

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

## **Good 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

Our school population is broken down as follows:

School Population (2023 - 2024 Fall PEIMS file loaded 01/23/2024)			Count	Percent
Student Total			515	100%
Pre-Kindergarten Grade			64	12.43%
Kindergarten Grade			71	13.79%
1st Grade			75	14.56%
2nd Grade			68	13.20%
3rd Grade			86	16.70%
4th Grade			79	15.34%
5th Grade			72	13.98%

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/23/2024)		Count	Percent
Gender			
Female		259	50.29%
Male		256	49.71%
Ethnicity			
Hispanic-Latino		439	85.24%
Race			
American Indian - Alaskan Native		1	0.19%
Asian		17	3.30%
Black - African American		15	2.91%
Native Hawaiian - Pacific Islander		0	0.00%
White		35	6.80%
Two-or-More		8	1.55%

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• **Parents**

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

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

• **School's Mission**

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

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

**Motto**

High Expectations for ALL

## Mission Statement

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 Statements

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support & love of the whole student

## Demographics Strengths

R.E. Good Elementary has many strengths:

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

## Problem Statements Identifying Demographics Needs

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

**Root Cause:** Students were under identified.

**Problem Statement 2 (Prioritized):** 76% of our students are considered at-risk. Our at-risk percentage is higher than the state and district.

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

# Student Learning

## Student Learning Summary

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

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

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

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

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

## Student Learning Strengths

The students' learning strengths are:

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

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

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Students are not meeting expected projected growth consistently causing gaps K-5.

**Root Cause:** 1) There is a lack of vocabulary and foundational skills. 2) Teachers not using data for explicit focused reteach.

**Problem Statement 2 (Prioritized):** Emergent bilinguals lacking the bridging of languages to have higher academic achievement

**Root Cause:** Staff does not have the bridging strategies to bridge language when delivering the content.

**Problem Statement 3:** Students are not increasing in all grade level expectations across grade levels due to gaps in learning.

**Root Cause:** Lack of communication across grade levels, a need for more guided planning to address gaps.



# School Processes & Programs

## School Processes & Programs Summary

### ACADEMICS

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

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

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

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

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

## **SOCIAL-EMOTIONAL LEARNING**

### **Students**

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

### **Staff**

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

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

## **RECRUITMENT OF NEW STAFF**

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

## **SCHOOL CULTURE**

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

## **PARENT PARTNERSHIPS**

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

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

## School Processes & Programs Strengths

Good's strengths in its processes and programs are:

- The international baccalaureate program brings the development of international-mindedness in students.
- The dual-language program provides students the opportunity for bilingualism, biliteracy, biculturalism, and high academic achievement.
- The Ron Clark House System brings a sense of pride to students, staff, and parents by belonging to one of the houses and winning points towards their house. Students gather once a month for their house meeting and at the end of each nine weeks for a house pep rally.
- Weekly progress monitoring and monthly data-driven instruction meetings bring a focus on decision-making that is based on data.
- The master schedule allows students to receive individualized instruction at a time when tier 1 instruction will not be missed.
- We have four leadership teams:
  - Instructional Leadership Team- makes decisions on instruction and presents them to the staff.
  - IB Core Team- supports the work of IB and makes decisions that impact the program.
  - Logistics Leadership Team- makes decisions that impact school processes.
  - SEL Leadership Team- collaborates to attend to the social-emotional development of our students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Student actions are reflecting poorly on their character and awareness of cultural differences.

**Root Cause:** Students lack guidance on awareness of cultural differences.

**Problem Statement 2 (Prioritized):** Student Behaviors impede teacher ability to instruct.

**Root Cause:** Students don't differentiate between appropriate and inappropriate behaviors.

# Perceptions

## Perceptions Summary

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

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

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

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

## Perceptions Strengths

R.E. Good strengths include

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 59% of the students are excited to participate in class.

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

**Problem Statement 2:** 56% of the students believe their teachers required them to explain their answers.

**Root Cause:** Success criteria for explaining answers is missing.

**Problem Statement 3:** 76% of students believe their teachers seem excited to be teaching the class.

**Root Cause:** 1) The activities are not engaging. 2) Not enough accountable talk. 3) Limited real-life connections to student learning.

# Priority Problem Statements

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

**Root Cause 1:** Students were under identified.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 76% of our students are considered at-risk. Our at-risk percentage is higher than the state and district.

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

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students are not meeting expected projected growth consistently causing gaps K-5.

**Root Cause 3:** 1) There is a lack of vocabulary and foundational skills. 2) Teachers not using data for explicit focused reteach.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Emergent bilinguals lacking the bridging of languages to have higher academic achievement

**Root Cause 4:** Staff does not have the bridging strategies to bridge language when delivering the content.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Student Behaviors impede teacher ability to instruct.

**Root Cause 5:** Students don't differentiate between appropriate and inappropriate behaviors.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** 59% of the students are excited to participate in class.

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

**Problem Statement 6 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

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

## **Student Data: Assessments**

- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

**Employee Data**

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

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

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



# Guiding Objectives

Revised/Approved: August 7, 2024

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** By Spring 2025, 60% of our students will meet their projected MAP reading, math, and science growth in K-5.

**High Priority**




### HB3 Guiding Objective










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








Formative Assessments- (Do Nows, Exit Tickets, observational data, student products)

Summative Assessments- end of unit exams.

Small group trackers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Create a safe and open environment through PLCs where teachers collaborate and hold each other accountable to ensure the academic growth of every student.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement--grade level understanding where a student is coming from or where a student needs to be; closing the gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, principal, and assistant principal, and instructional coaches.</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Professional learning communities time and dates embedded in the master calendar for horizontal and vertical planning (once each nine weeks). Substitute teachers to cover during vertical planning. - 211 Title I - 211-11-6112-00-105-30-000 - \$3,000, Reading A-Z - 211 Title I - 211-11-6399-00-105-99-000 - \$5,000, Headphones for Reading A-Z - 211 Title I - 211-11-6399-00-105-99-000 - \$1,500</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Determine the 5-10 essential skills that students must master before going to the next grade level, and communicate them to parents. <b>Strategy's Expected Result/Impact:</b> Student growth throughout the school year. Each staff member at each grade level can verbalize the essential skills as well as the parents. <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, and coaches.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor a school-wide progress monitoring system to track each student in the essential standards. <b>Strategy's Expected Result/Impact:</b> Student achievement when tracking all essential standards. <b>Staff Responsible for Monitoring:</b> Principal and assistant principal.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide supplemental programs and services including: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, and Emergent Bilingual Support. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement and state and local assessments <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, and Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> Supplemental support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$181,900, Summer Bridge Activity Books - 211 Title I - 211-11-6329-00-105-99-000 - \$10,000, iStation Supplemental Support - 211 Title I - 211-11-6399-00-105-99-000 - \$500, Fast Focus and Countdown to STAAR Prep Resource - 211 Title I - 211-11-6399-00-105-99-000 - \$14,574	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> By end of first semester, Fall 2024, 100% of teachers will implement bridging strategies in languages for emergent bilinguals. <b>Strategy's Expected Result/Impact:</b> Data trackers, limited translation in classes. Student progress in TELPAS from beginners to intermediate, intermediate to advanced, and advanced to advanced high. <b>Staff Responsible for Monitoring:</b> Teachers, principal, and assistant principal.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Professional Development - 211 Title I - 211-13-6411-00-105-99-000 - \$6,500	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				




Goal 1 Problem Statements:









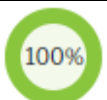
Demographics
<b>Problem Statement 2:</b> 76% of our students are considered at-risk. Our at-risk percentage is higher than the state and district. <b>Root Cause:</b> Students can be classified at-risk for various indicators. One of the indicators that 62% of our students meet to be at-risk is the emergent bilingual indicator.
Student Learning
<b>Problem Statement 1:</b> Students are not meeting expected projected growth consistently causing gaps K-5. <b>Root Cause:</b> 1) There is a lack of vocabulary and foundational skills. 2) Teachers not using data for explicit focused reteach.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By Spring 2025, 65% of our students in 3rd, 4th, and 5th grade will be at meets grade level or above in STAAR, and 90% of the students in 3rd, 4th, and 5th grade will be at the approaches level.

- High Priority
- HB3 Guiding Objective
- Evaluation Data Sources: BOY, MOY, and EOY MAP assessments.
- Formative Assessments- (Do Nows, Exit Tickets, observational data, student products)
- Summative Assessments- end of unit exams.
- Small group trackers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a safe and open environment through PLCs where teachers collaborate and hold each other accountable to ensure the academic growth of every student.  <b>Strategy's Expected Result/Impact:</b> Increase student achievement--grade level understanding where a student is coming from or where a student needs to be; closing the gaps. <b>Staff Responsible for Monitoring:</b> Classroom teachers, principal, and assistant principal, and instructional coaches.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Professional learning communities time and dates embedded in the master calendar for horizontal and vertical planning (once each nine weeks). Substitute teachers to cover during vertical planning. - 211 Title I - 211-11-6112-00-105-30-000 - \$3,000, Title I Instructional Coach/Parent Liaison - 211 Title I - 211-13-6119-00-105-30-000 - \$80,106	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Determine the 5-10 essential skills that students must master before going to the next grade level, and communicate them to parents. <b>Strategy's Expected Result/Impact:</b> Student growth throughout the school year. Each staff member at each grade level can verbalize the essential skills as well as the parents. <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, and coaches.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor a school-wide progress monitoring system to track each student in the essential standards. <b>Strategy's Expected Result/Impact:</b> Student achievement when tracking all essential standards. <b>Staff Responsible for Monitoring:</b> Principal and assistant principal.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> By end of first semester, Fall 2024, 100% of teachers will implement bridging strategies in languages for emergent bilinguals. <b>Strategy's Expected Result/Impact:</b> Data trackers, limited translation in classes. Student progress in TELPAS from beginners to intermediate, intermediate to advanced, and advanced to advanced high. <b>Staff Responsible for Monitoring:</b> Teachers, principal, and assistant principal.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> Scholastic News - 211 Title I - 211-11-6329-00-105-99-000 - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

## Goal 2 Problem Statements:

### Demographics

**Problem Statement 2:** 76% of our students are considered at-risk. Our at-risk percentage is higher than the state and district. **Root Cause:** Students can be classified at-risk for various indicators. One of the indicators that 62% of our students meet to be at-risk is the emergent bilingual indicator.

### Student Learning







**Problem Statement 1:** Students are not meeting expected projected growth consistently causing gaps K-5. **Root Cause:** 1) There is a lack of vocabulary and foundational skills. 2) Teachers not using data for explicit focused reteach.








## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 3:** By the start of the next school year, we will develop a professional development to help teachers implement the International Baccalaureate (IB) framework effectively, providing age-appropriate resources for younger grades, experiential learning for older students, and enhanced teacher training through observation of successful IB schools and educators.

### High Priority

**Evaluation Data Sources:** -Attendance sheets for professional development  
-IB framework in each classroom

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Making kid-friendly resources available to lower grade teachers so that PK-1st can have age appropriate tools to introduce and expand IB. For upper grades, providing experiences that exemplify the IB principles and Learner Profile so that students can experience and practice IB instead of just "learning IB". <b>Strategy's Expected Result/Impact:</b> The implementation of the IB framework in all grade levels. <b>Staff Responsible for Monitoring:</b> Teachers, assistant principal, IB coordinator, and principal.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> More experienced teachers can provide training and we can base it on levels of understanding. <b>Strategy's Expected Result/Impact:</b> An increase understanding on IB framework. <b>Staff Responsible for Monitoring:</b> IB coordinator, assistant principal, and principal.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				








Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Add days in the calendar for trainings together or time on PD days/meet more often with core team to evaluate effectiveness. <b>Strategy's Expected Result/Impact:</b> An increase understanding on IB framework. <b>Staff Responsible for Monitoring:</b> IB coordinator, assistant principal, and principal.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By the Spring 2025, 100% of teams will have been meeting regularly on how to incorporate IB vocabulary and concepts into their curriculum and implement the plan the their team comes up with.








Evaluation Data Sources: Meeting agendas, and meetings scheduled in the master calendar.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Team collaboration/meeting at the beginning of the year for all teachers in how to incorporate IB principles, concepts, vocabulary, and learner profile traits into academics. <b>Strategy's Expected Result/Impact:</b> Increase usage of IB framework. <b>Staff Responsible for Monitoring:</b> Teachers, IB coordinator, assistant principal, and principal.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Goal 1:** By Fall 2024, 100% of students will be trained in digital citizenship, bullying, and receive all guidance lessons.








**Evaluation Data Sources:** Guidance lessons, scheduled lessons.

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

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

**Goal 2:** By May 2025, 100% of CFB ISD required drills will be conducted, monitored, and reviewed for improvements during the safety committee meeting.








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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct a beginning of the year training, mid year training, and end of year training on safety and security protocols in addition to reviewing them before and after conducting drills. <b>Strategy's Expected Result/Impact:</b> 100% of the staff understands their roles during a drill and in case of an emergency. <b>Staff Responsible for Monitoring:</b> Principal, assistant principal, and security officer.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 3: Optimize Community Engagement

**Goal 1:** By December 2024, each classroom will have a minimum of 50% participation in our school-wide activities through better parent communication via our Gator Folder.








**Evaluation Data Sources:** Classes sign in sheets.  
Parent events attendance.  
Parent weekly newsletter views.  
Parent Square views.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Each student will have a Gator Folder where all flyers will be inserted at the end of the week with upcoming events.  <b>Strategy's Expected Result/Impact:</b> Increase parent understanding of the importance of character development and social-emotional learning by attending and volunteering at school events. <b>Staff Responsible for Monitoring:</b> Social-Emotional Learning Leadership Team, principal, and assistant principal.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 3: Optimize Community Engagement

Goal 2: By December 2024, 100% of the parents will be able to access information online via Parent Square, parent self-serve.









Evaluation Data Sources: Parent Square reports in the amount of families that have signed up for the service.  
Attendance sheets for workshops presented to parents on accessing information.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide parents with information about Parent Square, Parent Self-Serve, Gator Folder, and behavior folders during meet the teacher night, <b>Strategy's Expected Result/Impact:</b> Parents are informed about their child's academic and social-emotional needs throughout the school year. <b>Staff Responsible for Monitoring:</b> Teachers, principal, and assistant principal.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Goal 1:** By the end of December 2024, all students will embrace cultural differences by advocating for others when they see someone using language or actions that is meant to intentionally harm or demean others.

**Evaluation Data Sources:** Reasons of office referrals.  
Tracker on student behaviors.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide staff with professional development on how to address cultural differences. <b>Strategy's Expected Result/Impact:</b> Students will be accepting of one another. <b>Staff Responsible for Monitoring:</b> Classroom teachers, counselor, and principal.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parent training will be provided about social media safety and cultural sensitivity. <b>Strategy's Expected Result/Impact:</b> Less referrals on students lacking cultural sensitivity. <b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principal, and Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will be provided more opportunities to engage with others outside of their homeroom class and grade level through buddy classes, monolingual-->bilingual more integration in reading classes, multicultural night, house meetings, and multi-level read alouds. <b>Strategy's Expected Result/Impact:</b> Students being more culturally sensitive. <b>Staff Responsible for Monitoring:</b> All staff, assistant principal, and principal.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

### Goal 1 Problem Statements:








#### Student Learning

**Problem Statement 2:** Emergent bilinguals lacking the bridging of languages to have higher academic achievement **Root Cause:** Staff does not have the bridging strategies to bridge language when delivering the content.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May of 2025, our attendance rate will be greater than the district average.

Evaluation Data Sources: Attendance reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> After school tutoring to makeup hours starting early in the year as teachers contact parents when a student hits the third absence. <b>Strategy's Expected Result/Impact:</b> Decrease in absences. Have an attendance rate of 98% and above daily. <b>Staff Responsible for Monitoring:</b> Principal and assistant principal.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> iStation Supplemental Support - 211 Title I - 211-11-6399-00-105-99-000 - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



Guiding Objective 5: Optimize All Available Resources

Goal 2: By 2024, decrease the amount of time teachers spend redirecting inappropriate/distracted behavior to less than a total of five minutes per day.

High Priority

Evaluation Data Sources: 1) 1st 9-weeks SEL lessons during Morning Meeting about appropriate vs. inappropriate behaviors.

-Ways you should interact w/ teachers

- Ways you should interact w/ peers











- "Code Switching" how you can behave differently at home, out with friends, or in school.

2) Parent Meetings to teach parents how to use technology with their child for learning purposes.

3) Decrease the amount of unsupervised time on technology.

-Use Securly in class regularly

Strategy 1 Details	Reviews			
<div>Strategy 1: Provide SEL lessons during Morning Meeting about appropriate vs. inappropriate behaviors during the first nine weeks and as needed.</div> <div><div>-Ways you should interact w/ teachers</div><div>-Ways you should interact w/ peers</div><div>- "Code Switching" how you can behave differently at home, out with friends, or in school.</div></div> <div>Strategy's Expected Result/Impact: Decrease student inappropriate behavior.</div> <div>Staff Responsible for Monitoring: Principal and assistant principal.</div> <div>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</div> <div>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</div> <div>Problem Statements: School Processes &amp; Programs 2</div>	Formative			Summative
	Oct	Jan	Mar	June
	<div>100%</div>	<div>100%</div>	<div>100%</div>	

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host parent meetings to teach parents how to use technology with their child for learning purposes. <b>Strategy's Expected Result/Impact:</b> Parents have an understanding of how technology should be utilized. <b>Staff Responsible for Monitoring:</b> Assistant principal and principal.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Materials and Resources for Building Parent Capacity - 211 Title I - 211-61-6399-00-105-99-000 - \$1,320	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Decrease the amount of unsupervised time on technology--use Securly in class regularly. <b>Strategy's Expected Result/Impact:</b> Less redirection on students' focus and work. <b>Staff Responsible for Monitoring:</b> Teachers and assistant principal.  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Goal 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Students are not meeting expected projected growth consistently causing gaps K-5. <b>Root Cause:</b> 1) There is a lack of vocabulary and foundational skills. 2) Teachers not using data for explicit focused reteach.
School Processes & Programs
<b>Problem Statement 2:</b> Student Behaviors impede teacher ability to instruct. <b>Root Cause:</b> Students don't differentiate between appropriate and inappropriate behaviors.

Guiding Objective 5: Optimize All Available Resources

Goal 3: By Spring 2025, 80% of the staff will participate in our district climate survey.

Evaluation Data Sources: The number of surveys submitted to the district.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Place responsibility on team contact to ensure participation and set a time (planning) to do sit down and take the survey. <b>Strategy's Expected Result/Impact:</b> There will be an increase in staff participation. <b>Staff Responsible for Monitoring:</b> Team contacts, principal, and assistant principal.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
	N/A	<div><div></div>50%</div>	<div><div></div>75%</div>	
<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>				

# State Compensatory

## Budget for Good Elementary

**Total SCE Funds:** \$181,900.00

**Total FTEs Funded by SCE:** 0

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

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

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

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

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

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

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

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

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

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

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

## 3.1: Annually evaluate the schoolwide plan

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

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

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

#### **4.2: Offer flexible number of parent involvement meetings**

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

## **Title I - Updated**

# Campus Improvement Committee

Committee Role	Name	Position
Business Representative	Kaitlin Watson	i9Sports
Parent	Elizabeth Varilla	Parent
Parent	Maria Trichell	Parent
Community Representative	Beth Banning	Northside Baptist Church
Parent	Dolores Abousaid	Parent
Non-classroom Professional	Glori Vela	Librarian
Non-classroom Professional	Janine Drake	Dyslexia Interventionist
Classroom Teacher	Nohely Venegas	SPED Teacher
Classroom Teacher	Tarah Jones	5th Grade Teacher
Classroom Teacher	Soo Bin Lee	3rd Grade Teacher
Classroom Teacher	Eva Crawford	2nd Grade Teacher
Classroom Teacher	Kayli Carlton	1st Grade Teacher
Classroom Teacher	Rosie Venegas	Kinder Teacher
Classroom Teacher	Angelica Gamez	PreK Teacher
Administrator	Chelsea Alvarado	Assistant Principal
Administrator	Dorothy Ortiz	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