Carrollton-Farmers Branch Independent School District

Furneaux 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

Furneaux Elementary is a neighborhood school built in 1981. A Pre Kindergarten - 5th Title I campus, Furneaux is located in the northern part of Carrollton-Farmers Branch, Furneaux is located in Carrollton, TX. The campus is predominately a neighborhood school that is located at the edge of the town. Most students live close enough to walk, we will continue to serve Sheffield Pre K students, we have five sections and three are bilingual. 1-5th grade were 2-3 sections. There are several students who request to remain at Furneaux which is a testament to the campus environment and education provided. There are currently ### students enrolled. We celebrate the diversity of our students and staff.

Our campus is 20% White, 19%, African American, 50% Hispanic, 6.2% are Asian. There are 5% claiming Two-or-More Races. 27% of students are Emergent Bilingual, 54.2% are classified as at risk, 15% Bilingual, 19% are GT, and 67% of students are classified as economically disadvantaged.

Furneaux Elementary School employs a high-quality, talented staff. The turnover rate among our staff is typically low because the staff love working at Furneaux Elementary. We have two self contained PAS classrooms and two Functional Support Learning Class sections.

Demographics Strengths

Furneaux Elementary has many strengths:

1. Many families choose to attend Furneaux and request to remain after starting in our PreK program.

2. Furneaux has a culture of inclusivity and celebrating each others successes.

3. Furneaux is a neighborhood school with strong parent involvement.

4. Furneaux added two AVID parts of AVID, Student binders and student led conferences.

5. Furneaux has increased the number of community partners.

6. Furneaux UpBeat data is higher than the district average.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We are seeing an increase of emergent bilingual students at our campus.
Root Cause: Creation of our new comer program at our campus in 23-24.

Student Learning

Student Learning Summary

2022-2023

STAAR 3-8 Academic Performance All Administration for (057903116) - Furneaux El

	18-19	19-20	20-21	21-22	22-23	23-24
Math						
Academic Readiness - Did Not Meet	**17.45%**	**0.00%**	**52.14%**	**29.63%**	**24.32%**	**25.90%**
Academic Readiness - Approaches	83.22%	0.00%	47.86%	70.37%	75.68%	74.10%
Academic Readiness - Meets	59.06%	0.00%	24.79%	38.89%	44.14%	56.12%
Academic Readiness - Masters	31.54%	0.00%	15.38%	23.15%	20.72%	23.02%
Reading						
Academic Readiness - Did Not Meet	**28.19%**	**0.00%**	**40.00%**	**25.23%**	**16.96%**	**22.22%**
Academic Readiness - Approaches	73.15%	0.00%	60.00%	74.77%	83.04%	77.78%
Academic Readiness - Meets	42.95%	0.00%	33.04%	42.06%	47.32%	54.81%
Academic Readiness - Masters	22.82%	0.00%	13.91%	23.36%	21.43%	29.63%
Science						
Academic Readiness - Did Not Meet	**28.00%**	**0.00%**	**53.33%**	**44.74%**	**43.33%**	**60.00%**
Academic Readiness - Approaches	72.00%	0.00%	46.67%	55.26%	56.67%	40.00%
Academic Readiness - Meets	46.00%	0.00%	15.56%	26.32%	20.00%	15.56%
Academic Readiness - Masters	30.00%	0.00%	4.44%	10.53%	3.33%	6.67%

The campus leadership team met regularly to look at data MAP, STAAR and reading levels. PLC meetings consisted of not only looking at student work, small groups were reviewed and identified areas of need to close the learning gap.

Going into the 2024-2025 year, we will continue to meet in PLC with content coaches and analyze data on student growth using resources:

F&P

STAAR

RtI Data

Small groups

MAP

Looking at level of rigor and student work

AVID binders including goals

Student portfolios

Student led conferences

Classroom observations

Upbeat Survey

Panorama Survey

Student Learning Strengths

Teachers at Furneaux used student data and student work to determine small group/differentiated instruction. Small group tutor worked with students in small group. Groups were fluid and students were exited based on need and student data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on formative assessments and MAP the number of approaches and meets needs to increase.
Root Cause: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.

Problem Statement 2 (Prioritized): We are seeing an increase of emergent bilingual students at our campus.
Root Cause: Creation of our new comer program at our campus in 23-24.

Problem Statement 3 (Prioritized): We saw a decrease in student performance in ELAR from 3rd to 4th grade.
Root Cause: Failure to consistently engage in PLC and the instructional coaching cycle.

Problem Statement 4 (Prioritized): In some grade levels and classrooms, student survey data suggests that high student outcomes and student perceptions differ.
Root Cause: Building student perseverance and a growth mindset continue to be a challenge.

School Processes & Programs

School Processes & Programs Summary

All programs and processes at Furneaux revolve around the 4 guiding questions in PLC.

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

These questions allow for a way to differentiate.

In PLC looking at standards and establishing the essentials that all students need to know answers the first question. Content coaches help teachers with this work weekly.

Data and anecdotal notes (progress monitoring) guides discussions and the work in weekly PLC. Teachers maintain data and "move students up or down the continuum of Does not meet, approaches, meets, masters. Several sources of data drive decisions: Reading levels, IStation, MAP, DCF, common formative assessments help us to answer the question how do we know if they learned it.

In our weekly PLC and our BOY, MOY and EOY SNAP team meetings the questions of how we will respond when some students do not learn it and how we extend the learning for students who are already proficient. Content coaches, sped teachers/staff, IF/dyslexia interventionist, GT specialist, counselor, admin participate to provide different supports to be utilized in and beyond the classroom.

School Processes & Programs Strengths

Everyone has the approach or now what, there is always more work to be done to get students to the next milestone wherever that may be for that individual student. There is a belief on campus that all students are capable, goal setting is important to the work, including parents in what they can do (struggles and successes) is critical, celebrating successes, and building on that is vital. Key members of the organization have attended PLC at work training during the summer and lead training to campus. Teachers have the philosophy of "we", not me, they welcome coaching and feedback to improve their practice.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We saw a decrease in student performance in ELAR from 3rd to 4th grade.
Root Cause: Failure to consistently engage in PLC and the instructional coaching cycle.

Problem Statement 2 (Prioritized): Based on formative assessments and MAP the number of approaches and meets needs to increase.
Root Cause: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.

Perceptions

Perceptions Summary

The Furneaux community prides itself in being proactive and responsive to the needs of all stakeholders. We provide a service to our families, staff and students and from the moment someone walks in the door of our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In some grade levels and classrooms, student survey data suggests that high student outcomes and student perceptions differ.
Root Cause: Building student perseverance and a growth mindset continue to be a challenge.

Priority Problem Statements

Problem Statement 1: We are seeing an increase of emergent bilingual students at our campus.
Root Cause 1: Creation of our new comer program at our campus in 23-24.
Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Based on formative assessments and MAP the number of approaches and meets needs to increase.
Root Cause 2: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.
Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: In some grade levels and classrooms, student survey data suggests that high student outcomes and student perceptions differ.
Root Cause 3: Building student perseverance and a growth mindset continue to be a challenge.
Problem Statement 3 Areas: Student Learning - Perceptions

Problem Statement 4: We saw a decrease in student performance in ELAR from 3rd to 4th grade.
Root Cause 4: Failure to consistently engage in PLC and the instructional coaching cycle.
Problem Statement 4 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Professional development needs assessment data
- Equity data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Guiding Objectives

Revised/Approved: August 7, 2024

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: Increase our mathematics Academic Growth score from 67 to 77 by focusing on our High Focus (EB, SpEd, Eco Dis) and Hispanic groups from Closing the Gaps. Purchase headphones for students with accommodations.

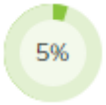
High Priority

Evaluation Data Sources: Fall to Winter MAP Data, reading levels, RtI Data, Unit Assessments, STAAR, Math PLC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement AVID strategies through binder system. **Strategy's Expected Result/Impact:** AVID Binder Rubric **Staff Responsible for Monitoring:** Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Binders, tabs, zipper pouch, sheet protectors, markers, crayons, map pencils - AVID Supplemental supplies - 211 Title I - 211-11-6399-00-116-99-000 - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Instruct students in small group setting. **Strategy's Expected Result/Impact:** All students reading on grade level. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Small group tutor - 211 Title I - 211-11-6117-00-116-30-000 - $10,000	5%	50%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Utilize content coaches to be a resource during PLC to increase student achievement and close achievement gaps. **Strategy's Expected Result/Impact:** Increased student achievement and students reading on grade level. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Instructional Coaches - 211 Title I - 211-13-6119-00-116-30-000 - $41,795	5%	40%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide supplemental instructional support and resources for at-risk students including: core academic tutorials, small group intervention, AVID strategies, and Emergent Bilingual resources. **Strategy's Expected Result/Impact:** Increase in student achievement on state and local assessments **Staff Responsible for Monitoring:** Principal, Instructional Coaches, Teachers **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Supplemental instructional support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - $238,478				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Utilize supplemental instructional resources to maximize student achievement by creating a visually rich print and academic foundation for skill retention **Strategy's Expected Result/Impact:** Due to having visually rich anchor charts posted to reinforce learning, we will see an increase in state and local assessment scores **Staff Responsible for Monitoring:** Admin, coaches, teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Poster maker supplies (toner and paper) to maximize student achievement by creating a visually rich print and academic foundation for skill retention - 211 Title I - 211-11-6399-00-116-99-000 - $2,920	N/A			

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Utilize supplemental instructional resources to maximize student achievement by visualizing items on the whiteboard and velcro dots **Strategy's Expected Result/Impact:** Due to having a items visualized on whiteboard and velcro dots it will reinforce learning, we will see an increase in state and local assessment scores **Staff Responsible for Monitoring:** Admin, coaches, teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** whiteboard and velcro dots - 211 Title I - 211-11-6399-00-116-99-000 - $460	N/A	25%	100%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Utilize headphones for accommodations for testing or other district approved online learning. **Strategy's Expected Result/Impact:** Evaluate if accommodation is necessary and/or useful, increase student growth. **Staff Responsible for Monitoring:** Classroom teacher **Funding Sources:** Headphones - 211 Title I - 211-11-6399-00-116-99-000 - $1,860	N/A	80%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.

School Processes & Programs
Problem Statement 2: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By December 2024 100% of K-5 students will implement organizational skills using AVID notebooks .

Evaluation Data Sources: AVID notebook rubric
Informal notebook checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Purchase binders, tabs, pencil bags and cardstock for all K-5 students to allow students the opportunity to organize their work, goal set and conduct student led conference.. **Strategy's Expected Result/Impact:** All students will organize their materials using a 1 to 1.25 inch binder. The binder will include tabs that divide the binder into sections that include goal setting, anchor charts, resources and WOW work. **Staff Responsible for Monitoring:** Principal K-5 classroom teachers **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Binders, tabs, pencil case, cardstock - 211 Title I - 211-11-6399-00-116-99-000 - $1,647	5%	80%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.
School Processes & Programs
Problem Statement 2: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2025 students reading levels will improve by at least 4 levels by purchasing high interest fiction and non-fiction series books for 1st-5th grade.

Evaluation Data Sources: STAAR data
MAP Data
Reading levels

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Purchase Scholastic StoryWorks magazines, Scholastic Science STEM, National Geographic Kids **Strategy's Expected Result/Impact:** Increase reading scores **Staff Responsible for Monitoring:** Principal Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Scholastic Storyworks, National Georgraphic for Kids, Scholastic STEM - 211 Title I - 211-11-6329-00-116-99-000 - $2,671	5%	95%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.
School Processes & Programs
Problem Statement 2: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2025 students handwriting handwriting legibility will improve.

High Priority

Evaluation Data Sources: Teacher observation, parent sign in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Purchase Handwriting Without Tears for Parent Involvement Handwriting Night, purchase handwriting paper, pencils, handwriting putty to strengthen grip, games to improve dexterity, work with campus Occupational Therapist for materials list. **Strategy's Expected Result/Impact:** Improve students' handwriting legibility, provided strategies for parents to support students at home, strategies and tips for students to practice legible handwriting. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Handwriting Without Tears - 211 Title I - 211-11-6329-00-116-99-0025000 - $2,147	5%	50%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 1: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.
School Processes & Programs
Problem Statement 2: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By the end of March 2025, Pre Kindergarten students will use Heggerty Phonological Awareness guide and student cards to recognize and pronounce uppercase and lowercase sounds.

Evaluation Data Sources: Circle Testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increased phonological awareness for students through the use of Heggerty instructional strategies. **Strategy's Expected Result/Impact:** Increased phonological awareness. **Staff Responsible for Monitoring:** Lori Parker **Title I:** 2.4 **Funding Sources:** Heggerty phonological awareness curriculum and letter cards - 211 Title I - 211-11-6399-00-116-99-000 - $400	N/A			

 No Progress Accomplished Continue/Modify Discontinue

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

Goal 1: By the end of the 2024-2025 school year, 100% of Furneaux staff will follow the District guidelines regarding safety, security and well being of staff and students.

High Priority

Evaluation Data Sources: Monthly campus drills with a post action review each time to evaluate the effectiveness.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule weekly walks on the campus outlook calendar. **Strategy's Expected Result/Impact:** Increase in building maintenance and evaluate school safety. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 - School Processes & Programs 2	N/A	15%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.
School Processes & Programs
Problem Statement 2: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By the end of the 2024-2025 school year, the campus will build family school partnerships, increasing participation by 10%.

Evaluation Data Sources: Campus sign in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold community events that engage all families. **Strategy's Expected Result/Impact:** Increase parent school partnerships and communication. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Handwriting Night - for families - 211 Title I - 211-61-6329-00-116-99-000 - $1,200	10%	5%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase the number of partnerships with local businesses by 10% **Strategy's Expected Result/Impact:** Increased mentors **Staff Responsible for Monitoring:** Counselor **Title I:** 4.2 **Problem Statements:** Student Learning 1 - School Processes & Programs 2	5%	N/A	30%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.

School Processes & Programs

Problem Statement 2: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.

Guiding Objective 3: Optimize Community Engagement

Goal 2: Increase communication using Smore Newsletter. Campus staff will be able to send engaging newsletters to keep families informed of upcoming events, activities and celebrations.

Evaluation Data Sources: Parent engagement survey data.

Next Year's Recommendation: Deleted - using Canva instead

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

Goal 1: By May 2025 campus will implement student focused activity time for a high interest club.

Evaluation Data Sources: Survey students for high interest activities. Student participation and and end of semester survey.

Next Year's Recommendation: Did not add this year. Discontinue.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: High interest student clubs led by staff members. **Strategy's Expected Result/Impact:** Students will learn a new skill. **Staff Responsible for Monitoring:** Principal Staff **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Supplies once clubs are identified. - 211 Title I - 211-11-6399-00-116-99-000 - $2,000	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.
School Processes & Programs
Problem Statement 2: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of the 2024-2025 school year, staff retention rate at Furneaux will increase by 10%.

High Priority

Evaluation Data Sources: TEAMS and UpBeat data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase recognition for teachers/ staff members through announcements in staff meetings, on morning announcements, appreciation emails and descriptive feedback and recognition given to teachers by administrators. **Strategy's Expected Result/Impact:** Retention of staff **Staff Responsible for Monitoring:** Principal and Assistant Principal **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** - 199 General Budget - $0	5%	10%	100%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.
School Processes & Programs
Problem Statement 2: Based on formative assessments and MAP the number of approaches and meets needs to increase. **Root Cause**: Our campus has seen an increase in the number of students newly enrolled in the school that have a limited time in consistent instruction.

State Compensatory

Budget for Furneaux Elementary

Total SCE Funds: $238,478.00
Total FTEs Funded by SCE: 1
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. Our Instructional Facilitator works with students identified with Emergent Bilingual, At Risk, MTA, ESSER, TIER III, SNAP data, and data for all students who have not performed satisfactorily on a end of year assessment.

Personnel for Furneaux Elementary

Name	Position	FTE
Rachel Love	Instructional Facilitator	1

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 Furneaux 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

Students will use a binder with dividers as a system of organization to foster independence.

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

Furneaux 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

At the beginning of the year parents will receive a calendar of events to increase family engagement. It will be shared through our social media platforms in both english and spanish.

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.

5.1: Determine which students will be served by following local policy

All students enrolled will be served according to local policy

Title I - Updated

Campus Improvement Committee

Committee Role	Name	Position
Parent	Maren Owens	Parent
Business Representative	Matt Johnston	Cloundingo
Parent	Jose Osorio	Parent
Administrator	Lori Parker	Principal
Classroom Teacher	Victoria Todd	4th gr.
Classroom Teacher	Yesi Cervantes	Pre K Bilingual
Classroom Teacher	Katie Jerue	Kindergarten
Classroom Teacher	Kara Danford	1st grade
Special Education Teacher	Shelia LeDoux	Learning Lab/Fundamentals
Administrator	Julie Eich	Assistant Principal
Classroom Teacher	Stephanie Elsesser	5th grade

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