

# **Carrollton-Farmers Branch Independent School District**

## **Farmers Branch 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

Farmers Branch Elementary is a PK-5 Title 1 campus in Carrollton Farmers Branch ISD in Farmers Branch, Texas. The campus is predominately a neighborhood school where it has served multiple generations of families. The campus holds steady at about 474 students with a roughly homogeneous community with 87% of our population being Hispanic students. The campus has a dual language one-way program, early childhood programs, and programs for students with special needs. There are many student clubs so students can pursue interests outside of academics.

|  |  |  |
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Campus : Farmers Branch EL

Yea

2023▼024

13521 Tom  
Field Rd  
Farmers  
Branch, TX  
75234-4855  
(972) 968-1600  
Phone  
(972) 968-1610  
Fax

Admini  
stration

Administra  
tor names  
are based  
on role ID  
reporting

on the Fall  
30090 staff  
records

Principal

Rachel Langston

| School Population (2023 - 2024 Fall PEIMS file loaded 01/23/2024) | Count      | Percent     |
|---|------------|-------------|
| <b>Student Total</b>  | <b>474</b> | <b>100%</b> |
| Early Education Grade   | 22         | 4.64%       |
| Pre-Kindergarten Grade  | 46         | 9.70%       |
| Kindergarten Grade  | 53         | 11.18%      |
| 1st Grade   | 67         | 14.13%      |
| 2nd Grade   | 68         | 14.35%      |
| 3rd Grade   | 84         | 17.72%      |
| 4th Grade   | 78         | 16.46%      |
| 5th Grade   | 56         | 11.81%      |

| Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/23/2024) | Count | Percent |
|--|-------|---------|
| <b>Gender</b>  |       |         |
| Female   | 227   | 47.89%  |
| Male   | 247   | 52.11%  |
| <b>Ethnicity</b>   |       |         |
| Hispanic-Latino  | 410   | 86.50%  |
| <b>Race</b>  |       |         |
| American Indian - Alaskan Native                                     | 0     | 0.00%   |
| Asian  | 6     | 1.27%   |
| Black - African American   | 18    | 3.80%   |
| Native Hawaiian - Pacific Islander                                   | 0     | 0.00%   |
| White  | 38    | 8.02%   |
| Two-or-More  | 2     | 0.42%   |

| Student Programs (2023 - 2024 Fall PEIMS file loaded 01/23/2024) | Count | Percent |
|--|-------|---------|
| Dyslexia   | 37    | 7.81%   |

| Student Programs (2023 - 2024 Fall PEIMS file loaded 01/23/2024) | Count | Percent |
|--|-------|---------|
| Gifted and Talented  | 22    | 4.64%   |
| Regional Day School Program for the Deaf                         | 0     | 0.00%   |
| Section 504  | 10    | 2.11%   |
| Special Education (SPED)   | 153   | 32.28%  |
| <b>Bilingual/ESL</b>   |       |         |
| Emergent Bilingual (EB)  | 231   | 48.73%  |
| Bilingual  | 115   | 24.26%  |
| English as a Second Language (ESL)                               | 61    | 12.87%  |
| Alternative Bilingual Language Program                           | 32    | 6.75%   |
| Alternative ESL Language Program                                 | 25    | 5.27%   |
| <b>Title I Part A</b>  |       |         |
| Schoolwide Program   | 474   | 100.00% |
| Targeted Assistance  | 0     | 0.00%   |
| Targeted Assistance Previously Participated                      | 0     | 0.00%   |
| Title I Homeless   | 0     | 0.00%   |
| Neglected  | 0     | 0.00%   |

| Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/23/2024) | Count | Percent |
|--|-------|---------|
| At-Risk  | 301   | 63.50%  |
| Foster Care  | 0     | 0.00%   |
| IEP Continue   | 0     | 0.00%   |
| Immigrant  | 38    | 8.02%   |
| Intervention Indicator   | 0     | 0.00%   |
| Migrant  | 0     | 0.00%   |
| Military Connected   | 0     | 0.00%   |
| Transfer In Students   | 11    | 2.3207% |
| Unschooler Asylee/Refugee  | 0     | 0%      |
| <b>Economic Disadvantage</b>                                       |       |         |
| Economic Disadvantage Total  | 384   | 81.01%  |
| Free Meals   | 334   | 70.46%  |
| Reduced-Price Meals  | 50    | 10.55%  |
| Other Economic Disadvantage  | 0     | 0.00%   |
| <b>Homeless and Unaccompanied Youth</b>                            |       |         |
| Homeless Status Total  | 3     | 0.63%   |
| Shelter  | 0     | 0.00%   |

| <b>Student Indicators</b> (2023 - 2024 Fall PEIMS file loaded 01/23/2024) | Count | Percent |
|---|-------|---------|
| Doubled Up  | 0     | 0.00%   |
| Unsheltered   | 0     | 0.00%   |
| Hotel/Motel   | 3     | 0.63%   |
| Not Unaccompanied Youth   | 3     | 0.63%   |
| Is Unaccompanied Youth  | 0     | 0.00%   |

| <b>Special Education Services</b> (2023 - 2024 Fall PEIMS file loaded 01/23/2024) | Count | Percent |
|---|-------|---------|
| <b>Primary Disabilities</b>   |       |         |
| No Disability   | 0     | 0.00%   |
| Orthopedic impairment   | 0     | 0.00%   |
| Other health impairment   | 4     | 2.61%   |
| Auditory impairment   | 2     | 1.31%   |
| Visual impairment   | 0     | 0.00%   |
| Deaf-Blind  | 0     | 0.00%   |
| Intellectual disability   | 9     | 5.88%   |
| Emotional disturbance   | 2     | 1.31%   |
| Learning disability   | 46    | 30.07%  |
| Speech impairment   | 37    | 24.18%  |
| Autism  | 46    | 30.07%  |
| Developmental delay   | 0     | 0.00%   |
| Traumatic brain injury  | 0     | 0.00%   |
| Non-categorical early childhood   | 7     | 4.58%   |
| <b>Instructional Settings</b>   |       |         |
| Speech Therapy  | 36    | 23.53%  |
| Homebound   | 0     | 0.00%   |
| Hospital Class  | 0     | 0.00%   |
| Mainstream  | 33    | 21.57%  |
| Resource Room   | 32    | 20.91%  |
| VAC   | 0     | 0.00%   |
| Off Home Campus   | 0     | 0.00%   |
| State School  | 0     | 0.00%   |
| Residential Care  | 0     | 0.00%   |
| Self Contained  | 52    | 33.99%  |
| Full-Time Early Childhood   | 0     | 0.00%   |
| Nonpublic Day School  | 0     | 0.00%   |

| College and Career Readiness School Models (2023 - 2024 Fall PEIMS file loaded 01/23/2024) | Cour | Percent |
|--|------|---------|
| Associate Degree <i>Does not include leavers</i>   | 0    | 0.00%   |
| Early College High School (ECHS)   | 0    | 0.00%   |
| New Tech   | 0    | 0.00%   |
| P-Tech   | 0    | 0.00%   |
| T-Stem   | 0    | 0.00%   |

| Staff Information (2023 - 2024 Fall PEIMS file loaded 01/23/2024) | Count | Percent |
|---|-------|---------|
| Administrative Support  | 11    | 20.37%  |
| Teacher   | 32    | 59.26%  |
| Educational Aide  | 11    | 20.37%  |
| Auxiliary   | 0     | 0.00%   |

### Demographics Strengths

- Farmers Branch Elementary has a consistent enrollment of about 480 students.
- Farmers Branch Elementary's mobility rate has stayed low at 10%.
- Farmers Branch increased its parent participation through PTA and school-sponsored events.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Identification of Gifted & Talented Students is under-represented based on campus demographics 4.6%

**Root Cause:** Teachers need training in the areas of identification of students with GT and the development of student portfolios in order to identify possible candidates

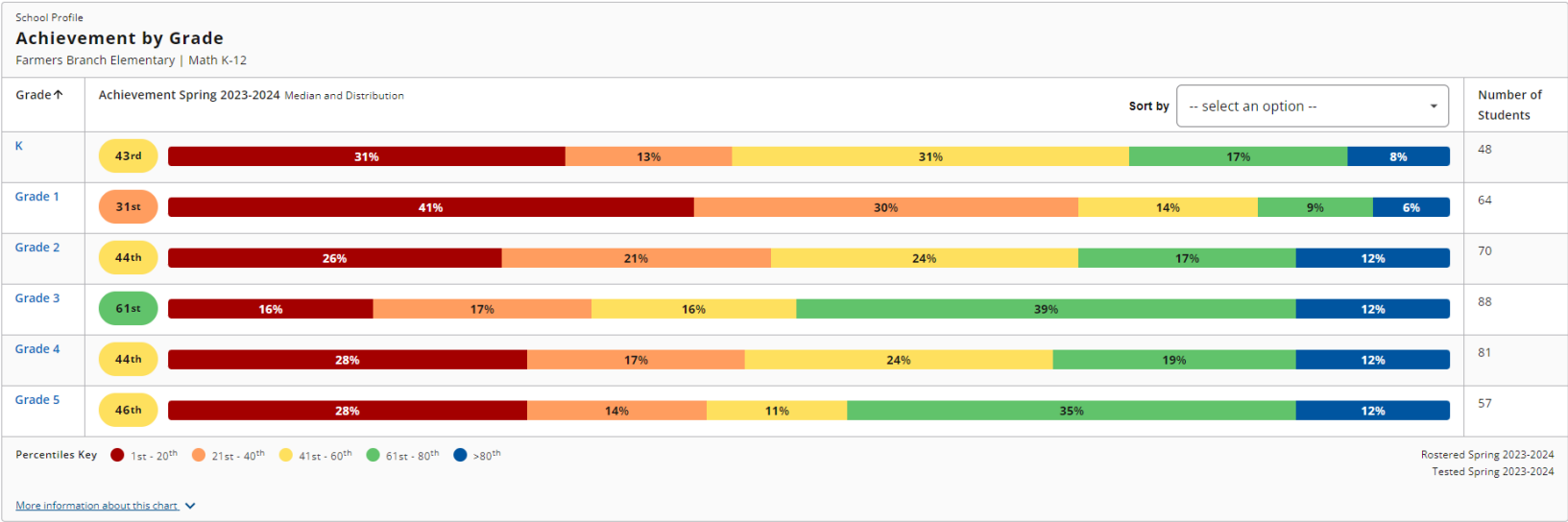
**Problem Statement 2 (Prioritized):** Attendance rate is 94%

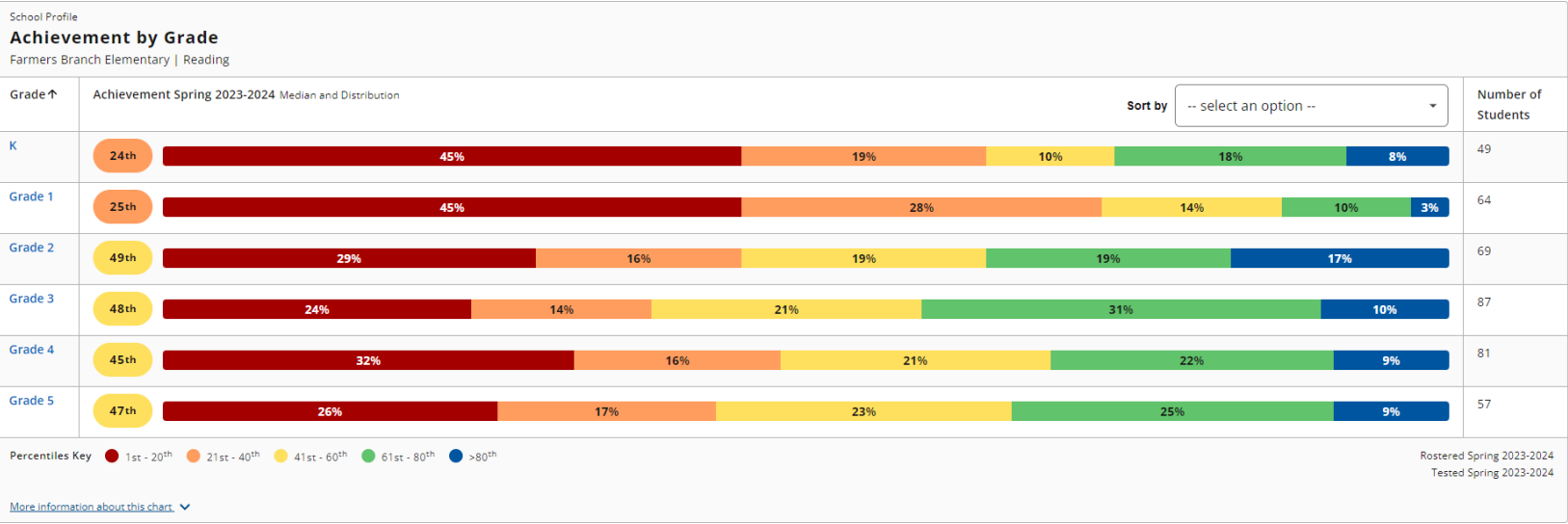
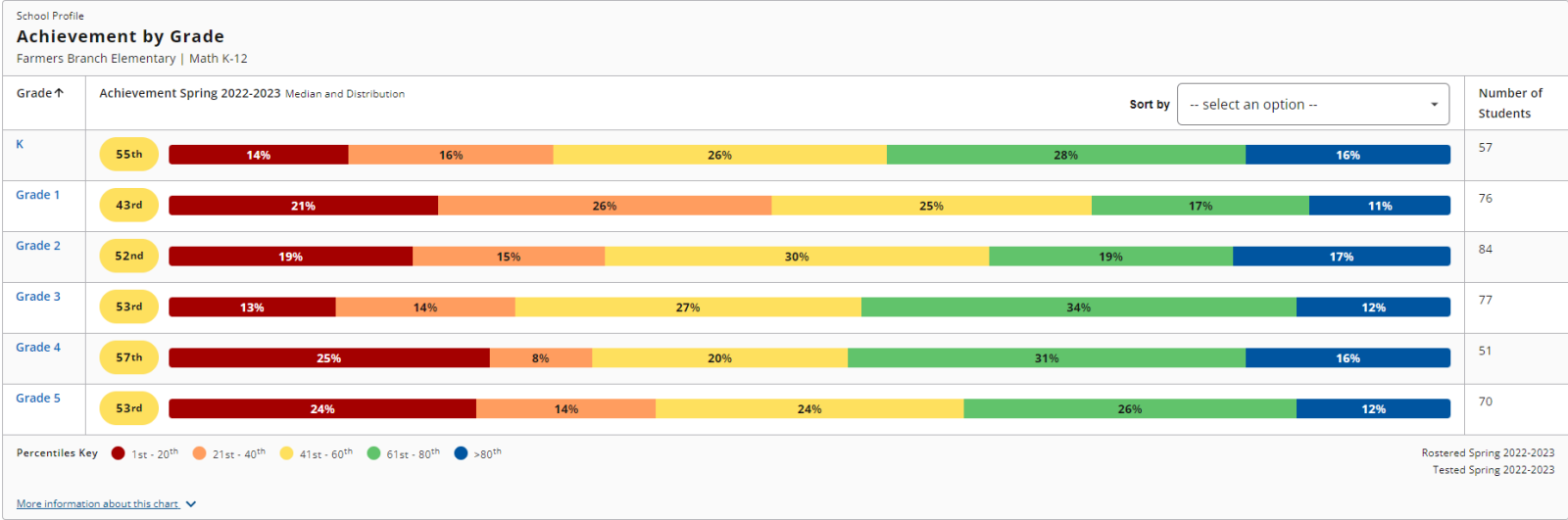
**Root Cause:** Inadequate systems for addressing chronic absenteeism and developing cohesive protocols between parents and educators for student achievement. Lack of celebration for students who come to school on time with regular attendance.

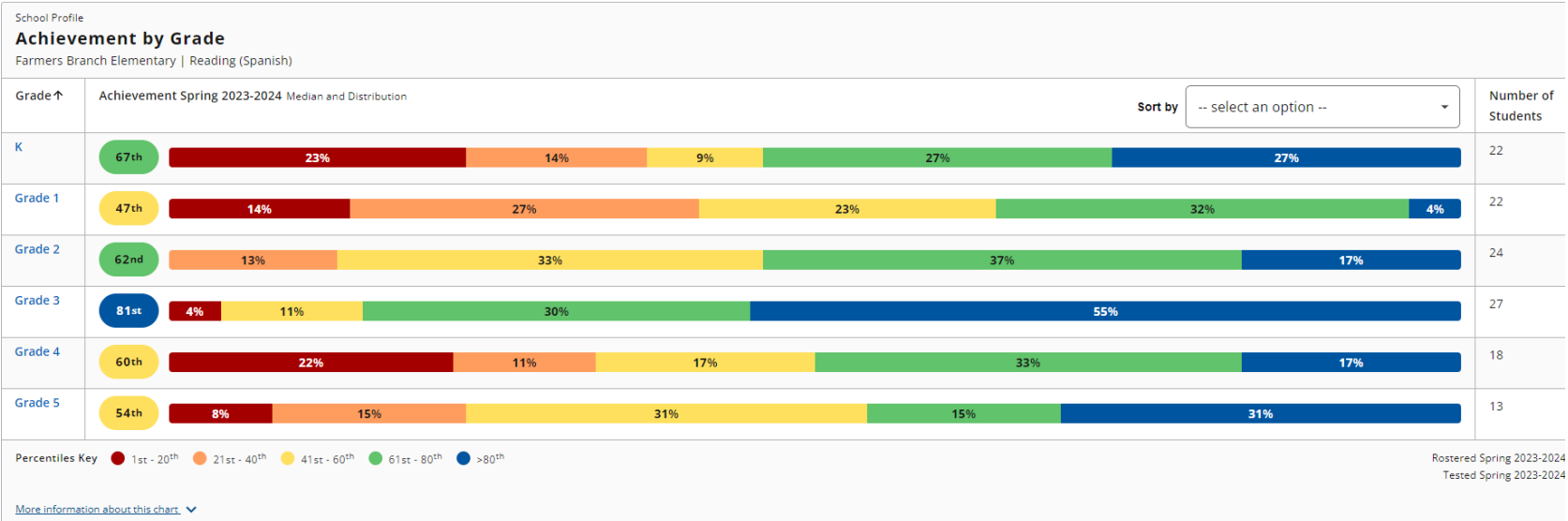
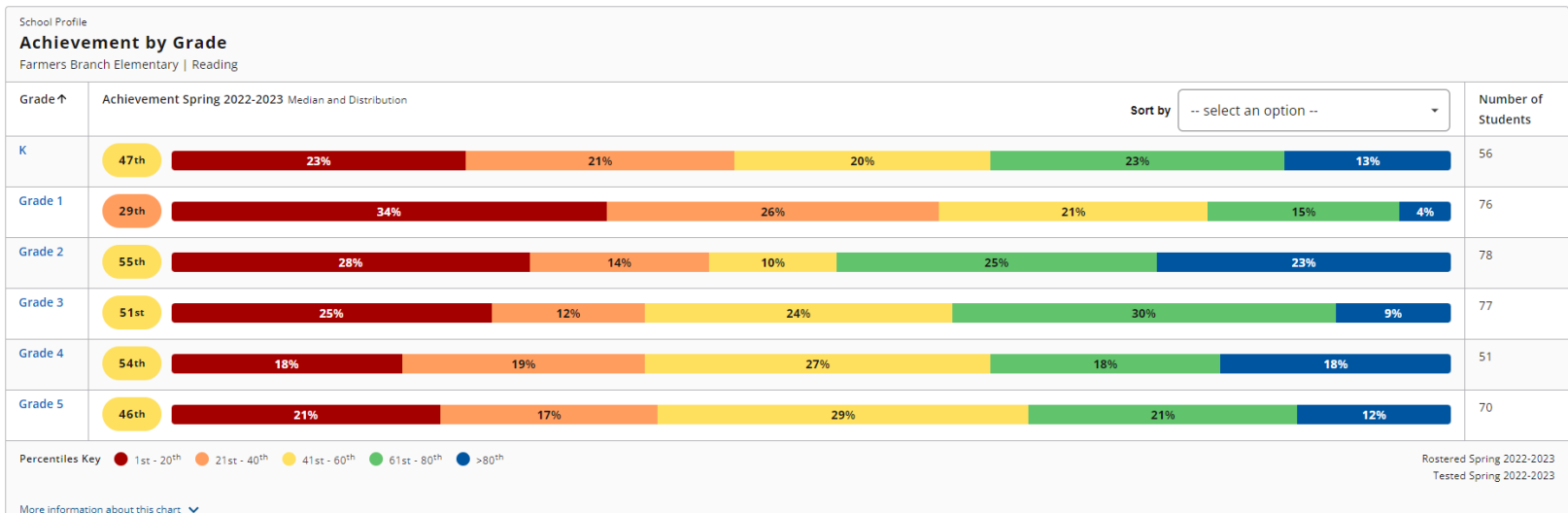


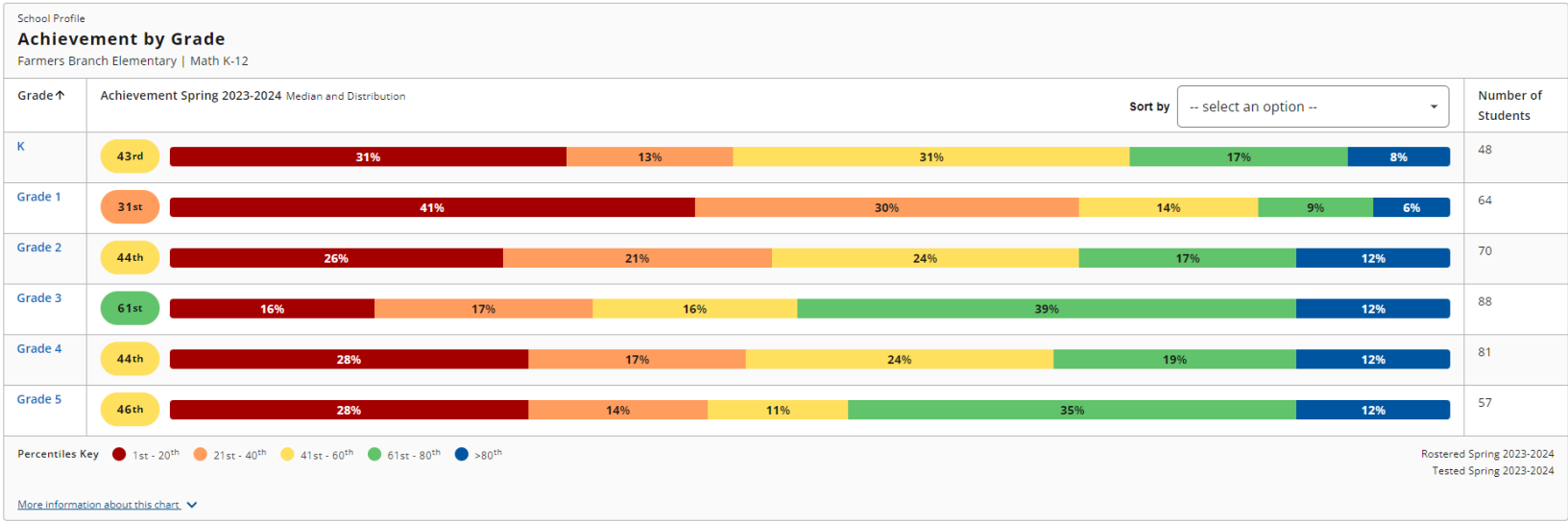
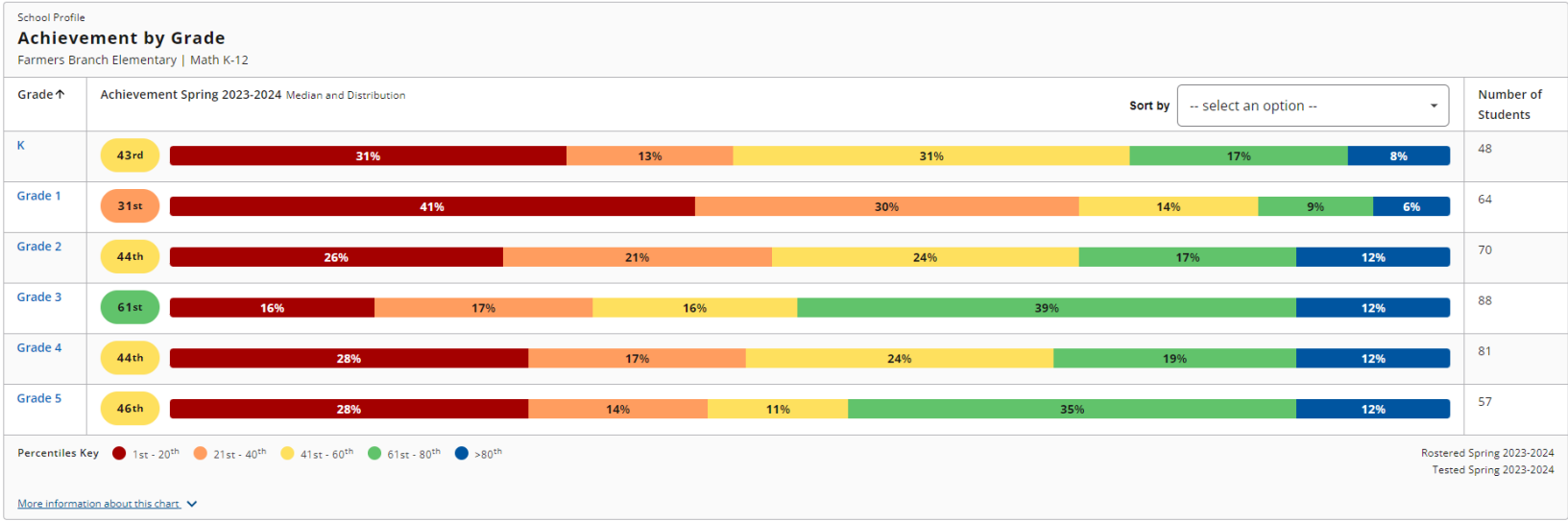
# Student Learning

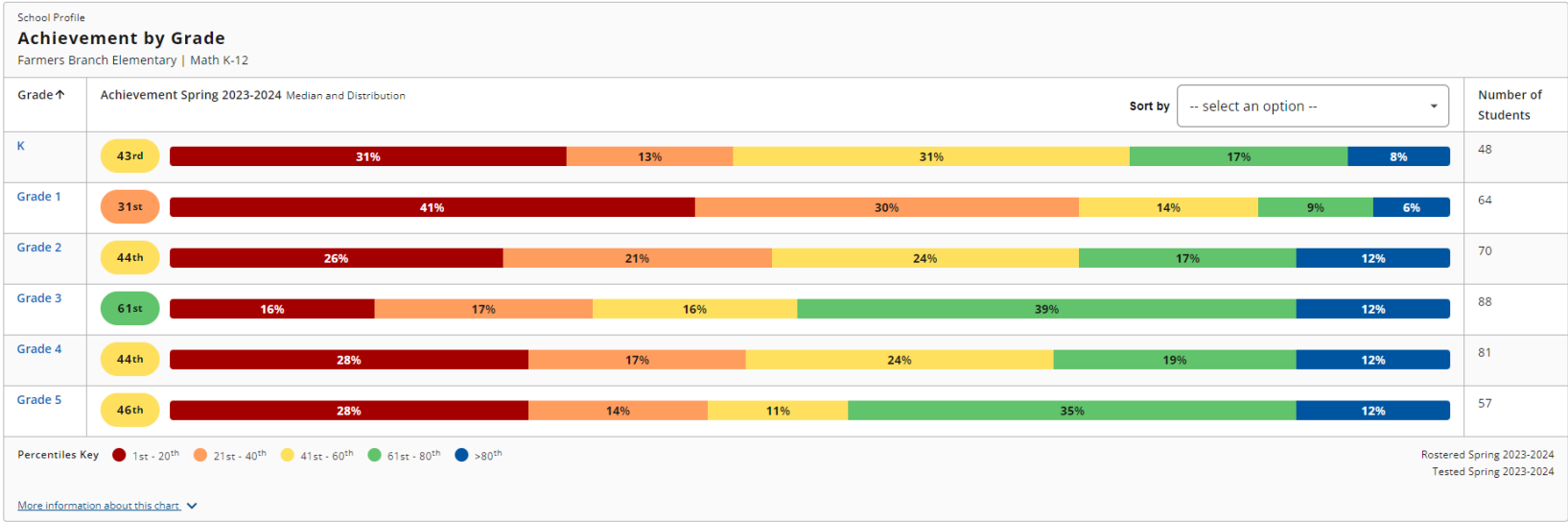
## Student Learning Summary











|              | 2023 3rd Grade Language Arts-English |            |        |         |              | 2023 4th Grade Language Arts-English |        |         |        | 2023 5th Grade-Language Arts-English |        |         |
|--------------|--------------------------------------|------------|--------|---------|--------------|--------------------------------------|--------|---------|--------|--------------------------------------|--------|---------|
|              | DNM                                  | Approaches | Meets  | Masters | Did Not Meet | Approches                            | Meets  | Masters | DNM    | Approaches                           | Meets  | Masters |
| FBE          | 25.00%                               | 28%        | 31.67% | 15%     | 31.25%       | 33.34%                               | 12.50% | 22.92%  | 18.64% | 35.59%                               | 22.03% | 23.73%  |
| Economic Dis | 28.89%                               | 26.66%     | 35.56% | 8.89%   | 36.11%       | 27.78%                               | 11.11% | 25%     | 18.18% | 35%                                  | 21.82% | 25.45%  |
| Black/       | 0%                                   | 100%       | 0%     | 0%      | 0%           | 0%                                   | 0%     | 100%    | 0%     | 100%                                 | 0%     | 0%      |
| Hispanic     | 30.62%                               | 26.53%     | 30.61% | 12.24%  | 36.58%       | 31.71%                               | 9.76%  | 21.95%  | 21.56% | 33.34%                               | 23.53% | 21.57%  |
| White        | 0%                                   | 25.00%     | 50%    | 25%     | 0%           | 50%                                  | 33.33% | 16.67%  | 0%     | 50.00%                               | 0%     | 50%     |
| EB           | 50.00%                               | 28.57%     | 21.43% | 0%      | 28.57%       | 42.86%                               | 0%     | 28.57%  | 29.03% | 22.58%                               | 25.81% | 22.58%  |
| Special Ed   | 59.09%                               | 18.19%     | 22.73% | 0%      | 67%          | 33%                                  | 0%     | 0%      | 50%    | 40%                                  | 10%    | 0%      |
|              |                                      |            |        |         |              |                                      |        |         |        |                                      |        |         |
|              | 2024 3rd Grade Language Arts         |            |        |         |              | 2024 4th Grade Language Arts-English |        |         |        | 2024 5th Grade Language Arts-English |        |         |
|              | DNM                                  | Approaches | Meets  | Masters | DNM          | Approaches                           | Meets  | Masters | DNM    | Approaches                           | Meets  | Masters |

|                   | 2023 3rd Grade Language Arts-English |            |        |         |              | 2023 4th Grade Language Arts-English |        |         | 2023 5th Grade-Language Arts-English |            |        |         |
|-------------------|--------------------------------------|------------|--------|---------|--------------|--------------------------------------|--------|---------|--------------------------------------|------------|--------|---------|
|                   | DNM                                  | Approaches | Meets  | Masters | Did Not Meet | Approches                            | Meets  | Masters | DNM                                  | Approaches | Meets  | Masters |
| FBE               | 30%                                  | 20%        | 30%    | 20%     | 17.40%       | 24.19%                               | 33.87% | 24.19%  | 15.69%                               | 23.53%     | 35.29% | 25.49%  |
| Economic Dis      | 36.17%                               | 21.28%     | 29.79% | 12.77%  | 18.75%       | 29.17%                               | 33.33% | 18.75%  | 17.95%                               | 30.77%     | 25.64% | 25.64%  |
| Asian             | 0%                                   | 0%         | 50%    | 50%     |              |                                      |        |         |                                      |            |        |         |
| Black             | 50%                                  | 0%         | 50%    | 0%      | 0%           | 100%                                 | 0%     | 0%      | 0%                                   | 0%         | 0%     | 100%    |
| Hispanic          | 32.69%                               | 23.08%     | 28.85% | 15.38%  | 21.15%       | 25%                                  | 32.69% | 21.15%  | 18.18%                               | 27.27%     | 29.55% | 25%     |
| White             | 0%                                   | 0%         | 25%    | 75%     | 0%           | 12.50%                               | 50%    | 37.50%  | 0%                                   | 0%         | 83.33% | 16.67%  |
| EB                | 50%                                  | 25%        | 25%    | 0%      | 29.41%       | 23.53%                               | 35.29% | 11.76%  | 13.04%                               | 30.43%     | 26.09% | 30.43%  |
| Special Ed        | 48.15%                               | 25.93%     | 14.81% | 11.11%  | 52.38%       | 14.29%                               | 28.57% | 4.76%   | 58.33%                               | 25%        | 16.67% | 0%      |
| Two or More Races |                                      |            |        |         | 0%           | 0%                                   | 0%     | 100%    |                                      |            |        |         |
|                   |                                      |            |        |         |              |                                      |        |         |                                      |            |        |         |
|                   | 2023 3rd Grade Math-English          |            |        |         |              | 2023 4th Grade Math-English          |        |         | 2024 5th Grade Math-English          |            |        |         |
|                   | DNM                                  | Approaches | Meets  | Masters | DNM          | Approaches                           | Meets  | Master  | DNM                                  | Approaches | Meets  | Masters |
| FBE               | 22.54%                               | 23.95%     | 26.76% | 26.76%  | 27.46%       | 21.56%                               | 29.41% | 21.57%  | 26.16%                               | 24.61      | 36.92% | 12.31%  |
| Economic Dis      | 23.21%                               | 25.00%     | 28.57% | 23.21%  | 30.76%       | 25.64%                               | 23.08% | 20.51%  | 26.67%                               | 23.34      | 36.67% | 13.33%  |

|                   | 2023 3rd Grade Language Arts-English |            |        |         |                             | 2023 4th Grade Language Arts-English |        |         | 2023 5th Grade-Language Arts-English |            |        |         |
|-------------------|--------------------------------------|------------|--------|---------|-----------------------------|--------------------------------------|--------|---------|--------------------------------------|------------|--------|---------|
|                   | DNM                                  | Approaches | Meets  | Masters | Did Not Meet                | Approches                            | Meets  | Masters | DNM                                  | Approaches | Meets  | Masters |
| Black/            | 100.00%                              | 0.00%      | 0%     | 0%      | 0.00%                       | 0.00%                                | 0%     | 100%    | 0                                    | 100%       | 0%     | 0%      |
| Hispanic          | 22.03%                               | 27.11%     | 25.42% | 25.42%  | 29.55%                      | 22.73%                               | 27.27% | 20.45%  | 24.07                                | 27.78      | 37.04% | 11.11%  |
| White             | 11.11%                               | 11.11%     | 44.44% | 33.33%  | 0.00%                       | 16.67%                               | 50%    | 16.67%  | 37.5                                 | 37.5       | 37.50% | 25%     |
| EB                | 28.00%                               | 20.00%     | 32%    | 20%     | 34.78%                      | 17.40%                               | 17.39% | 30.43%  | 27.27                                | 24.24      | 42.42% | 6.06%   |
| Special Ed        | 56.00%                               | 12.00%     | 16%    | 16%     | 69.23%                      | 15.00%                               | 15.38% | 0%      | 53.85                                | 30.77      | 15.38% | 0%      |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   | 2024 3rd Grade Math-English          |            |        |         | 2024 4th Grade Math-English |                                      |        |         | 2004 5th Grade Math-English          |            |        |         |
|                   | DNM                                  | Approaches | Meets  | Masters | DNM                         | Approaches                           | Meets  | Masters | DNM                                  | Approaches | Meets  | Masters |
| FBE               | 19.51%                               | 24.39%     | 31.71% | 24.39%  | 38.89%                      | 25%                                  | 25%    | 11.11%  | 22.22%                               | 20.37%     | 37.04% | 20.37%  |
| Economic Dis      | 21.74%                               | 23.19%     | 33.33% | 21.74%  | 41.38%                      | 27.59%                               | 24.14% | 6.90%   | 26.19%                               | 26.19%     | 35.71% | 14.29%  |
| Asian             | 0%                                   | 0%         | 100%   | 0%      | 0%                          | 0%                                   | 100%   | 0%      | 0%                                   | 0%         | 0%     | 0%      |
| Black             | 50%                                  | 0%         | 50%    | 0%      | 42.62%                      | 26.23%                               | 22.95% | 8.20%   |                                      | 0%         | 0%     | 0%      |
| Hispanic          | 20.27%                               | 27.03%     | 28.38% | 24.32%  | 0%                          | 0%                                   | 0%     | 100%    | 25.53%                               | 23.40%     | 36.17% | 14.89%  |
| White             | 0%                                   | 0%         | 50%    | 50%     | 22.22%                      | 22.22%                               | 33.33% | 22.22%  | 0%                                   | 0%         | 50%    | 50%     |
| EB                | 21.62%                               | 13.51%     | 32.43% | 32.43%  | 55.56%                      | 25.93%                               | 11.11% | 7.41%   | 26.92%                               | 19.23%     | 34.62% | 19.23%  |
| Special Ed        | 35.29%                               | 23.53%     | 23.53% | 17.65%  | 62.50%                      | 12.50%                               | 20.83% | 4.17%   | 69.23%                               | 7.69%      | 15.38% | 7.69%   |
| Two or More Races |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
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|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
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|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
|                   |                                      |            |        |         |                             |                                      |        |         |                                      |            |        |         |
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|              | 2023 3rd Grade Language Arts-English |            |       |         | 2023 4th Grade Language Arts-English  |            |        |         | 2023 5th Grade-Language Arts-English |            |       |         |
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|              | DNM                                  | Approaches | Meets | Masters | Did Not Meet                          | Approches  | Meets  | Masters | DNM                                  | Approaches | Meets | Masters |
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|              |                                      |            |       |         |                                       |            |        |         |                                      |            |       |         |
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|              |                                      |            |       |         |                                       |            |        |         |                                      |            |       |         |
|              |                                      |            |       |         |                                       |            |        |         |                                      |            |       |         |
|              |                                      |            |       |         |                                       |            |        |         |                                      |            |       |         |
|              |                                      |            |       |         |                                       |            |        |         |                                      |            |       |         |
|              | 2023 3rd Grade RLA-Spanish           |            |       |         | 2023 4th Grade RLA-Spanish-4 students |            |        |         | 2024 5th Grade RLA-Spanish           |            |       |         |
|              | DNM                                  | Approaches | Meets | Masters | DNM                                   | Approaches | Meets  | Master  | DNM                                  | Approaches | Meets | Masters |
| FBE          | 35.71%                               | 28.57%     | 7.14% | 28.57%  | 50.00%                                | 25.00%     | 0.00%  | 25.00%  | 100.00%                              | 0.00%      | 0.00% | 0.00%   |
| Economic Dis | 35.71%                               | 28.57%     | 7.14% | 28.57%  | 50.00%                                | 25.00%     | 0.00%  | 25.00%  | 100.00%                              | 0.00%      | 0.00% | 0.00%   |
| Hispanic     | 30.77%                               | 30.77%     | 7.69% | 30.77%  | 50.00%                                | 25.00%     | 0.00%  | 25.00%  | 100.00%                              | 0.00%      | 0.00% |         |
| EB           | 35.71%                               | 28.57%     | 7%    | 29%     | 50.00%                                | 25.00%     | 0.00%  | 25.00%  | 100.00%                              | 0.00%      | 0.00% | 0.00%   |
| Special Ed   | 100.00%                              | 0.00%      | 0%    | 0%      | 50.00%                                | 25.00%     | 0.00%  | 25.00%  | 100.00%                              | 0.00%      | 0.00% | 0.00%   |
|              |                                      |            |       |         |                                       |            |        |         |                                      |            |       |         |
|              | 2024 3rd Grade RLA-Spanish           |            |       |         | 2024 4th Grade RLA-Spanish-           |            |        |         | 2024 5th Grade RLA-Spanish           |            |       |         |
|              | DNM                                  | Approaches | Meets | Masters | DNM                                   | Approaches | Meets  | Master  | DNM                                  | Approaches | Meets | Masters |
| FBE          | 11.54%                               | 61.54%     | 7.69% | 19.23%  | 50%                                   | 18.75%     | 31.25% | 0%      | 33.00%                               | 66.67%     | 0.00% | 0.00%   |
| Economic Dis | 11.54%                               | 61.54%     | 7.69% | 19.23%  | 46.67%                                | 20%        | 33.33% | 0%      | 33.00%                               | 66.67%     | 0.00% | 0.00%   |
| Hispanic     | 11.54%                               | 61.54%     | 7.69% | 19.23%  | 46.67%                                | 20%        | 33.33% | 0%      | 33.00%                               | 66.67%     | 0.00% | 0.00%   |
| EB           | 12%                                  | 60%        | 8%    | 20%     | 50%                                   | 18.75%     | 31.25% | 0%      | 33.00%                               | 66.67%     | 0.00% | 0.00%   |
| Special Ed   | 42.86%                               | 42.86%     | 0%    | 14.29%  | 66.67%                                | 33.33%     | 0%     | 0%      | 33.00%                               | 66.67%     | 0.00% | 0.00%   |



|              | 2023 3rd Grade Language Arts-English |            |        |         | 2023 4th Grade Language Arts-English |                        |            |         | 2023 5th Grade-Language Arts-English |            |       |         |
|--------------|--------------------------------------|------------|--------|---------|--------------------------------------|------------------------|------------|---------|--------------------------------------|------------|-------|---------|
|              | DNM                                  | Approaches | Meets  | Masters | Did Not Meet                         | Approches              | Meets      | Masters | DNM                                  | Approaches | Meets | Masters |
|              |                                      |            |        |         |                                      |                        |            |         |                                      |            |       |         |
|              | 2023 5th Grade Science               |            |        |         |                                      | 2024 5th Grade Science |            |         |                                      |            |       |         |
|              | DNM                                  | Approaches | Meets  | Masters |                                      | DNM                    | Approaches | Meets   | Masters                              |            |       |         |
| FBE          | 35.38%                               | 33.84%     | 23.08% | 7.69%   | FBE                                  | 44.44%                 | 33.33%     | 16.67%  | 5.56%                                |            |       |         |
| Economic Dis | 35.00%                               | 35.00%     | 21.67% | 8.33%   | Economic Dis                         | 52.38%                 | 28.57%     | 14.29%  | 4.76%                                |            |       |         |
| Black/       | 0%                                   | 100%       | 0%     | 0%      | Black/                               | 0%                     | 0%         | 100%    | 0%                                   |            |       |         |
| Hispanic     | 38.18%                               | 34.54%     | 21.82% | 5.45%   | Hispanic                             | 51.06%                 | 31.91%     | 12.77%  | 4.26%                                |            |       |         |
| White        | 25%                                  | 13%        | 37.50% | 25%     | White                                | 0%                     | 50%        | 33.33%  | 16.67%                               |            |       |         |
| EB           | 44.11%                               | 29.42%     | 17.65% | 8.82%   | EB                                   | 53.85%                 | 30.77%     | 11.54%  | 3.85%                                |            |       |         |
| Special Ed   | 33.33%                               | 33.34%     | 33.33% | 0%      | Special Ed                           | 84.62%                 | 7.69%      | 7.69%   | 0%                                   |            |       |         |

|                                  | CFB-2023-24-4th 9wks-Reading Levels | CFB-2023-24-2nd 9wks-Reading Levels | CFB-2023-24-2nd 9wks-Reading Levels |
|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <b>Farmers Branch Elementary</b> |                                     |                                     |                                     |
| Total Students                   | 70                                  | 74                                  | 53                                  |
| Raw Score                        | 11                                  | 16                                  | 15                                  |
| Did Not Meet                     | 42.86%                              | 27.03%                              | 69.81%                              |
| Approaches                       | 10%                                 | 6.76%                               | 7.55%                               |
| Meets                            | 25.71%                              | 29.73%                              | 11.32%                              |
| Masters                          | 20%                                 | 36.49%                              | 11.32%                              |
| NAorNG                           | 0%                                  | 0%                                  | 0%                                  |

|                | CFB-2023-24-4th 9wks-Reading Levels | CFB-2023-24-2nd 9wks-Reading Levels | CFB-2023-24-2nd 9wks-Reading Levels |
|----------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Testing Campus | Farmers Branch Elementary           | Farmers Branch Elementary           | Farmers Branch Elementary           |

### Student Learning Strengths

|   |  |  |  |  |  |
|---|--|--|--|--|--|
|   |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• <b>Grew Masters ELA from 3rd /4th grade and 4th /5th (same kiddos grew from 53% DNM+ App to 41% and from 64% to 39%), reducing the # of kiddos "not ready for the next grade level.</b></li> </ul> |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Similarly, Meets + Masters ELA grew from 46% to 57% - we are moving kiddos forward.</li> </ul>   |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Science MAP shows that 34% of kiddos are in the 80th percentile.</li> </ul>  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Math MAP growth was evident in 2, 3, and 5 grade levels, where 54%, 66%, and 58% grew 50% or more in 1 year. The same occurs in Reading MAP as well.</li> </ul>                                    |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• 20% of K-2 students are masters in reading level</li> </ul>  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• STAAR Reading - Percentage of students DNM decreased</li> </ul>  |  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• STAAR Reading</li> </ul>   |  |  |  |  |  |

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** In Kinder, 1st,2nd, and 4th less than 50% of students met their growth projection on Math MAP Kinder-38% 1st-19% 2nd-44% 4th-37%

**Root Cause:** There is a lack of training and planning for supporting students with targeted Tier 1 and Tier 2 support of essential skills and tracking of essential skill progress.

**Problem Statement 2 (Prioritized):** Less than 50% of students are meeting growth projections in K, 1, and 4 Spanish Reading, according to MAP

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

**Problem Statement 3 (Prioritized):** Less than 50% of K-2 of students are meeting or mastering reading based on Running Records

**Root Cause:** The focus is on growth, not achievement. There is a lack of training and implementation of effective small group instruction and tier 2 and tier 3 interventions.

**Problem Statement 4 (Prioritized):** Emergent Bilingual Students perform significantly below other students, according to STAAR.

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

**Problem Statement 5 (Prioritized):** 58% of Special Education students are scoring DNM on STAAR Reading

**Root Cause:** Lack of interventions in the general education classroom and need for support and training for inclusion and modifying curriculum to support students in exposure to Tier 1 curriculum.

**Problem Statement 6 (Prioritized):** Less than 60% of students in Kinder, 1st, 2nd, 3rd, 4th and 5th grade met their projected growth in Reading based on MAP data

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

**Problem Statement 7:** 44% of students scored Does Not Meet on 5th Grade Science

**Root Cause:** Map and STAAR are not aligned, and growth on MAP showed that students were growing and achieving science skills in 5th grade when progress monitoring was done.

**Problem Statement 8 (Prioritized):** 36% of the student population identified as Special Education

**Root Cause:** Dyslexia moved under SPED in the past two years, and the way students are identified has changed. Response to Intervention is needed early and targeted to fill in gaps and address diverse learning needs.

# School Processes & Programs

## School Processes & Programs Summary

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

|      | Pre-K                           | Kinder | 1st | 2nd | 3rd | 4th | 5th |      |                                     |
|------|---------------------------------|--------|-----|-----|-----|-----|-----|------|-------------------------------------|
| 7:30 | Morning announcements 7:30-7:35 |        |     |     |     |     |     | 7:30 | Students leave the gym/Cafe at 7:20 |

|      |                              |                              |                              |                              |  |  |                             |      |  |
|------|------------------------------|------------------------------|------------------------------|------------------------------|--|--|-----------------------------|------|--|
| 7:35 | 7:35-10:10<br>155<br>minutes | 7:35-10:00<br>145<br>minutes | 7:35-10:30<br>175<br>minutes | 7:35-11:00<br>205<br>minutes | 7:40-8:25<br>45<br>minutes<br>specials | 7:35-8:30<br>55<br>minutes             | 7:35-9:20<br>105<br>minutes | 7:35 |  |
| 7:40 |                              |                              |                              |                              |  |  |                             | 7:40 |  |
| 7:45 |                              |                              |                              |                              |  |  |                             | 7:45 |  |
| 7:50 |                              |                              |                              |                              |  |  |                             | 7:50 |  |
| 7:55 |                              |                              |                              |                              |  |  |                             | 7:55 |  |
| 8:00 |                              |                              |                              |                              |  |  |                             | 8:00 |  |
| 8:05 |                              |                              |                              |                              |  |  |                             | 8:05 |  |
| 8:10 |                              |                              |                              |                              |  |  |                             | 8:10 |  |
| 8:15 |                              |                              |                              |                              |  |  |                             | 8:15 |  |
| 8:20 |                              |                              |                              |                              |  |  |                             | 8:20 |  |
| 8:25 |                              |                              |                              |                              | 8:25-8:55<br>30<br>minutes<br>WIN time |  |                             | 8:25 |  |
| 8:30 |                              |                              |                              |                              |  | 8:30-9:15<br>45<br>minutes<br>specials |                             | 8:30 |  |
| 8:35 |                              |                              |                              |                              |  |  |                             | 8:35 |  |
| 8:40 |                              |                              |                              |                              |  |  |                             | 8:40 |  |
| 8:45 |                              |                              |                              |                              |  |  |                             | 8:45 |  |
| 8:50 |                              |                              |                              |                              |  |  |                             | 8:50 |  |

|      |  |  |  |  |                              |  |   |      |  |
|------|--|--|--|--|------------------------------|--|---|------|--|
| 8:55 |  |  |  |  | 8:55-11:30<br>165<br>minutes |  |   | 8:55 |  |
| 9:00 |  |  |  |  |                              |  |   | 9:00 |  |
| 9:05 |  |  |  |  |                              |  |   | 9:05 |  |
| 9:10 |  |  |  |  |                              |  |   | 9:10 |  |
| 9:15 |  |  |  |  |                              | 9:15-9:45<br>30<br>minutes<br>WIN time |   | 9:15 |  |
| 9:20 |  |  |  |  |                              |  | 9:20-10:05<br>45<br>minutes<br>specials | 9:20 |  |
| 9:25 |  |  |  |  |                              |  |   | 9:25 |  |
| 9:30 |  |  |  |  |                              |  |   | 9:30 |  |
| 9:35 |  |  |  |  |                              |  |   | 9:35 |  |
| 9:40 |  |  |  |  |                              |  |   | 9:40 |  |

|       |             |             |             |             |             |             |       |  |
|-------|-------------|-------------|-------------|-------------|-------------|-------------|-------|--|
| 9:45  |             |             |             |             | 9:45-12:00  |             | 9:45  |  |
| 9:50  |             |             |             |             | 135         |             | 9:50  |  |
| 9:55  |             |             |             |             | minutes     |             | 9:55  |  |
| 10:00 |             | 10:00-10:30 |             |             |             |             | 10:00 |  |
| 10:05 |             | 30          |             |             |             |             | 10:05 |  |
| 10:10 | 10:10-10:55 | minutes     |             |             |             | 10:05-10:35 | 10:10 |  |
| 10:15 | 5 45        | Recess      |             |             |             | 30          | 10:15 |  |
| 10:20 | minutes     |             |             |             |             | minutes     | 10:20 |  |
| 10:25 | specials    |             |             |             |             | WIN time    | 10:25 |  |
| 10:30 |             | 10:30-11:00 | 10:30-11:00 |             |             |             | 10:30 |  |
| 10:35 |             | 30          | 0 30        |             |             |             | 10:35 |  |
| 10:40 |             | minutes     | minutes     |             |             | 10:35-12:30 | 10:40 |  |
| 10:45 |             | lunch       | Recess      |             |             | 115         | 10:45 |  |
| 10:50 |             |             |             |             |             | minutes     | 10:50 |  |
| 10:55 | 10:55-12:30 |             |             |             |             |             | 10:55 |  |
| 11:00 | 0 95        | 11:00-11:30 | 11:00-11:30 | 11:00-11:30 |             |             | 11:00 |  |
| 11:05 | minutes     | 30          | 0 30        | 0 30        |             |             | 11:05 |  |
| 11:10 |             | minutes     | minutes     | minutes     |             |             | 11:10 |  |
| 11:15 |             |             | Lunch       | Recess      |             |             | 11:15 |  |
| 11:20 |             |             |             |             |             |             | 11:20 |  |
| 11:25 |             |             |             |             |             |             | 11:25 |  |
| 11:30 |             | 11:30-12:15 | 11:30-12:20 | 11:30-12:00 | 11:30-12:00 |             | 11:30 |  |
| 11:35 |             | 45          | 0 50        | 0 30        | 0 30        |             | 11:35 |  |
| 11:40 |             | minutes     | minutes     | minutes     | minutes     |             | 11:40 |  |
| 11:45 |             | specials    |             | Lunch       | Recess      |             | 11:45 |  |
| 11:50 |             |             |             |             |             |             | 11:50 |  |
| 11:55 |             |             |             |             |             |             | 11:55 |  |

|       |            |             |            |            |             |             |            |       |  |
|-------|------------|-------------|------------|------------|-------------|-------------|------------|-------|--|
| 12:00 |            |             |            | 12:00-1:10 | 12:00-12:30 | 12:00-12:30 |            | 12:00 |  |
| 12:05 |            |             |            | 70         | 0 30        | 0 30        |            | 12:05 |  |
| 12:10 |            |             |            | minutes    | minutes     | minutes     |            | 12:10 |  |
| 12:15 |            | 12:15-12:45 |            |            | Lunch       | Recess      |            | 12:15 |  |
| 12:20 |            | 30          | 12:20-1:05 |            |             |             |            | 12:20 |  |
| 12:25 |            | minutes     | 45         |            |             |             |            | 12:25 |  |
| 12:30 | 12:30-1:00 | WIN time    | minutes    |            | 12:30-2:45  | 12:30-1:00  | 12:30-1:00 | 12:30 |  |
| 12:35 | 30         |             | specials   |            | 135         | 30          | 30         | 12:35 |  |
| 12:40 | minutes    |             |            |            | minutes     | minutes     | minutes    | 12:40 |  |
| 12:45 | Lunch      | 12:45-2:45  |            |            |             | Lunch       | Recess     | 12:45 |  |
| 12:50 |            | 120         |            |            |             |             |            | 12:50 |  |
| 12:55 |            | minutes     |            |            |             |             |            | 12:55 |  |
| 1:00  | 1:00-2:45  |             |            |            |             | 1:00-2:45   |            | 1:00  |  |
| 1:05  | 105        |             | 1:05-1:35  |            |             | 105         | 1:00-1:30  | 1:05  |  |
| 1:10  | minutes    |             | 30         | 1:10-1:55  |             | minutes     | 30         | 1:10  |  |
| 1:15  |            |             | minutes    | 45         |             |             | minutes    | 1:15  |  |
| 1:20  |            |             | WIN time   | minutes    |             |             | Lunch      | 1:20  |  |
| 1:25  |            |             |            | specials   |             |             |            | 1:25  |  |
| 1:30  |            |             |            |            |             |             | 1:30-2:45  | 1:30  |  |
| 1:35  |            |             | 1:35-2:45  |            |             |             | 75         | 1:35  |  |
| 1:40  |            |             | 70         |            |             |             | minutes    | 1:40  |  |
| 1:45  |            |             | minutes    |            |             |             |            | 1:45  |  |
| 1:50  |            |             |            |            |             |             |            | 1:50  |  |
| 1:55  |            |             |            | 1:55-2:25  |             |             |            | 1:55  |  |
| 2:00  |            |             |            | 30         |             |             |            | 2:00  |  |
| 2:05  |            |             |            | minutes    |             |             |            | 2:05  |  |
| 2:10  |            |             |            | WIN time   |             |             |            | 2:10  |  |
| 2:15  |            |             |            |            |             |             |            | 2:15  |  |
| 2:20  |            |             |            |            |             |             |            | 2:20  |  |
| 2:25  |            |             |            | 2:25-2:45  |             |             |            | 2:25  |  |
| 2:30  |            |             |            | 20         |             |             |            | 2:30  |  |
| 2:35  |            |             |            | minutes    |             |             |            | 2:35  |  |
| 2:40  |            |             |            |            |             |             |            | 2:40  |  |
| 2:45  | dismissal  |             |            |            |             |             |            | 2:45  |  |
| 2:50  |            |             |            |            |             |             |            | 2:50  |  |



|      |             |     |     |     |     |     |     |      |  |
|------|-------------|-----|-----|-----|-----|-----|-----|------|--|
| 2:55 |             | 295 | 295 | 295 | 295 | 295 | 295 | 2:55 |  |
| 3:00 |             |     |     |     |     |     |     | 3:00 |  |
| 3:05 |             |     |     |     |     |     |     | 3:05 |  |
| 3:10 |             |     |     |     |     |     |     | 3:10 |  |
| 3:15 |             |     |     |     |     |     |     | 3:15 |  |
| 3:20 |             |     |     |     |     |     |     | 3:20 |  |
| 3:25 |             |     |     |     |     |     |     | 3:25 |  |
| 3:30 |             |     |     |     |     |     |     | 3:30 |  |
|      |             |     |     |     |     |     |     |      |  |
|      |             |     |     |     |     |     |     |      |  |
| KEY  | SPECIALS    | 45  |     |     |     |     |     |      |  |
|      | INSTRUCTION | 300 |     |     |     |     |     |      |  |
|      | LUNCH       | 30  |     |     |     |     |     |      |  |
|      | WIN TIME    | 30  |     |     |     |     |     |      |  |
|      | RECESS      | 30  |     |     |     |     |     |      |  |

23-24 Master Schedule including WIN Time

### FBE Spring 2024 Tutoring Calendar

Two Days a week(Not Wednesdays), 3:00p-3:45p

- All Classroom Teachers PK-5 are tutoring (PK will support K and 1)
- Langston, Gomez, Valadez, Faz, Teachout, Ellison, Greenhill will also support specific grade levels.
- Group size should be no larger than 6
- Each round of tutoring is targeted and specific to students' needs
- If students need multiple subjects, your team can break up the week or students do one subject one round and the other subject the other round

| Round 1-3 Weeks | Start Date  | End Date      |
|-----------------|---|---------------|
|                 | February 12, 2024   | March 1, 2024 |
|                 | • Optional: March 4-March 8 (Use this week for planning, if not tutoring) |               |

| Round 2-4 Weeks | Start Date  | End Date       |
|-----------------|---|----------------|
|                 | March 18, 2024  | April 11, 2024 |
|                 | Optional: April 15-April 26 (Planning, if not tutoring) |                |

| Round 3-3 Weeks (Optional) | Start Date     | End Date     |
|----------------------------|----------------|--------------|
|                            | April 29, 2024 | May 17, 2024 |
|                            |                |              |

#### Dates to Remember:

- Reading STAAR- Tuesday, April 16, 2024
- Science STAAR- Tuesday, April 23, 2024
- Math STAAR- Wednesday, May 1, 2024
- EOY MAP testing begins May 1, 2024
- Last Day- May 23, 2024

- *Please speak with an administrator prior to canceling any tutoring sessions.*
- *Once Tutoring schedules have been established please place information on FBE Tutoring Sheet on the HUB so the office can access and answer questions of parents who may call during the day.*

#### School Processes & Programs Strengths

- Master Schedule is designed to allow for PK-5 to have 45-minute conference periods, recess & lunch
- WIN time schedule allows for 30 30-minute intervention so students are not missing tier 1 instruction

- Multiple sources of data are reviewed during SNAP meetings each 9-weeks, and all students are discussed.
- 100% of teachers participated in PLCs with content-specific coaches to help disaggregate student needs/trends

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Tutoring not starting until the Spring.

**Root Cause:** The focus for the fall was on WIN time groups

**Problem Statement 2:** Students who are above grade level are not receiving extension interventions to grow them at higher levels.

**Root Cause:** Focus is on students who are below levels

# Perceptions

## Perceptions Summary

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

Attendance rate was 94%.

Official discipline was 13 state offenses this year.

## Perceptions Strengths

- Restorative practices are used by teachers and administrators to reduce discipline
- The mentoring program begins to grow this year
- Business/community partnerships increased this year
- PTA was reestablished and held 4 parent/community activities

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to Panorama, 53% of students have concerns about school safety.

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

**Problem Statement 2 (Prioritized):** Mentor Program has declined in number of mentors and support for mentors to actively engage with mentees.

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

**Problem Statement 3 (Prioritized):** Parents need more support in building the home/school connection and support in empowering students to grow and achieve at high levels

**Root Cause:** Lack of explicit learning about school process and learning.

# Priority Problem Statements

**Problem Statement 1:** Less than 50% of students are meeting growth projections in K, 1, and 4 Spanish Reading, according to MAP

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

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** In Kinder, 1st, 2nd, and 4th less than 50% of students met their growth projection on Math MAP Kinder-38% 1st-19% 2nd-44% 4th-37%

**Root Cause 2:** There is a lack of training and planning for supporting students with targeted Tier 1 and Tier 2 support of essential skills and tracking of essential skill progress.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Less than 50% of K-2 of students are meeting or mastering reading based on Running Records

**Root Cause 3:** The focus is on growth, not achievement. There is a lack of training and implementation of effective small group instruction and tier 2 and tier 3 interventions.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Emergent Bilingual Students perform significantly below other students, according to STAAR.

**Root Cause 4:** More training is needed for teachers to support English Language Acquisition.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** According to Panorama, 53% of students have concerns about school safety.

**Root Cause 5:** Students do not understand the terminology of the survey. Students do not understand safety features that are in place to keep them safe at school.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Attendance rate is 94%

**Root Cause 6:** Inadequate systems for addressing chronic absenteeism and developing cohesive protocols between parents and educators for student achievement. Lack of celebration for students who come to school on time with regular attendance.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Mentor Program has declined in number of mentors and support for mentors to actively engage with mentees.

**Root Cause 7:** Covid protocols and lack of clarity in how to sign up for the program. Lack of resources for mentors during their time with students.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Less than 60% of students in Kinder, 1st, 2nd, 3rd, 4th and 5th grade met their projected growth in Reading based on MAP data

**Root Cause 8:** Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** 58% of Special Education students are scoring DNM on STAAR Reading

**Root Cause 9:** Lack of interventions in the general education classroom and need for support and training for inclusion and modifying curriculum to support students in exposure to Tier 1 curriculum.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** 36% of the student population identified as Special Education

**Root Cause 10:** Dyslexia moved under SPED in the past two years, and the way students are identified has changed. Response to Intervention is needed early and targeted to fill in gaps and address diverse learning needs.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Tutoring not starting until the Spring.

**Root Cause 11:** The focus for the fall was on WIN time groups

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** Parents need more support in building the home/school connection and support in empowering students to grow and achieve at high levels

**Root Cause 12:** Lack of explicit learning about school process and learning.

**Problem Statement 12 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## **Student Data: Student Groups**

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

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data

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

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

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



# Guiding Objectives




Revised/Approved: August 5, 2024




## Guiding Objective 1: Optimize Engaging and Diverse Learning





**Goal 1:** By May 2025, 70% of Kinder-2nd grade students will reach the Meets or Master category as identified on Running Records.

**High Priority**

**Evaluation Data Sources:** Fountas and Pinnell Running Records

| Strategy 1 Details  |  | Reviews   |   |   |           |
|---|--|---|---|---|-----------|
| <b>Strategy 1:</b> Conduct training on running records and how to use them to assess, form, and teach small groups to meet students' individual needs. Calibration with Instructional Coaches once per nine weeks.<br><b>Strategy's Expected Result/Impact:</b> Consensus in the evaluation of student reading and ongoing monitoring of progress will accelerate reading level growth.<br><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 3<br><b>Funding Sources:</b> Instructional Coaches - 211 Title I - 211-13-6119-00-109-30-000 - \$45,729, Materials for small groups and training - 211 Title I - 211-11-6399-00-109-99-000 - \$500, Subs for data dives for teachers to look at Running Record data - 211 Title I - 211-11-6112-00-109-30-000 - \$900 |  | Formative   |   |   | Summative |
|   |  | Oct   | Jan   | Mar   | June      |
|   |  |  |  |  |           |

| Strategy 2 Details   |  | Reviews   |   |   |           |
|--|--|---|---|---|-----------|
| <b>Strategy 2:</b> Provide students and staff with resources and materials (print and digital) to support read-aloud, guided reading, shared reading, independent reading, word study practices, and small group instruction.<br><b>Strategy's Expected Result/Impact:</b> Increase in Reading Levels<br><b>Staff Responsible for Monitoring:</b> Principal, Coaches<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 3<br><b>Funding Sources:</b> Materials and Supplies - 211 Title I - 211-11-6399-00-109-99-000 - \$1,000, Guided Reading books and decodable readers - 211 Title I - 211-11-6329-00-109-99-000 - \$1,413 |  | Formative   |   |   | Summative |
|  |  | Oct   | Jan   | Mar   | June      |
|  |  |  |  |  |           |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Goal 1 Problem Statements:



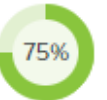



| Student Learning   |   |
|--|---|
| <b>Problem Statement 3:</b> Less than 50% of K-2 of students are meeting or mastering reading based on Running Records<br>There is a lack of training and implementation of effective small group instruction and tier 2 and tier 3 interventions. | <b>Root Cause:</b> The focus is on growth, not achievement. |








## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 2:** By May 2025 FBE staff will increase the number of students who meet or exceed their Growth projection on MAP in Reading by 5%.

**High Priority**

**Evaluation Data Sources:** MAP

| Strategy 1 Details   |  | Reviews   |   |   |           |
|--|--|---|---|---|-----------|
| <b>Strategy 1:</b> Provide dedicated time for teachers to identify essential TEKS, plan small group instruction, analyze data to track students' progress on essential TEKS<br><b>Strategy's Expected Result/Impact:</b> Understanding of essential TEKS<br>Effective Small-group instruction<br>Increase the rigor of instruction to match the TEKS<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Coaches<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 2, 4<br><b>Funding Sources:</b> Training, substitute coverage - 211 Title I - 211-11-6112-00-109-30-000 - \$3,000, Instructional Tutors supplemental interventionist - 211 Title I - 211-11-6117-00-109-30-000 - \$34,258, Supplemental Intervention for At Risk Students - 199-SCE State Comp Ed (SCE) - \$69,000 |  | Formative   |   |   | Summative |
|  |  | Oct   | Jan   | Mar   | June      |
|  |  |    |    |    |           |
| Strategy 2 Details   |  | Reviews   |   |   |           |
| <b>Strategy 2:</b> Provide students and staff with resources and materials (print and digital) to support decoding, real-world reading, writing, fluency, and critical thinking.<br><b>Strategy's Expected Result/Impact:</b> Improved growth targets met on MAP test<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Coaches<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 2, 5, 6<br><b>Funding Sources:</b> RAZ Kids - 211 Title I - 211-11-6299-00-109-99-000 - \$2,000, Real World Publication - 211 Title I - 211-11-6299-00-109-99-000 - \$1,000, NEWSELA - 211 Title I - 211-11-6299-00-109-99-000 - \$500   |  | Formative   |   |   | Summative |
|  |  | Oct   | Jan   | Mar   | June      |
|  |  |  |  |  |           |



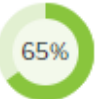







| Strategy 3 Details  | Reviews   |   |   |           |
|---|---|---|---|-----------|
| <b>Strategy 3:</b> Provide intervention for students on specific essential standards students need to make progress based on data from assessments.<br><b>Strategy's Expected Result/Impact:</b> Increased growth and achievement on MAP<br><b>Staff Responsible for Monitoring:</b> Principal, teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>Problem Statements:</b> Student Learning 4, 5, 6 - School Processes & Programs 1<br><b>Funding Sources:</b> Extended Tutoring payment for staff - 211 Title I - 211-11-6117-00-109-30-000 - \$7,000, Snacks for students while attending tutorials - 211 Title I - 211-11-6498-00-109-99-000 - \$2,000 | Formative   |   |   | Summative |
|   | Oct   | Jan   | Mar   | June      |
|   |  |  |  |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |   |   |   |           |

## Goal 2 Problem Statements:

| Student Learning  |
|---|
| <b>Problem Statement 2:</b> Less than 50% of students are meeting growth projections in K, 1, and 4 Spanish Reading, according to MAP <b>Root Cause:</b> Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations. Lack of bilingual interventionist. |
| <b>Problem Statement 4:</b> Emergent Bilingual Students perform significantly below other students, according to STAAR. <b>Root Cause:</b> More training is needed for teachers to support English Language Acquisition.  |
| <b>Problem Statement 5:</b> 58% of Special Education students are scoring DNM on STAAR Reading <b>Root Cause:</b> Lack of interventions in the general education classroom and need for support and training for inclusion and modifying curriculum to support students in exposure to Tier 1 curriculum.   |
| <b>Problem Statement 6:</b> Less than 60% of students in Kinder, 1st, 2nd, 3rd, 4th and 5th grade met their projected growth in Reading based on MAP data <b>Root Cause:</b> Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations.                |
| School Processes & Programs   |
| <b>Problem Statement 1:</b> Tutoring not starting until the Spring. <b>Root Cause:</b> The focus for the fall was on WIN time groups  |

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 3:** By May 2025 FBE staff will increase the number of students who meet or exceed their Growth projection on MAP in Math by 5%.

| Strategy 1 Details  | Reviews  |  |  |           |
|---|--|--|--|-----------|
| <b>Strategy 1:</b> Provide dedicated time for teachers to identify and unpack essential TEKS, plan small group instruction, analyze data to track students' progress on essential TEKS<br><b>Strategy's Expected Result/Impact:</b> Deeper understanding of TEKS and use of data to form small groups. Targeted instruction to focus on the rigor of TEKS and the needs of students will produce an increase in Math scores.<br><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1<br><b>Funding Sources:</b> Subs for extended PLCs - 211 Title I - 211-11-6112-00-109-30-000 - \$1,000 | Formative  |  |  | Summative |
|   | Oct  | Jan  | Mar  | June      |
|   |   |   |   |           |
| Strategy 2 Details  | Reviews  |  |  |           |
| <b>Strategy 2:</b> Provide students and staff with resources and materials (print and digital) to support fact fluency, problem-solving, and critical thinking<br><b>Strategy's Expected Result/Impact:</b> Students will have hands-on and digital resources to support foundational skills and increase MAP scores.<br><b>Staff Responsible for Monitoring:</b> Principal, Teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments<br><b>Problem Statements:</b> Student Learning 1, 4, 8<br><b>Funding Sources:</b> All Hands on Deck Math Games - 211 Title I - 211-11-6299-00-109-99-000 - \$200, Thinking Classrooms Materials - 211 Title I - 211-11-6399-00-109-99-000 - \$500  | Formative  |  |  | Summative |
|   | Oct  | Jan  | Mar  | June      |
|   |  |  |  |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |  |  |  |           |

## Goal 3 Problem Statements:

### Student Learning

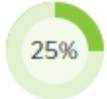

**Problem Statement 1:** In Kinder, 1st, 2nd, and 4th less than 50% of students met their growth projection on Math MAP Kinder-38% 1st-19% 2nd-44% 4th-37% **Root Cause:** There is a lack of training and planning for supporting students with targeted Tier 1 and Tier 2 support of essential skills and tracking of essential skill progress.





**Problem Statement 4:** Emergent Bilingual Students perform significantly below other students, according to STAAR. **Root Cause:** More training is needed for teachers to support English Language Acquisition.

**Problem Statement 8:** 36% of the student population identified as Special Education **Root Cause:** Dyslexia moved under SPED in the past two years, and the way students are identified has changed. Response to Intervention is needed early and targeted to fill in gaps and address diverse learning needs.

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 4:** By May 2025 there will be a 5% increase in the number of Emergent Bilingual students who are achieving at the Meets grade level or above in STAAR

| Strategy 1 Details  | Reviews   |   |   |           |
|---|-----------|---|---|-----------|
| <b>Strategy 1:</b> Conduct professional development around supporting students in language development.<br><b>Strategy's Expected Result/Impact:</b> Increased strategies to support Emergent Bilingual language development and increase growth and achievement for EB students on State and local assessments.<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 2, 3, 4, 6<br><b>Funding Sources:</b> Seidlitz Training for Staff - 211 Title I - 211-13-6411-00-109-99-000 - \$2,000, NAEB Conference - 211 Title I - 211-13-6411-00-109-99-000 - \$5,000 | Formative |   |   | Summative |
|   | Oct       | Jan   | Mar   | June      |
|   | N/A       |  |  |           |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue











## Goal 4 Problem Statements:

| Student Learning  |
|---|
| <b>Problem Statement 2:</b> Less than 50% of students are meeting growth projections in K, 1, and 4 Spanish Reading, according to MAP <b>Root Cause:</b> Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations. Lack of bilingual interventionist. |
| <b>Problem Statement 3:</b> Less than 50% of K-2 of students are meeting or mastering reading based on Running Records <b>Root Cause:</b> The focus is on growth, not achievement. There is a lack of training and implementation of effective small group instruction and tier 2 and tier 3 interventions.   |
| <b>Problem Statement 4:</b> Emergent Bilingual Students perform significantly below other students, according to STAAR. <b>Root Cause:</b> More training is needed for teachers to support English Language Acquisition.  |
| <b>Problem Statement 6:</b> Less than 60% of students in Kinder, 1st, 2nd, 3rd, 4th and 5th grade met their projected growth in Reading based on MAP data <b>Root Cause:</b> Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations.                |

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 5:** By May 2025, there will be a 3% increase in the number of Special Education students who perform at the Approaches or above the level on STAAR in both Reading and Math.

**Evaluation Data Sources:** STAAR Scores

| Strategy 1 Details  | Reviews   |   |   |           |
|---|---|---|---|-----------|
| <b>Strategy 1:</b> Conduct SNAP meetings with the Special Education Team 4 times a year to discuss students and their progress.<br><b>Strategy's Expected Result/Impact:</b> Providing individualized support, monitoring progress, facilitating early intervention, and promoting collaboration to tailor instruction to the needs of individual students.<br><b>Staff Responsible for Monitoring:</b> Principal, Sped Team<br><br><b>Problem Statements:</b> Student Learning 5, 8  | Formative   |   |   | Summative |
|   | Oct   | Jan   | Mar   | June      |
|   |  |  |  |           |
| Strategy 2 Details  | Reviews   |   |   |           |
| <b>Strategy 2:</b> Conduct PD around learning strategies that provide all students with access to the general education curriculum.<br><b>Strategy's Expected Result/Impact:</b> Increase in teachers' knowledge of best practices to support the growth of students with learning differences.<br><b>Staff Responsible for Monitoring:</b> Principal, Special Education Team<br><br><b>Problem Statements:</b> Student Learning 1, 2, 3, 5, 6, 8<br><b>Funding Sources:</b> Materials and Supplies - 211 Title I - 211-11-6399-00-109-99-000 - \$500 | Formative   |   |   | Summative |
|   | Oct   | Jan   | Mar   | June      |
|   |  |  |  |           |
|  No Progress  Accomplished  Continue/Modify  Discontinue  |   |   |   |           |

## Goal 5 Problem Statements:

| Student Learning  |
|---|
| <b>Problem Statement 1:</b> In Kinder, 1st, 2nd, and 4th less than 50% of students met their growth projection on Math MAP Kinder-38% 1st-19% 2nd-44% 4th-37% <b>Root Cause:</b> There is a lack of training and planning for supporting students with targeted Tier 1 and Tier 2 support of essential skills and tracking of essential skill progress.   |
| <b>Problem Statement 2:</b> Less than 50% of students are meeting growth projections in K, 1, and 4 Spanish Reading, according to MAP <b>Root Cause:</b> Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations. Lack of bilingual interventionist. |



### Student Learning

**Problem Statement 3:** Less than 50% of K-2 of students are meeting or mastering reading based on Running Records **Root Cause:** The focus is on growth, not achievement. There is a lack of training and implementation of effective small group instruction and tier 2 and tier 3 interventions.

**Problem Statement 5:** 58% of Special Education students are scoring DNM on STAAR Reading **Root Cause:** Lack of interventions in the general education classroom and need for support and training for inclusion and modifying curriculum to support students in exposure to Tier 1 curriculum.








**Problem Statement 6:** Less than 60% of students in Kinder, 1st, 2nd, 3rd, 4th and 5th grade met their projected growth in Reading based on MAP data **Root Cause:** Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations.

**Problem Statement 8:** 36% of the student population identified as Special Education **Root Cause:** Dyslexia moved under SPED in the past two years, and the way students are identified has changed. Response to Intervention is needed early and targeted to fill in gaps and address diverse learning needs.

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

**Goal 1:** Students' favorable response to " How often do you worry about violence at your school?" Panorama data will reflect a 10% increase (from 53% to 63%) in the "School Safety" topic description on the Spring 2025 Panorama survey.

**Evaluation Data Sources:** Panorama Student Survey

| Strategy 1 Details  | Reviews   |   |   |           |
|---|---|---|---|-----------|
| <b>Strategy 1:</b> Implement a safety day each month to promote a feeling of safety and well-being. Use Morning announcements, a wall display, and student leaders to discuss ways we stay safe at FBE.<br><b>Strategy's Expected Result/Impact:</b> Creating a Culture of Safety, Increase awareness of safety.<br><b>Staff Responsible for Monitoring:</b> Principal, Counselor<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> Materials and Supplies - 211 Title I - 211-11-6399-00-109-99-000 - \$200 | Formative   |   |   | Summative |
|   | Oct   | Jan   | Mar   | June      |
|   |  |  |  |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>  |   |   |   |           |






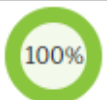
**Goal 1 Problem Statements:**

| Perceptions  |
|--|
| <b>Problem Statement 1:</b> According to Panorama, 53% of students have concerns about school safety. <b>Root Cause:</b> Students do not understand the terminology of the survey. Students do not understand safety features that are in place to keep them safe at school. |

### Guiding Objective 3: Optimize Community Engagement

**Goal 1:** Host 2 Parent University nights to empower and engage parents in their students' academic, social and emotional learning.

**Evaluation Data Sources:** Event publications and sign in sheets

| Strategy 1 Details  | Reviews   |   |   |           |
|---|---|---|---|-----------|
| <b>Strategy 1:</b> Plan a family engagement with PTA and staff and a session to educate and empower parents.<br><b>Strategy's Expected Result/Impact:</b> Increase parent/community involvement<br><b>Staff Responsible for Monitoring:</b> Principal, Team Leaders<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 3<br><b>Funding Sources:</b> Supplies and Materials for parent engagement - 211 Title I - 211-61-6399-00-109-99-000 - \$3,800<br>, Extra duty for parent family engagement to support event - 211 Title I - 211-61-6117-00-109-99-000 - \$500 | Formative   |   |   | Summative |
|   | Oct   | Jan   | Mar   | June      |
|   |    |    |    |           |
| Strategy 2 Details  | Reviews   |   |   |           |
| <b>Strategy 2:</b> Use Parenting with Love and Logic Curriculum to empower and engage parents as they partner with the school to help students learn and grow.<br><b>Strategy's Expected Result/Impact:</b> Empower parents to support their student's growth and development and strengthen the home and school connection.<br><br><b>Problem Statements:</b> Perceptions 3  | Formative   |   |   | Summative |
|   | Oct   | Jan   | Mar   | June      |
|   | N/A   | N/A   | N/A   |           |
| Strategy 3 Details  | Reviews   |   |   |           |
| <b>Strategy 3:</b> Create games, at-home materials, and a snack for Parent University Night.<br><b>Strategy's Expected Result/Impact:</b> Parents have materials at home to support student learning.<br><b>Staff Responsible for Monitoring:</b> Principal, Teachers<br><br><b>Problem Statements:</b> Perceptions 3<br><b>Funding Sources:</b> Water, zip lock bags - 211 Title I - \$200   | Formative   |   |   | Summative |
|   | Oct   | Jan   | Mar   | June      |
|   |  |  |  |           |



No Progress



Accomplished



Continue/Modify



Discontinue

### Goal 1 Problem Statements:

#### Perceptions


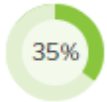
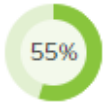






**Problem Statement 3:** Parents need more support in building the home/school connection and support in empowering students to grow and achieve at high levels **Root Cause:** Lack of explicit learning about school process and learning.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2025 we will recruit and retain 20 mentors to serve students at Farmers Branch

High Priority

Evaluation Data Sources: Mentor sign-in sheet

| Strategy 1 Details  | Reviews   |  |  |           |
|---|---|--|--|-----------|
| <b>Strategy 1:</b> Create advertisements for the mentor program.<br><b>Strategy's Expected Result/Impact:</b> Promote FBE mentor program<br><b>Staff Responsible for Monitoring:</b> Principal and Counselor<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 2<br><b>Funding Sources:</b> Recruitment materials - 211 Title I - 211-11-6299-00-109-99-000 - \$100   | Formative   |  |  | Summative |
|   | Oct   | Jan  | Mar  | June      |
|   |  |   |   |           |
| Strategy 2 Details  | Reviews   |  |  |           |
| <b>Strategy 2:</b> Purchase resources to equip mentors to engage with students during their weekly meetings.<br><b>Strategy's Expected Result/Impact:</b> Mentors equipped to work with students with various needs and interest<br><b>Staff Responsible for Monitoring:</b> Principal and Counselor<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 2<br><b>Funding Sources:</b> Resources for mentor room - 211 Title I - 211-11-6399-00-109-99-000 - \$500 | 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 2 Problem Statements:

|  |
|--|
| <b>Perceptions</b>   |
| <b>Problem Statement 2:</b> Mentor Program has declined in number of mentors and support for mentors to actively engage with mentees. <b>Root Cause:</b> Covid protocols and lack of clarity in how to sign up for the program. Lack of resources for mentors during their time with students. |

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

Goal 1: By May 2025 students' favorable response to " How often do you worry about violence at your school?" Panorama data will reflect a 10% increase (from 53% to 63%) in the "School Safety" topic description on the Spring 2025 Panorama survey.

Evaluation Data Sources: Panorama Survey

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement Sanford Harmony lessons once a week for students to promote prosocial behaviors<br><b>Strategy's Expected Result/Impact:</b> Increase students' ability to problem solve safely and effectively with peers and create a positive classroom culture.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> Training (Building Thinking Classrooms Training), Materials - 211 Title I - 211-13-6399-00-109-99-000 - \$500 | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | June      |
|   | N/A       | N/A | N/A |           |
| <div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>  |           |     |     |           |








Goal 1 Problem Statements:

| Perceptions  |
|--|
| <b>Problem Statement 1:</b> According to Panorama, 53% of students have concerns about school safety. <b>Root Cause:</b> Students do not understand the terminology of the survey. Students do not understand safety features that are in place to keep them safe at school. |

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

Goal 2: By May 2025, FBE will increase student attendance from 94% to 97%

Evaluation Data Sources: Attendance Records

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

Goal 2 Problem Statements:





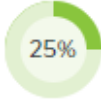




| Demographics  |
|---|
| <b>Problem Statement 2:</b> Attendance rate is 94% <b>Root Cause:</b> Inadequate systems for addressing chronic absenteeism and developing cohesive protocols between parents and educators for student achievement. Lack of celebration for students who come to school on time with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



## Guiding Objective 5: Optimize All Available Resources

**Goal 1:** By May 2025, Farmers Branch will implement a plan for collaboration and vertical teaming to provide meaningful professional development opportunities and cohesion among grade levels

**Evaluation Data Sources:** Sign in sheets, meeting agendas

| Strategy 1 Details   | Reviews   |   |   |           |
|--|---|---|---|-----------|
| <b>Strategy 1:</b> Schedule vertical team meetings a minimum of two a semester, to address student academic targets and increase instructional impact.<br><b>Strategy's Expected Result/Impact:</b> Teachers collaborates to discuss essential standards and how each grade level's essential standards impact the next grade level's standards. Which will positively impact student academic outcomes.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, coaches<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Student Learning 1, 2, 3, 6, 8<br><b>Funding Sources:</b> Materials and Supplies, Thinking Classrooms-Math Jump Start - 211 Title I - 211-11-6399-00-109-99-000 - \$500 | Formative   |   |   | Summative |
|  | Oct   | Jan   | Mar   | June      |
|  | N/A   |    |    |           |
| Strategy 2 Details   | Reviews   |   |   |           |
| <b>Strategy 2:</b> Implement Vertical Visits 4 times during the year for teachers to visit other classrooms and observe what is working and how to support the grade level ahead of them and expectations for students in grade levels below them.<br><b>Strategy's Expected Result/Impact:</b> Increased teacher knowledge of expectations and rigor in grades above and below them.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1, 2, 6  | Formative   |   |   | Summative |
|  | Oct   | Jan   | Mar   | June      |
|  |  |  |  |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>  |   |   |   |           |

### Goal 1 Problem Statements:

## Student Learning

**Problem Statement 1:** In Kinder, 1st, 2nd, and 4th less than 50% of students met their growth projection on Math MAP Kinder-38% 1st-19% 2nd-44% 4th-37% **Root Cause:** There is a lack of training and planning for supporting students with targeted Tier 1 and Tier 2 support of essential skills and tracking of essential skill progress.

**Problem Statement 2:** Less than 50% of students are meeting growth projections in K, 1, and 4 Spanish Reading, according to MAP **Root Cause:** Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations. Lack of bilingual interventionist.

**Problem Statement 3:** Less than 50% of K-2 of students are meeting or mastering reading based on Running Records **Root Cause:** The focus is on growth, not achievement. There is a lack of training and implementation of effective small group instruction and tier 2 and tier 3 interventions.

**Problem Statement 6:** Less than 60% of students in Kinder, 1st, 2nd, 3rd, 4th and 5th grade met their projected growth in Reading based on MAP data **Root Cause:** Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations.

**Problem Statement 8:** 36% of the student population identified as Special Education **Root Cause:** Dyslexia moved under SPED in the past two years, and the way students are identified has changed. Response to Intervention is needed early and targeted to fill in gaps and address diverse learning needs.

# State Compensatory

## Budget for Farmers Branch Elementary

**Total SCE Funds:** \$69,000.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

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

# Title I - 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 Farmers Branch Elementary's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

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

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

## 2.4: Opportunities for all children to meet State standards

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

## 2.5: Increased learning time and well-rounded education

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

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

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

## 3.1: Annually evaluate the schoolwide plan

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

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via Parent Square 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                           |
|----------------------------|--------------------|------------------------------------|
| Parent                     | Kailey Junkman     | Parent                             |
| Parent                     | Rori Callaway      | Parent                             |
| Community Representative   | Karen Ritchie      | Community Member                   |
| Community Representative   | Jordon Whittington | Community Member                   |
| Business Representative    | Esteban Barboza    | Business Owner                     |
| Business Representative    | Letty Barboza      | Business Owner                     |
| Non-classroom Professional | Elizabeth Valadez  | Bilingual Dyslexia Interventionist |
| Non-classroom Professional | Lauren Gomez       | Dyslexia Interventionist           |
| Non-classroom Professional | Jeanette Marshall  | SPED                               |
| Classroom Teacher          | Virginia Sandoval  | Music                              |
| Classroom Teacher          | Sabrina Garza      | 5th grade                          |
| Classroom Teacher          | Charles Buck       | 4th grade                          |
| Classroom Teacher          | Cristal Manzanera  | 3rd grade                          |
| Classroom Teacher          | Marielle Pesantes  | 2nd grade                          |
| Classroom Teacher          | Karina Gonzalez    | 1st grade                          |
| Classroom Teacher          | Alison Grona       | Kindergarten                       |
| Classroom Teacher          | Sharla Boerger     | PreK                               |
| Non-classroom Professional | Kathie Diaz        | Counselor                          |
| Administrator              | Nicole Linscomb    | Assistant Principal                |
| Administrator              | Rachel Langston    | 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     |