAS.

Root Cause: Teachers lack instructional strategies for supporting EL/EB students.

School Processes & Programs

School Processes & Programs Summary

Our support staff team provides effective mentoring and works with teachers on how to plan, execute, and evaluate instruction from the provided district curriculum. An updated Data Driven Instructional process has ensured teachers focus on essential TEKS, student data and develop an action plan.

Staff focuses on the instructional practices for all students at high levels of achievement. Teachers are better able to meet the demands of changing student needs due to the consistent support from administrator and the instructional content specialist team. Shifts to higher rigor of instruction are seen throughout the year while collaboration with teams during PLC-content planning meetings.

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 65% of the students believe teachers set high academic expectations for them.

Root Cause: Students are provided with limited activities that allow them to collaborate and communicate with their peers.

Problem Statement 2 (Prioritized): 53% of staff have 1- 10 years of experience which limits the depth of content knowledge and limits opportunity to increase rigor in all that is taught.

Root Cause: Time and experience for staff to professional grown their craft.

Perceptions

Perceptions Summary

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

Attendance data based on 6 weeks reporting criteria for the 2023-2024 school year

1st six weeks: 96%

2nd six weeks: 94%

3rd six weeks: 94%

4th six weeks: 92%

5th six weeks: 94%

6th six weeks: 95%

Panorama Survey: Student feedback on Central

School Belonging: 70%

School Safety: 60%

Positive Classroom Teacher-Student Relationships: 74%

Perceptions Strengths

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

Motto: Dream It, Believe It, Achieve It!

Mission Statement: Every minute of every day we are here to inspire, challenge and educate all!

Central AVID Vision: At Central we provide every student with the tools and structure needed to be prepared for their future by enhancing their leadership skills and values that develop successful citizens.

Teachers meet routinely to discuss instructional practices and data along with planning. Staff uses the dedicated PLT time to review data and plan for reteach and extension to meets the individual needs of students. Intervention and extension time is also built into classroom schedules so that all students are provided with appropriate differentiation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 27% of our students don't believe their teacher take time to make sure they are understanding the curriculum that they are being taught.

Root Cause: Students are not feeling apart of the learning community by their teacher due to lack of continuous individualized support.

Priority Problem Statements

Problem Statement 1: 64% of our students are economically disadvantaged and approached on the state assessment but fail to master at their grade level.

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

Problem Statement 1 Areas: Demographics

Problem Statement 2: 40% of our EL/EB & 69% Special Education students failed to reach the approaches reading level on the state assessment at their grade level.

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

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 64% of our economically disadvantaged students reach the approaches level on the state assessment but failed to master math at their grade level.

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

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 65% of the students believe teachers set high academic expectations for them.

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

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 27% of our students don't believe their teacher takes time to make sure they are understanding the curriculum that they are being taught.

Root Cause 5: Students are not feeling apart of the learning community by their teacher due to lack of continuous individualized support.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: 64% of all students in reading and math reached the approaches level on the state assessment but failed to master the grade level curriculum.

Root Cause 6: Students struggle with attaining and retaining grade level academic skills to comprehend the content essential standards.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 22 of our 350 EL/EB student qualified for reclassification on TELPAS.

Root Cause 7: Teachers lack instructional strategies for supporting EL/EB students.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 53% of staff have 1- 10 years of experience which limits the depth of content knowledge and limits opportunity to increase rigor in all that is taught.

Root Cause 8: Time and experience for staff to professional grow their craft.

Problem Statement 8 Areas: School Processes & Programs

Guiding Objectives







Revised/Approved: August 7, 2024










Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2025, 50% of our students will meet their projected growth with consistent intentional support by our Central staff.

High Priority

Evaluation Data Sources: Achievement rate will increase on MAP

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

Strategy 3 Details	Reviews			
Strategy 3: Purchase RazKids licenses by Aug. 2024 to utilize as an online reading program to improve reading achievement. Strategy's Expected Result/Impact: Increase Reading Levels Staff Responsible for Monitoring: Administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Purchase RazKid licenses for the campus - 211 Title I - 211-11-6299-00-103-99-000 - \$4,500	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Invite PK - 2nd grades to Saturday Cub Camp in April & May to ensure learning gaps are attended too prior to the 2025-26 school year. Strategy's Expected Result/Impact: Students increase Math and Reading level BOY MAP Data Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Central Cub Camp to provide summer instruction. Pay staff and materials/supplies - 211 Title I - 211-11-6117-00-103-30-000 - \$7,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Purchase Newsela licenses for teachers to access appropriate leveled articles and current topics to engage the readers. Strategy's Expected Result/Impact: Academic data/benchmarks Up Beat data Panorama data Staff Responsible for Monitoring: Administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: 64%of our students are economically disadvantaged and approached on the state assessment but fail to master at their grade level. Root Cause: Students have academic gaps in their learning due absences and misconceptions in foundational skills.
Student Learning
Problem Statement 1: 40% of our EL/EB & 69% Special Education students failed to reach the approaches reading level on the state assessment at their grade level. Root Cause: Students struggle with attaining phonological awareness and academic vocabulary which in turn affects their comprehension of what they read.
Problem Statement 2: 64% of our economically disadvantage students reach the approaches level on the state assessment but failed to master math at their grade level. Root Cause: Students struggle with attaining academic vocabulary which in turn affects their comprehension of math processes.
School Processes & Programs
Problem Statement 1: 65% of the students believe teachers set high academic expectations for them. Root Cause: Students are provided with limited activities that allow them to collaborate and communicate with their peers.
Perceptions
Problem Statement 1: 27% of our students don't believe their teacher take time to make sure they are understanding the curriculum that they are being taught. Root Cause: Students are not feeling apart of the learning community by their teacher due to lack of continuous individualized support.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2025, 100% of our Central Staff will receive training and support from Advanced Academic Services pertaining to our Gifted and Talented students.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with professional development on student looks for regarding identification and extension support within the classroom. Strategy's Expected Result/Impact: Increase GT percentage as a campus Staff Responsible for Monitoring: Counselor and Principal ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 50%	<div><div></div></div> 75%	<div><div></div></div> 100%	
Strategy 2 Details	Reviews			
Strategy 2: Provide two in-school field trips to specifically serve the GT students. Strategy's Expected Result/Impact: Overall curriculum experience Staff Responsible for Monitoring: Counselor and Principal ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A	<div><div></div></div> 50%	<div><div></div></div> 100%	
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 2 Problem Statements:

Demographics
Problem Statement 1: 64%of our students are economically disadvantaged and approached on the state assessment but fail to master at their grade level. Root Cause: Students have academic gaps in their learning due absences and misconceptions in foundational skills.

Perceptions











Problem Statement 1: 27% of our students don't believe their teacher take time to make sure they are understanding the curriculum that they are being taught. **Root Cause:** Students are not feeling apart of the learning community by their teacher due to lack of continuous individualized support.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2025 Central staff will receive on going PD on language development to support best instructional practices for our English language learners, leading to an increase of 25% of our students who will reclassify.

High Priority

Evaluation Data Sources: TELPAS data

Strategy 1 Details	Reviews			
Strategy 1: Provide staff with specific skills and supplement items to assist in monitoring and providing curriculum pertaining to speaking, listening, writing and reading progress of students. Strategy's Expected Result/Impact: Check points utilized within classroom walkthroughs Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide a refresher PD training from the book 7 steps to a Language-Rich Interactive Classroom. Strategy's Expected Result/Impact: Check points utilized within classroom walkthroughs Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy Problem Statements: Student Learning 4	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3 Problem Statements:

Student Learning

Problem Statement 1: 40% of our EL/EB & 69% Special Education students failed to reach the approaches reading level on the state assessment at their grade level. **Root Cause:** Students struggle with attaining phonological awareness and academic vocabulary which in turn affects their comprehension of what they read.







Problem Statement 4: 22 of our 350 EL/EB student qualified for reclassification on TELPAS. **Root Cause:** Teachers lack instructional strategies for supporting EL/EB students.







Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By October 2024 Central staff will understand how social emotional skills impacts teaching and learning for 100% of our students.

High Priority

Evaluation Data Sources: Panorama data

Strategy 1 Details	Reviews			
Strategy 1: Provide expectations on what to do when teachers are struggling with students behavior. Strategy's Expected Result/Impact: Panorama & Upbeat data Staff Responsible for Monitoring: Counselor and Assistant Principal ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Purchase LivSchool for Central staff to use as a platform to provide a reward system to motivate students. Strategy's Expected Result/Impact: Panorama data. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: LivSchool Platform - 211 Title I - 211-11-6299-00-103-99-000 - \$4,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide Kinder through 2nd grade students with early intervention pertaining to foundational skills. Strategy's Expected Result/Impact: Academic data/benchmark Up Beat data Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Pay teachers for extra time - 211 Title I - 211-11-6117-00-103-30-000 - \$800	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4 Problem Statements:

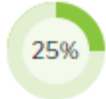


Demographics
Problem Statement 1: 64%of our students are economically disadvantaged and approached on the state assessment but fail to master at their grade level. Root Cause: Students have academic gaps in their learning due absences and misconceptions in foundational skills.
Student Learning
Problem Statement 1: 40% of our EL/EB & 69% Special Education students failed to reach the approaches reading level on the state assessment at their grade level. Root Cause: Students struggle with attaining phonological awareness and academic vocabulary which in turn affects their comprehension of what they read.
School Processes & Programs
Problem Statement 1: 65% of the students believe teachers set high academic expectations for them. Root Cause: Students are provided with limited activities that allow them to collaborate and communicate with their peers.
Perceptions
Problem Statement 1: 27% of our students don't believe their teacher take time to make sure they are understanding the curriculum that they are being taught. Root Cause: Students are not feeling apart of the learning community by their teacher due to lack of continuous individualized support.











Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By May 2025, provide 50% of our staff with professional development and resources too increase depth of content knowledge and rigorous lessons within the classroom.

High Priority

Evaluation Data Sources: MAP & STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Administration will attend the Rock'n Review Conference offered by Lead4ward. Strategy's Expected Result/Impact: Provide 3rd-5th grade staff with update on any new topics from Rock'n Review Staff Responsible for Monitoring: Administration ESF Levers: Lever 5: Effective Instruction Funding Sources: Registration for Rock'n Review Conference - 211 Title I - 211-13-6411-00-103-99-000 - \$692	Formative			Summative
	Oct	Jan	Mar	June
	N/A	✗	✗	
Strategy 2 Details	Reviews			
Strategy 2: Attend professional development that will enhance instructional knowledge and increase overall student achievement. Strategy's Expected Result/Impact: Reading level data DCFA math data STAAR data Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Out of district PD - 211 Title I - 211-13-6411-00-103-99-000 - \$800	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide supplemental support and resources including: state assessment remediation, PreK-3rd Readiness Skill Tutorials, Core-Subject Small Group Instruction, and Emergent Bilingual Support. Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments Staff Responsible for Monitoring: Administration, Instructional Staff Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Supplemental support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$181,000, Supplemental resources - 211 Title I - 211-11-6399-00-103-99-000 - \$4,200	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Content coach will support teachers with curriculum by providing unit studies, PD on curriculum and data analysis. Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments. Staff Responsible for Monitoring: Principal Title I: 2.4 Problem Statements: Demographics 1 Funding Sources: Title I Instructional Coach - 211 Title I - 211-13-6119-00-103-30-000 - \$96,758	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5 Problem Statements:

Demographics
Problem Statement 1: 64%of our students are economically disadvantaged and approached on the state assessment but fail to master at their grade level. Root Cause: Students have academic gaps in their learning due absences and misconceptions in foundational skills.

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











Goal 1: By May 2025 provide PD to Central staff on the various drills the district has designated as well as complete 100% of the required security and safety drills established.

High Priority

Evaluation Data Sources: Drill Schedule

PD security schedule

Raptor reports

Strategy 1 Details	Reviews			
Strategy 1: Lead staff in PD's regarding safety and security; SRP booklet and Raptor. Strategy's Expected Result/Impact: Upbeat data Raptor reports Staff Responsible for Monitoring: Security officer and administration ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure the campus is set up for success each and everyday for our students, staff and community by ensuring facilities are at a status of 100% pertaining to safety and up keep. Strategy's Expected Result/Impact: Campus is adequately cared for throughout the year Staff Responsible for Monitoring: Secretary and Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: 40% of our EL/EB & 69% Special Education students failed to reach the approaches reading level on the state assessment at their grade level. **Root Cause:** Students struggle with attaining phonological awareness and academic vocabulary which in turn affects their comprehension of what they read.

Perceptions

Problem Statement 1: 27% of our students don't believe their teacher take time to make sure they are understanding the curriculum that they are being taught. **Root Cause:** Students are not feeling apart of the learning community by their teacher due to lack of continuous individualized support.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2025 we will provide 25% of our at-risk students mentors to support the social, emotional and learning.











High Priority

Evaluation Data Sources: At-Risk data

STAAR data

Reading level data

Panorama data

Strategy 1 Details	Reviews			
Strategy 1: Partner with Communities in School to meet students' needs. Strategy's Expected Result/Impact: Academic data Panorama data Staff Responsible for Monitoring: CIS coordinator and Leadership team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Partner with Mosaic Family Services and our counselor to provide life skill curriculum sessions to 3rd-5th at risk students. Strategy's Expected Result/Impact: Academic Data Panorama Data Staff Responsible for Monitoring: Counselor and Administration ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:









Student Learning
Problem Statement 1: 40% of our EL/EB & 69% Special Education students failed to reach the approaches reading level on the state assessment at their grade level. Root Cause: Students struggle with attaining phonological awareness and academic vocabulary which in turn affects their comprehension of what they read.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2025 we will invite 100% of our school community to engage and provide hands on events that are relevant to the skills being learned through AVID strategies.

High Priority

Evaluation Data Sources: Academic data
Up Beat data

Strategy 1 Details	Reviews			
Strategy 1: Provide parents with learning and resources based on specific standards that will assist in practicing academic skills at home. Strategy's Expected Result/Impact: Academic data Up Beat Data Staff Responsible for Monitoring: Administration and content coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Academic resources to send home with students for parent involvement - 211 Title I - 211-61-6399-00-103-99-000 - \$1,300	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Provide bi-monthly parent meetings pertaining to relevant information about the campus by May 2025. Strategy's Expected Result/Impact: Up Beat Data Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 2 Problem Statements:

Demographics
Problem Statement 1: 64%of our students are economically disadvantaged and approached on the state assessment but fail to master at their grade level. Root Cause: Students have academic gaps in their learning due absences and misconceptions in foundational skills.
Student Learning
Problem Statement 1: 40% of our EL/EB & 69% Special Education students failed to reach the approaches reading level on the state assessment at their grade level. Root Cause: Students struggle with attaining phonological awareness and academic vocabulary which in turn affects their comprehension of what they read.
School Processes & Programs
Problem Statement 1: 65% of the students believe teachers set high academic expectations for them. Root Cause: Students are provided with limited activities that allow them to collaborate and communicate with their peers.

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

Goal 1: By May 2025 administration will conduct 3rd-5th grade forums to seek out student voice on school climate, learning and classroom expectations to increase oral language to 65% on the panorama survey.

High Priority
Evaluation Data Sources: Panorama and Up Beat Data

Strategy 1 Details	Reviews			
Strategy 1: Conduct grade level forums for 3rd-5th grade students at the beginning, middle and end of the year. Strategy's Expected Result/Impact: EOY 2024 Panorama data and informal google student survey Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: 40% of our EL/EB & 69% Special Education students failed to reach the approaches reading level on the state assessment at their grade level. Root Cause: Students struggle with attaining phonological awareness and academic vocabulary which in turn affects their comprehension of what they read.

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











Goal 2: By May 2025 we will motivate 100% of our students to follow our 8 Cub Character traits that are align to our AVID Promise.

High Priority

Evaluation Data Sources: Up Beat data

Panorama data

Academic data and benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Celebrate students academic success by sharing their name on announcements, posting their picture our Cub Celebration and providing an incentive. Strategy's Expected Result/Impact: Academic data and benchmark Panorama data Up beat data Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 2 Funding Sources: Purchase incentives for students - 211 Title I - 211-11-6399-00-103-99-000 - \$600	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Celebrate students character traits by sharing their name on announcements and providing them with a book from our book vending machine each week. Strategy's Expected Result/Impact: Academic data and benchmark Panorama data Up beat data Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 2 Funding Sources: Purchase books for the book vending machines - 211 Title I - 211-11-6329-00-103-99-000 - \$800	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:

Student Learning
Problem Statement 2: 64% of our economically disadvantage students reach the approaches level on the state assessment but failed to master math at their grade level. Root Cause: Students struggle with attaining academic vocabulary which in turn affects their comprehension of math processes.

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

Goal 3: By May 2025, 100% of the staff will receive professional development on a variety of ways to support the social and emotional health of all students.

High Priority

Evaluation Data Sources: Up Beat data
Panorama data
Academic data and benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Train teachers in Harmony curriculum by Aug. 2024 to assist with daily morning meetings. Strategy's Expected Result/Impact: Panorama data and discipline date Staff Responsible for Monitoring: Counselor and administration Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Train staff in restorative practice professional development to assist with building and maintaining positive teacher and student relationships. Strategy's Expected Result/Impact: Panorama data Staff Responsible for Monitoring: Counselor Administration Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3 Problem Statements:






Perceptions
Problem Statement 1: 27% of our students don't believe their teacher take time to make sure they are understanding the curriculum that they are being taught. Root Cause: Students are not feeling apart of the learning community by their teacher due to lack of continuous individualized support.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2025, the student attendance rate will increase to at least 96%

High Priority

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
Strategy 1: Conduct follow-up phone calls daily of absent students in order to increase student attendance as well as assure students receive continuous instruction. Strategy's Expected Result/Impact: Attendance data Staff Responsible for Monitoring: Clerk and Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Establish a system to leverage field trips and in school activities (field day) to motivate students to attend school daily and on time. Strategy's Expected Result/Impact: Attendance data Academic data Up Beat data Staff Responsible for Monitoring: Clerk and Administration TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Provide a attendance t-shirt to students who have perfect attendance each nine weeks. Strategy's Expected Result/Impact: Attendance data Up Beat data Staff Responsible for Monitoring: Administration TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Demographics 1 Funding Sources: Incentives for Student Attendance - 211 Title I - 211-11-6399-00-103-99-000 - \$850	Formative			Summative
	Oct	Jan	Mar	June
	✗	✗	✗	

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Goal 1 Problem Statements:







Demographics
Problem Statement 1: 64%of our students are economically disadvantaged and approached on the state assessment but fail to master at their grade level. Root Cause: Students have academic gaps in their learning due absences and misconceptions in foundational skills.
School Processes & Programs
Problem Statement 1: 65% of the students believe teachers set high academic expectations for them. Root Cause: Students are provided with limited activities that allow them to collaborate and communicate with their peers.
Perceptions
Problem Statement 1: 27% of our students don't believe their teacher take time to make sure they are understanding the curriculum that they are being taught. Root Cause: Students are not feeling apart of the learning community by their teacher due to lack of continuous individualized support.











Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2025, retain at least 80% of the teaching staff for the upcoming school year.

High Priority

Evaluation Data Sources: Staff turn over

Strategy 1 Details	Reviews			
Strategy 1: Maintain a teacher mentor program by checking in with new staff three times throughout the year to retain quality teachers and staff. Strategy's Expected Result/Impact: Upbeat survey Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct one on one check-ins with new staff to provide any type of support. Strategy's Expected Result/Impact: Upbeat survey Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Schedule quarterly new teacher Professional Learning Team meetings. Strategy's Expected Result/Impact: Up Beat Data Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Conduct staff restorative circles during faculty meeting to assist with insuring stability to staffs social emotional state and team building. Strategy's Expected Result/Impact: Up Beat and Panorama data Staff Responsible for Monitoring: Administration Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:







School Processes & Programs
Problem Statement 2: 53% of staff have 1- 10 years of experience which limits the depth of content knowledge and limits opportunity to increase rigor in all that is taught. Root Cause: Time and experience for staff to professional grown their craft.









Guiding Objective 5: Optimize All Available Resources

Goal 3: By May 2025 Central will implement components pertaining to AVID across 100% of content areas.

High Priority

Evaluation Data Sources: Academic data
TELPAS data

Strategy 1 Details	Reviews			
Strategy 1: Provide subs for intermediate (3rd-5th) teachers to visit Perry AVID classrooms and see the AVID strategies in action. Strategy's Expected Result/Impact: Academic data TELPAS data Up Beat data Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Subs for visit to Perry AVID classrooms - 211 Title I - 211-11-6112-00-103-30-000 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Partner with Perry's AVID program to collaborate and develop programs and processes that align with the strategies being taught to middle school students by May 2025. Strategy's Expected Result/Impact: Academic data TELPAS data Panorama data Up Beat data Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide parents with two AVID events, one in the fall and one in the spring to showcase the different skills students are learning. Strategy's Expected Result/Impact: Academic data Staff Responsible for Monitoring: Administration and staff TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Items for the two parent AVID events - 211 Title I - 211-61-6399-00-103-99-000 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: Provide teachers the opportunity to attend the AVID Summer Institute to gain continued knowledge. Strategy's Expected Result/Impact: Academic data Up Beat data Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2 Funding Sources: Registration for AVID summer institute - 211 Title I - 211-13-6411-00-103-99-000 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: 40% of our EL/EB & 69% Special Education students failed to reach the approaches reading level on the state assessment at their grade level. Root Cause: Students struggle with attaining phonological awareness and academic vocabulary which in turn affects their comprehension of what they read.
School Processes & Programs
Problem Statement 1: 65% of the students believe teachers set high academic expectations for them. Root Cause: Students are provided with limited activities that allow them to collaborate and communicate with their peers.

School Processes & Programs
Problem Statement 2: 53% of staff have 1- 10 years of experience which limits the depth of content knowledge and limits opportunity to increase rigor in all that is taught. Root Cause: Time and experience for staff to professional grown their craft.
Perceptions
Problem Statement 1: 27% of our students don't believe their teacher take time to make sure they are understanding the curriculum that they are being taught. Root Cause: Students are not feeling apart of the learning community by their teacher due to lack of continuous individualized support.

State Compensatory

Budget for Central Elementary

Total SCE Funds: \$181,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I - Previous

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

Title I - Updated

Campus Improvement Committee

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

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024