

Carrollton-Farmers Branch Independent School District

Grimes Education Center

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 23, 2024

Demographics

Demographics Summary

Mary Grimes Diploma Program served 244 students in grades 9-12 during the 2023-2024 school year. The diploma program is staffed with 4 teachers.

Mary Grimes Moving on Up (MOU) and Functional Skills Workshop (FSW) Programs demographics based on the 2023-2024 school year

Mary Grimes MOU & FSW served 50 students in the 18+ program. The Moving on Up program is staffed with (2) teachers and (3) paraprofessionals. The Functional Skills Workshop program is staffed with (4) teachers and (7) paraprofessionals.

Demographics Strengths

Students attending Mary Grimes Educational Center have access to a school nurse as needed.

9 diploma students were early graduates

No diploma students will age out for the 2023-24 school year

Problem Statements Identifying Demographics Needs

Problem Statement 1: MOU/FSW: Students are aging out instead of attaining employment.

Root Cause: Students come to Mary Grimes without sustainable job training.

Student Learning

Student Learning Summary

Diploma End of Course Exam Data based on December 2023

US History

(30) total testers

80% increase from 44%

Algebra

(21) total testers.

33% decrease from 37%

Biology

(9) total testers.

77% increase from 44%

English 1

(27) total testers

14.8% increase from 0

English 2

14.8 decrease from 16%

MOU/FSW

18 students were inappropriately placed in the 18+ program.

Student Learning Strengths

176 students served in the diploma program graduated during the 2023-2024 school year.

9 students who served in the diploma program during the 2023-2024 school year were considered Early Grads.

Teachers and paraprofessionals are able to meet the needs of all students placed at Mary Grimes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our student population is lacking in social and emotional awareness.

Root Cause: Students have attention and focus difficulties as well as tension of varied levels.

Problem Statement 2: Low attendance affects graduation rates and number of credits earned.

Root Cause: Students are under the impression that attendance at Grimes isn't mandatory.

School Processes & Programs

School Processes & Programs Summary

Mary Grimes Diploma program is an alternative education program for students that need a flexible, supportive path to successful learning, graduation and future.

Mary Grimes Moving on Up and Functional Skills Workshop serves special needs students that are 18+ in the district.

School Processes & Programs Strengths

Mary Grimes students are on a traditional schedule instead of a block, which provides flexibility to students in the Diploma program. The use of a computer-based curriculum provides flexibility to teachers so they can advise students often on courses needed for graduation. Students in the Moving on Up and Functional Skills Workshop have a wide variety of job sites they can visit to improve their employability skills.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a safety concern with a lack of reliable communication.

Root Cause: Current radios are unreliable.

Problem Statement 2: Mental health care (post-Covid) has declined and overdoses, suicidality and self-harm has increased dramatically.

Root Cause: The global pandemic increased the need for mental health assistance.

Perceptions

Perceptions Summary

Diploma program motivates students individually to graduate high school at their own pace. MOU/FSW prepares students to work independently or attend a structured day habilitation.

Perceptions Strengths

The diploma program has flexible seating for students such as couches and other chairs instead of just traditional desks.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of community involvement with our school.

Root Cause: COVID caused complications

Problem Statement 2: Students lack access to and knowledge of post-high school education and training opportunities.

Root Cause: Primary focus on graduation

Priority Problem Statements

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data







- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Guiding Objectives

Revised/Approved: May 23, 2024

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: Students participating in MOU and FSW will demonstrate work-ready behavior, such as, but not limited to, toileting, functional communication, vocational stamina, and socially appropriate behavior, as shown by 20% of our students attaining employment or a post-education transition plan by the end of the school year.

Strategy 1 Details	Reviews			
Strategy 1: Having clear expectations for each program, including grooming. Send home a self-care/dress code checklist to be used each morning. Share expectations with parents, stressing the goals of the programs (employment or connections with community/state transition services). Research different outside agencies such as TWC and Metrocare Services. Strategy's Expected Result/Impact: An increase in students meeting their self-care goals. Staff Responsible for Monitoring: FSW teachers	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the school year, the Algebra I STAAR EOC will increase from 66% to 75% at Approaches and higher.

High Priority







HB3 Guiding Objective

Evaluation Data Sources: DNM: 42%

Approaches: 58%

Meets: 8%

Masters: 0%

Strategy 1 Details	Reviews			
Strategy 1: Increase number of tutorial sessions from 1 per week to 2-3 times per week based on 2023-24 assessment data. Strategy's Expected Result/Impact: Increase performance for all students. Staff Responsible for Monitoring: Admin and teachers	Formative			Summative
	Oct	Jan	Mar	June
				
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Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the school year, the Biology STAAR EOC will increase from 25% to 50% at Approaches and higher.

High Priority

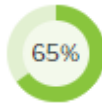





HB3 Guiding Objective

Evaluation Data Sources: DNM: 75%

Approaches: 25%

Meets: 0%







Masters: 0%

Strategy 1 Details	Reviews			
Strategy 1: Increase tutorial sessions from 1 per week to 2 times per week based on assessment data from 2023-24. Strategy's Expected Result/Impact: Increased performance on STAAR Biology EOC and increased participation in tutorials	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By the end of the school year, the English I STAAR EOC will increase from 5% to 30% at Approaches and higher.

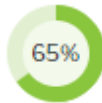





High Priority
HB3 Guiding Objective
Evaluation Data Sources: DNM: 95%
Approaches: 5%
Meets: 0%
Masters: 0%

Strategy 1 Details	Reviews			
Strategy 1: Increase tutorial sessions from 1 per week to 3-4 times per week based on assessment data from 2023-24. Strategy's Expected Result/Impact: Increase performance on E1 EOC and increased participation in tutorials	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning







Goal 5: By the end of the school year, the English II STAAR EOC will increase from 22% to 50% at Approaches and higher.

High Priority
HB3 Guiding Objective
Evaluation Data Sources: DNM: 81%
Approaches: 19%
Meets: 3%
Masters: 0%

Strategy 1 Details	Reviews			
Strategy 1: Increase tutorial sessions from 1 per week to 3-4 times per week based on assessment data from 2023-24. Strategy's Expected Result/Impact: Increased performance on E2 EOC and increased participation in tutorials Staff Responsible for Monitoring: Admin and teachers	Formative			Summative
	Oct	Jan	Mar	June
				
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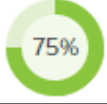




Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: Throughout the school year, teachers will work with counselors to determine a process for meeting the mental health needs of our students.

Strategy 1 Details	Reviews			
Strategy 1: Document needs and student requests for counselor services throughout the year and go through Exit Surveys to assess needs. Strategy's Expected Result/Impact: Documentation of the social and emotional needs being addressed and tie it to the graduation outcome. Staff Responsible for Monitoring: Teachers and Campus Admin	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

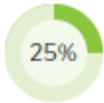





Guiding Objective 3: Optimize Community Engagement

Goal 1: We will secure one partnership by the end of the school year to aid in community engagement and student enrichment.

Strategy 1 Details	Reviews			
Strategy 1: Reach out to Brookhaven/Dallas College to bring in a speaker/advisor 1x per semester to discuss certifications and degrees offered at Dallas College Bring in potential employers/trainers in industries nearby such as HVAC, car dealer/auto mechanic/welding/cosmetology, to talk to students about career readiness opportunities that provide paid training. Wednesday circle topic: post-high school plans/opportunities/next actual steps. Strategy's Expected Result/Impact: Students will have a clear post-high school plan. Staff Responsible for Monitoring: Diploma teachers	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Contact local resources such as the Chamber of Commerce, Rotary Club, as well as local churches and businesses.	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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

Goal 1: Students will incorporate physical activity into their school day to promote overall well being.

Strategy 1 Details		Reviews			
Strategy 1: Students will incorporate walking, gym recess time, and Special Olympic participation. Strategy's Expected Result/Impact: Students will have mindfulness coping skills and stress relief. Staff Responsible for Monitoring: Teachers		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 2: Students will complete a needs survey at the beginning and end of a student's time in their Diploma program.

Strategy 1 Details	Reviews			
Strategy 1: At the end of 1st semester, implement changes based on survey feedback. Adjust orientation forms to include an enter/exit survey. Have all returning and new students fill out enter survey on 1st day. Students fill out the exit portion when they enter the last credit club to see what they still need before they graduate and assess whether we met their individual needs. Advisors/diploma team reads and enter surveys within 1 week of orientation Strategy's Expected Result/Impact: Earlier support for students Staff Responsible for Monitoring: Diploma teachers	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 1: All MOU and FSW classes will utilize transportation services to go to job sites, as well as community outings at least once every nine weeks.

Strategy 1 Details	Reviews			
Strategy 1: Secure CFB transportation for the school year for single class outings. Secure additional vehicles from the district, allowing more classes to leave campus more often. Create an equitable vocational schedule every 9 nine weeks - all classes get to go out Strategy's Expected Result/Impact: Organized planned activities to increase community engagement for students. Staff Responsible for Monitoring: AP	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: Each 9 week period, create and share with the district counseling department, a list of students who need home visits. Add to "Student Concerns" in Agenda "Chronic Absent" along with interventions already done.

Strategy 1 Details	Reviews			
Strategy 1: Hold a monthly Grimes Grad Team meeting that includes an attendance plan that can be tracked in the diploma student data sheet. In addition, home visit referrals will be tracked . Make referrals during Grimes Grad Team meetings once per 9 weeks. Strategy's Expected Result/Impact: Earlier interventions for students at risk. Staff Responsible for Monitoring: Diploma teachers & Admin	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

State Compensatory

Budget for Grimes Education Center

Total SCE Funds: \$587,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I - Previous

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

The 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 the Grimes Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

Title I - Updated

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