

Carrollton-Farmers Branch Independent School District

Country Place 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

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Comprehensive Needs Assessment

Revised/Approved: May 15, 2024

Demographics

Demographics Summary

Country Place Elementary, home of the Eagles, was built in 1974 and is now a Title I Campus serving approximately 400 students. Country Place Elementary sits in the neighborhood of Country Place, and was actually built for that neighborhood. However, today the school serves children from all over the district and many from out-of-district. Country Place serves approximately 380 students.

Attendance:

From the latest TAPR Report, Country Place in 2022 - 2023 had an overall attendance rate of 93.1, but this year according to school reports we are at 96%. The latest report on Chronic Absenteeism Rate showed 23.3% which is way too high for an elementary school. In 2021/2022, data show that the current attendance rate is 93% which is down approximately 3%. The breakdown of students, by grade, in attendance for this current year are Kindergarten 96.7%, First Grade 95.4%, Second Grade 95.1%, Third Grade 95.8%, Fourth Grade 94.4% and Fifth Grade 95.6%. This is a decrease from 96.8% in 2020/2021. The grades have compared in this way:

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

Student Information:

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

The makeup of the school with regards to Ethnic Distribution is 13.3% African American, 37.8% Hispanic, 36.5% White, 5.9% Asian, and 6.2% Two or More Races. Males lead the number of students at 50.1% while females make up 49.9%.

Other demographics of note for the campus are: Economically Disadvantaged students make up 44.6%, 504 Students comprise 2.6%, Dyslexia Students are 4%, and At-Risk Students are at 30.6%

Staff Information:

The total Country Place staff is 42. Professional Staff comprises 84.1% of that population, teachers 69.8%, professional support 9.5%, and campus administration 4.8%. Educational Aides make up the remaining 15.9%.

Teachers by Ethnicity:

African American 3.5%; Hispanic 16.0%; White 75% and 2 or more races is at 5.6%

Most of the staff, 77.2%, hold a Bachelor's Degree with 22.8% holding a Master's Degree.

Teachers with 1-5 Year's Experience are 43.3% of our staff; 6-10 Year's Experience 20.4%; 11-20 Year's Experience 27.3% and 21-30 Year's Experience 3.4%; The Principal has served as a principal for 18 years and has been with the district for 28 years. We are in the process of hiring a new assistant principal. Our former assistant served for 3 years with us..

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

Demographics Strengths

1. Many families choose to enroll at Country Place because of the reputation of prior years and to participate in a fine arts academy.
2. Many teachers choose to continue teaching at the campus because of the supportive and collaborative environment of their teams.
3. The staff leads the district in the percentage of teachers who have between 6 - 20 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Absenteeism decreased from 94% in 2022-2023 to 96% in 2023 - 2024, and tardies decreased, but are still the biggest absenteeism problem.

Root Cause: Children/Families have difficulty getting to school by 7:30 each day.

Student Learning

Student Learning Summary

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

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

STAAR 3-8 Academic Performance All Administration for (057903112) - Country Place EL					
	19-20	20-21	21-22	22-23	23-24
Math					
Academic Readiness - Did Not Meet	0.00%	30.23%	19.29%	15.84%	17.28%
Academic Readiness - Approaches	0.00%	69.77%	80.71%	84.16%	82.72%
Academic Readiness - Meets	0.00%	39.53%	49.24%	55.45%	52.88%
Academic Readiness - Masters	0.00%	18.02%	21.32%	18.81%	24.08%
Total Tested (Non-Duplicate Count)	-	-	-	-	-
Reading					
Academic Readiness - Did Not Meet	0.00%	23.70%	10.66%	6.86%	7.37%
Academic Readiness - Approaches	0.00%	76.30%	89.34%	93.14%	92.63%
Academic Readiness - Meets	0.00%	49.13%	71.07%	66.67%	67.89%
Academic Readiness - Masters	0.00%	27.75%	39.59%	42.16%	37.37%
Total Tested (Non-Duplicate Count)	-	-	-	-	-
Social Studies					
Academic Readiness - Did Not Meet	0.00%	0.00%	0.00%	0.00%	0.00%
Academic Readiness - Approaches	0.00%	0.00%	0.00%	0.00%	0.00%
Academic Readiness - Meets	0.00%	0.00%	0.00%	0.00%	0.00%
Academic Readiness - Masters	0.00%	0.00%	0.00%	0.00%	0.00%
Total Tested (Non-Duplicate Count)	-	-	-	-	-
Science					
Academic Readiness - Did Not Meet	0.00%	37.50%	23.08%	28.57%	24.64%
Academic Readiness - Approaches	0.00%	62.50%	76.92%	71.43%	75.36%
Academic Readiness - Meets	0.00%	30.36%	35.38%	50.79%	42.03%
Academic Readiness - Masters	0.00%	8.93%	16.92%	25.40%	18.84%

Student Learning Strengths

At first glance on STAAR Scores, reading is again outscoring math scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Test scores on Math STAAR take a 15% decrease in approaches from 3rd to 4th grade. There is a rebound seen in the 5th grade scores.

Root Cause: Dedicated more resources in 3rd and 5th grade math..

Problem Statement 2 (Prioritized): Science scores continue to fall below 80% for approaches on science STAAR.

Root Cause: Lack of consistent vertical science teaching in all grades below 5th.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

The campus has begun the rigorous process of holding weekly PLCs. New processes will be implemented after attending the RtI Workshop that is being held at the District Level.

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

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

School Processes & Programs Strengths

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

Conduct 9 safety drills for lockdown next school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are unsure some of the time about what to do during a lockdown versus a lock-out.

Root Cause: We do not hold enough drills that actually teach. Kids have to make a lot of decisions during times like these

Perceptions

Perceptions Summary

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

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

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

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

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

There are 66 incidents reported in TEAMS for discipline for 23/24, which is up from 62 the previous year..

Of the 66, the majority (27) were for Inappropriate Behavior, followed by Physical or Sexual Conduct, Name Calling and Disruption of the Learning Environment. We had 28 offenders this year in documented office referrals.

Of the students who had conduct violations, 15 were white (55%), 10 were black (34%), 5 were Hispanic (18%), AND 4 were two or more races.).

Country Place lost 2 teaching positions this year. Both left to be closer to home.ly.

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

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

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

PTA Membership ended the year at 596. We earned the Platinum Award Again.

Perceptions Strengths

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

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

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

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

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students feel that teachers do not understand them as a person.

Root Cause: Lack of relationship building

Problem Statement 2: The behavior of other students affects their learning.

Root Cause: Lack of building a community within the classroom.

Priority Problem Statements

Problem Statement 1: Absenteeism decreased from 94% in 2022-2023 to 96% in 2023 - 2024, and tardies decreased, but are still the biggest absenteeism problem.

Root Cause 1: Children/Families have difficulty getting to school by 7:30 each day.

Problem Statement 1 Areas: Demographics

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

Root Cause 2: Lack of relationship building

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Science scores continue to fall below 80% for approaches on science STAAR.

Root Cause 3: Lack of consistent vertical science teaching in all grades below 5th.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Test scores on Math STAAR take a 15% decrease in approaches from 3rd to 4th grade. There is a rebound seen in the 5th grade scores.

Root Cause 4: Dedicated more resources in 3rd and 5th grade math..

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students are unsure some of the time about what to do during a lockdown versus a lock-out.

Root Cause 5: We do not hold enough drills that actually teach. Kids have to make a lot of decisions during times like these

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

Guiding Objectives





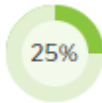

Revised/Approved: August 7, 2024



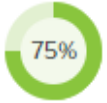




Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 23, 2025, the campus attendance rate will increase from 96% to 96.5% and tardies will decrease by 10%, so that reading and math continues to improve..

High Priority

Evaluation Data Sources: Weekly Attendance Reports, Final Attendance Data, Math MAP, and Reading Levels (STAAR Scores if we get them in time)

Strategy 1 Details	Reviews			
Strategy 1: Implement 9 Week Tardy Parties to celebrate children who were never tardy during that nine weeks. Strategy's Expected Result/Impact: Students will be on task for learning longer in the school day. Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold Attendance Meetings with the Assistant Principal at the end of each nine weeks for parents of students who missed more than 10% of any nine weeks. During this time we will focus on Absences and Tardies. Strategy's Expected Result/Impact: Higher Attendance Rate which translates to more time on learning and higher achievement. Staff Responsible for Monitoring: Assistant Principal Title I: 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Hold Spring Parent Education for Parent/Student Engagement for Reading, math or science Strategy's Expected Result/Impact: Increased in science, reading and math ability of students Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 1 Problem Statements:



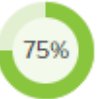







Demographics
Problem Statement 1: Absenteeism decreased from 94% in 2022-2023 to 96% in 2023 - 2024, and tardies decreased, but are still the biggest absenteeism problem. Root Cause: Children/Families have difficulty getting to school by 7:30 each day.
Student Learning
Problem Statement 1: Test scores on Math STAAR take a 15% decrease in approaches from 3rd to 4th grade. There is a rebound seen in the 5th grade scores. Root Cause: Dedicated more resources in 3rd and 5th grade math.. Problem Statement 2: Science scores continue to fall below 80% for approaches on science STAAR. Root Cause: Lack of consistent vertical science teaching in all grades below 5th.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 23, 2025, MAP Scores will increase in the following grades and subjects: 3rd Grade Math MAP from 49% Meets/Masters to 60% Meets/Masters; 4th Grade Math MAP from 33% Meets/Masters to 50% Meets/Masters; 5th Grade Math MAP from 49% Meets/Masters to 60% Meets/Masters.

High Priority

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
Strategy 1: Conduct half-day plannings prior to a unit with a focus on pre-assessment, identification of "Tier II" students, essential skills, progress monitoring schedule and specific lesson plans for RtI. Substitutes will be used for teachers for longer planning sessions with coaches and principal. Strategy's Expected Result/Impact: MAP Scores in Math will increase for Meets/Masters at each MAP Test, and that 60% of 4th and 5th Grade MAP Math students will Meet/Master. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1, 2 - Perceptions 1 Funding Sources: Money for Substitutes - 211 Title I - 211-11-6112-00-112-30-000 - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
	 5%	 45%	 75%	
Strategy 2 Details	Reviews			
Strategy 2: Conduct Data Planning Meetings after each Unit Assessment or large test. Include the TEKs Tracker that the district is implementing. Strategy's Expected Result/Impact: MAP Scores in Math will increase for Meets/Masters at each MAP Test, and that 60% of 4th and 5th Grade MAP Math students will Meet/Master. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 40%	 75%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:







Student Learning
Problem Statement 1: Test scores on Math STAAR take a 15% decrease in approaches from 3rd to 4th grade. There is a rebound seen in the 5th grade scores. Root Cause: Dedicated more resources in 3rd and 5th grade math..
Problem Statement 2: Science scores continue to fall below 80% for approaches on science STAAR. Root Cause: Lack of consistent vertical science teaching in all grades below 5th.
Perceptions
Problem Statement 1: Students feel that teachers do not understand them as a person. Root Cause: Lack of relationship building




Guiding Objective 1: Optimize Engaging and Diverse Learning





Goal 3: By May 23, 2025, Fountas and Pinnell Scores will increase in the following grades and subjects: Incoming First Graders will increase from 86% Meet or Exceed Expected Grade Level Reading to 90%; Second Grade will increase from 73% Meet or Exceed Expected Grade Level Reading to 80%.

High Priority

Evaluation Data Sources: Fountas and Pinnell Levels

Strategy 1 Details	Reviews			
Strategy 1: Conduct Guided Reading and Title Interventions Daily. Strategy's Expected Result/Impact: Fewer Children Reading Below Expected Grade Level. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 Funding Sources: Money for Interventionist - 211 Title I - 211-11-6117-00-112-30-000 - \$11,311	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide supplemental support and services including: Core-Subject Small Group Instruction and Emergent Bilingual Support Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments Staff Responsible for Monitoring: Principal, Instructional Coach and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Supplemental support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$161,800	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide academic support from supplemental Instructional Coaching staff to increase staff capacity and student achievement. Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments Staff Responsible for Monitoring: Principal, Instructional Coaches Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Title I Instructional Coach - 211 Title I - 211-13-6119-00-112-30-000 - \$33,389	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue








Goal 3 Problem Statements:

Demographics
Problem Statement 1: Absenteeism decreased from 94% in 2022-2023 to 96% in 2023 - 2024, and tardies decreased, but are still the biggest absenteeism problem. Root Cause: Children/Families have difficulty getting to school by 7:30 each day.
Student Learning
Problem Statement 1: Test scores on Math STAAR take a 15% decrease in approaches from 3rd to 4th grade. There is a rebound seen in the 5th grade scores. Root Cause: Dedicated more resources in 3rd and 5th grade math.. Problem Statement 2: Science scores continue to fall below 80% for approaches on science STAAR. Root Cause: Lack of consistent vertical science teaching in all grades below 5th.

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

Goal 1: By May 5, 2025, complete all safety drills with an emphasis on more than is required for Lock Down and Secure.

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

Strategy 1 Details	Reviews			
Strategy 1: Schedule All Drills on the Principal's Calendar so that Safety Office and Principal are on the same page and Review with Safety Team after each drill for successes and improvements. Strategy's Expected Result/Impact: Improve Response Time to drills and lessen the anxiety with teaching during the drills if needed. Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1 Problem Statements:

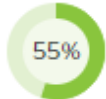
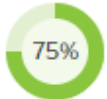







School Processes & Programs
Problem Statement 1: Students are unsure some of the time about what to do during a lockdown versus a lock-out. Root Cause: We do not hold enough drills that actually teach. Kids have to make a lot of decisions during times like these

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 15, 2025, host a minimum Four Principal/Staff Coffee Talks to engage parents on various topics of high need.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Plan out four talks for parents over various critical topics and include teachers to help them in Domain 4 in reaching the community. Strategy's Expected Result/Impact: Higher Parent Involvement. Transparency. Staff Responsible for Monitoring: Principal Title I: 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Host Fall and Spring Parent Education for Math/Reading for Parent/Child Engagement Strategy's Expected Result/Impact: Increase Parent Engagement Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Supplies and Materials for Family Engagement - 211 Title I - 211-61-6399-00-112-99-000 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


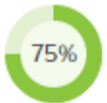



Goal 1 Problem Statements:











Demographics
Problem Statement 1: Absenteeism decreased from 94% in 2022-2023 to 96% in 2023 - 2024, and tardies decreased, but are still the biggest absenteeism problem. Root Cause: Children/Families have difficulty getting to school by 7:30 each day.
Student Learning
Problem Statement 1: Test scores on Math STAAR take a 15% decrease in approaches from 3rd to 4th grade. There is a rebound seen in the 5th grade scores. Root Cause: Dedicated more resources in 3rd and 5th grade math..
Problem Statement 2: Science scores continue to fall below 80% for approaches on science STAAR. Root Cause: Lack of consistent vertical science teaching in all grades below 5th.
School Processes & Programs
Problem Statement 1: Students are unsure some of the time about what to do during a lockdown versus a lock-out. Root Cause: We do not hold enough drills that actually teach. Kids have to make a lot of decisions during times like these

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

Goal 1: By May 24, 2025, Decrease Office Referrals for Local Codes from 66 to 50 for the Year by implementing Principal Class Talks, On the Road Videos, Restorative Practices, New Plan for Students Parent Meetings and Teacher Meetings.

Evaluation Data Sources: Discipline Data

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

Strategy 3 Details	Reviews			
Strategy 3: Focus the monthly character awards (BUG) to choose children who are exhibiting the character trait that is taught for that month. Strategy's Expected Result/Impact: Reduction in office referrals, and increase in the favorable results on Panorama from students about school belonging. Staff Responsible for Monitoring: Counselor Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement Steve Hartman Videos...On the Road...for character building and examples of kind humans. Strategy's Expected Result/Impact: Increased knowledge of what kind humans do. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

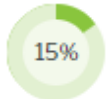






Demographics
Problem Statement 1: Absenteeism decreased from 94% in 2022-2023 to 96% in 2023 - 2024, and tardies decreased, but are still the biggest absenteeism problem. Root Cause: Children/Families have difficulty getting to school by 7:30 each day.
Perceptions
Problem Statement 1: Students feel that teachers do not understand them as a person. Root Cause: Lack of relationship building

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 15, 2025, increase expected growth on Spring MAP to 80% on reading, math and science for all grades taking each test.

High Priority

Evaluation Data Sources: MAP Tests

Strategy 1 Details	Reviews			
Strategy 1: Meet in half-day PD to study data, small group work, and content. Substitutes will be needed for this. Strategy's Expected Result/Impact: Increase all kids ability to grow from one unit to the next, and for our school to have 80% or more meet expected growth on MAP> Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<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: Test scores on Math STAAR take a 15% decrease in approaches from 3rd to 4th grade. There is a rebound seen in the 5th grade scores. Root Cause: Dedicated more resources in 3rd and 5th grade math..
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State Compensatory

Budget for Country Place Elementary

Total SCE Funds: \$161,800.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I - 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 Country Place's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

Title I - Updated

Campus Improvement Team

Committee Role	Name	Position
Community Representative	Kathryn Womble	Community Member
Teacher	Jennifer Leadmon	Fourth Grade
Teacher	Samantha Ramirez	Kindergarten
Special Services	Kimberly Fogle	Speech Pathologist
Parent	Jennifer Bauer	Parent
Parent	Laurie Wiehe	Parent
Business Representative	Gentry Ward	Business
Parent	Nicole Greenleaf	Parent
Business Representative	James Miller	Business
Community Representative	Jasmine Kallenburg	Community Member
Parent	Alannah Holmes	Parent
Classroom Teacher	Amanda Giles	1st Grade Teacher
Classroom Teacher	Whitney Anderson	2nd Grade Teacher
Classroom Teacher	Mike Read	5th Grade Teacher
Classroom Teacher	Natalie Laboda	Theater Teacher
Classroom Teacher	Ashley Parrish	3rd Grade Teacher
Administrator	Amy Miller	Principal
Administrator	Mary Reed	Assistant Principal

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