

Carrollton-Farmers Branch Independent School District

Country Place Elementary

2025-2026 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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Guiding Objectives	17
Guiding Objective 1: Optimize Engaging and Diverse Learning	17
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	26
Guiding Objective 3: Optimize Community Engagement	27
Guiding Objective 4: Optimize Social and Emotional Health of all students	28
Guiding Objective 5: Optimize All Available Resources	30
State Compensatory	31
Budget for Country Place Elementary	31
Title I	32
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)	32
1.1: Description of CNA Process	32
1.2: Location for Evidence of Multiple Meetings Held	32
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	32
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)	32
2.2: Stakeholders 1114(b)(2)	32
2.3: Description of Plan Availability, Format, and Language 1114(b)(4)	32
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)	32
2.5: Statutorily Required Descriptions 1114(b)(7)(A)	32
3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)	33
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation	33
Title I Personnel	34
Campus Improvement Team	35
Campus Funding Summary	36
Policies, Procedures, and Requirements	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Attendance:

Using various reports (PEIMS Data) in 2024/2025, Country Place had an overall attendance rate of 95.89 which is down approximately .11%. The breakdown of students, by grade, in attendance for this current year are ELC 3 89.6% Kindergarten 95%, First Grade 96.4%, Second Grade 96.4%, Third Grade 96.4%, Fourth Grade 96.1% and Fifth Grade 95.9%. The grades have compared in this way:

- ELC3: No Previous Year Data
- Kindergarten: No Previous Year Data
- First Grade: Attendance increased by 1%.
- Second Grade: Attendance increased by 1.3%
- Third Grade: Attendance increased by .8%
- Fourth Grade: Attendance increased by 1.8%
- Fifth Grade: Attendance dropped 0.3%

*ELC 3 kept our attendance rate from increase this year to our goal of 96.5%.

Student Information:

12.5% of the students are in the ESL Program. 19.71% of the Country Place students are in the Gifted and Talented Education Program and 36.29% are special education students, of which 27% have speech services.

The makeup of the school with regards to Ethnic Distribution is 10.92% African American, 39.43% Hispanic, 36.86% White, 3.43% Asian, and 9.71% Two or More Races. Males lead the number of students at 52.92% while females make up 47.71%.

Other demographics of note for the campus are: Economically Disadvantaged students make up 42%, 504 Students comprise 2.57%, Dyslexia Students are 6.86%, and At-Risk Students are at 23.9%

Staff Information:

The total Country Place staff is 36. Professional Staff comprises 86.1% of that population, teachers 81%, professional support 11%, and campus administration 5.5%. Educational Aides make up the remaining 5.5%.

Teachers by Ethnicity:

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

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

Teachers with 1-5 Year's Experience are 40% of our staff; 6-10 Year's Experience 16.2%; 11-20 Year's Experience 40.1% and 21-30 Year's Experience 2%; The Principal has served as a principal for 20 years and has been with the district for 30 years. The assistant principal has been an administrator for 2 years and has been with the district for 2 years.

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Absenteeism increased by 0.11%, and tardies decreased, but are still the biggest absenteeism problem. Total tardies for 24/25 were 1,282, of which 208 or 59% having at least 1 tardy. 42% of the students had 2 or more.

Root Cause: Children/Families have difficulty getting to school by 7:30 each day. The three-year olds don't always see the need to come to school

Student Learning

Student Learning Summary

Country Place students made significant growth since last year. With Regards to MAP: Campus: Reading Overall Growth for K-5 Fall to Spring was 62%. In terms of achievement, we grew 4% as a campus from fall to spring. 69% scored at the Meets or Masters Level. Math Overall growth for K-5 Fall to Spring was 63%. For achievement, math went up 1% from Fall to Spring in 24/25. 69% scored at Meets and Masters.

STAAR Scores analyzed in the chart below:

Country Place Preliminary STAAR data comparison

Subject	Grade	Performance Level	2024	2025	Gain/Loss
Reading	3	Approaches	96	84	-12
		Meets	69	67	-2
		Masters	31	45	+14
	4	Approaches	95	96	+1
		Meets	70	77	+7
		Masters	35	43	+8
	5	Approaches	88	92	+4
		Meets	65	78	+13
		Masters	45	53	+8
Math	3	Approaches	89	90	+1
		Meets	53	63	+10
		Masters	18	37	+19
	4	Approaches	74	81	+7
		Meets	48	55	+7
		Masters	26	30	+4
	5	Approaches	85.7	86.21	+0.5

	5	Meets	56	66	+10
		Masters	29	26	-3
Science	5	Approaches	75	81	+6
		Meets	42	45	+3
		Masters	19	27	+8

Growth 3rd to 4th

Reading =0 app, +8 meets, +12 masters

Math -8 app, +2 meets, +12 masters

Growth 4th to 5th

Reading -3 app, +8 meets, +17 masters

Math +12 app, +18 meets, =0 masters

Student Learning Strengths

Our school has demonstrated significant progress in the STAAR Reading assessments, with gains observed in seven out of nine categories. This improvement reflects our commitment to enhancing literacy skills across various grade levels and underscores the effectiveness of our reading programs and instructional strategies. The dedication of our teachers and the hard work of our students have been pivotal in achieving these results.

In mathematics, we have seen remarkable progress, with gains in eight out of nine categories. This achievement highlights our focus on strengthening mathematical understanding and problem-solving skills. Our curriculum and teaching methods have been instrumental in fostering a deeper comprehension of mathematical concepts, which is evident in the improved performance of our students.

Science has shown exceptional growth, with gains in all three categories. This success is a testament to our robust science curriculum and the innovative teaching approaches employed by our educators. Our emphasis on hands-on learning and critical thinking has enabled students to excel in scientific inquiry and understanding.

The percentage of students who have mastered reading has notably increased in the 3rd, 4th, and 5th grades. This growth indicates that our targeted interventions and support systems are effectively addressing the needs of our students, allowing them to achieve higher levels of literacy proficiency.

In mathematics, the percentage of students mastering grade-level content has grown in the 3rd and 4th grades. This improvement reflects our ongoing efforts to provide a strong foundation in mathematics, ensuring that students are well-prepared for future academic challenges. Our focus on differentiated instruction and personalized learning experiences has been key to this success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Test scores on 3rd Grade Reading STAAR took a 12% decrease in approaches fin 3rd grade. There is a rebound seen in fourth and fifth

Root Cause: Special Services students made up the 12% decrease. Of those 8, five are dyslexia.

Problem Statement 2 (Prioritized): While the campus had gains in reading, math and science, the special services and EB students' scores did not show the same type of gains.

Root Cause: We provide much less support in science for special services' students in contrast to reading and math.

School Processes & Programs

School Processes & Programs Summary

In 2023, an impressive 90% of our staff agreed or strongly agreed that the expectations for their roles were clearly communicated during the interview and hiring process. This statistic reflects our commitment to transparency and clarity in our recruitment practices, ensuring that all potential hires have a comprehensive understanding of their responsibilities and the school's expectations from the outset.

Our campus takes pride in involving staff in the selection of candidates, recognizing the value of diverse perspectives in identifying the perfect fit for our school community. We consistently engage a team of teachers in the recruitment process, ensuring that those who will work alongside new hires have a voice in the decision-making process, thereby fostering a collaborative and inclusive environment.

At Country Place, we are dedicated to developing instructional leaders through various platforms such as team leaders, Professional Learning Communities (PLCs), hiring teams, the District Improvement Committee (DIC), the Campus Improvement Committee (CIC), and other leadership opportunities. These initiatives are designed to empower our educators, providing them with the skills and experiences necessary to lead effectively and contribute to the continuous improvement of our educational practices.

Our PLCs are integral to our approach, serving as a forum for analyzing data, setting goals, examining student work, and studying lessons. Through these collaborative sessions, teachers learn from coaches and each other, fostering a culture of continuous professional development and shared learning. This collaborative approach ensures that our instructional strategies are data-driven and focused on student success.

We have recently initiated a rigorous schedule of bi-weekly PLCs, a move that underscores our commitment to ongoing professional development and instructional excellence. Following the implementation of the Branching Minds Training, we will introduce new processes, including updated Tier expectations, to further enhance our instructional practices and support student learning.

In terms of safety, our campus adheres to the district calendar for drills but has identified a need for more frequent safety exercises, particularly concerning lockout and lockdown drills. As a result, we are implementing monthly drills to ensure that our staff and students are well-prepared for any emergency, prioritizing the safety and security of our school community.

School Processes & Programs Strengths

At our school, we prioritize a collaborative approach in our recruitment process by involving a dedicated team of teachers in selecting the ideal candidates for teaching and staff positions. This inclusive strategy ensures that we identify individuals who not only meet our professional standards but also align with our school's values and culture, fostering a cohesive and supportive educational environment.

In our commitment to maintaining a safe and secure learning environment, we have scheduled nine comprehensive safety drills for lockdown and lockout scenarios for the upcoming school year. These drills are meticulously planned to ensure that both students and staff are well-prepared to respond effectively in the event of an emergency, thereby enhancing our overall school safety protocols.

Our office staff plays a crucial role in safeguarding our school by diligently checking the identification of every individual who enters the building. This practice is complemented by our rigorous volunteer screening process, which includes a thorough background check and a mandatory campus volunteer orientation conducted by the principal. These measures are in place to ensure that all individuals on campus contribute to a safe and secure environment for our students and staff.

Problem Statements Identifying School Processes & Programs Needs

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

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

Perceptions

Perceptions Summary

Our school has been proactive in fostering a strong sense of community by hosting a variety of family events. These include the enchanting Winter Wonderland, two captivating Ensemble Performances, and the informative Parent Education Nights held in both the fall and spring. These events are designed to engage families, celebrate student achievements, and provide valuable educational insights, thereby strengthening the bond between the school and the families we serve.

Communication is a cornerstone of our school's operations, and we strive to keep our community well-informed. We distribute monthly newsletters, with some updates sent out weekly, to ensure that parents are always in the loop. As the principal, I am committed to maintaining open lines of communication by sending out weekly newsletters, meeting with parents face-to-face at least four times a year, and frequently sending reminders. This consistent communication helps to build trust and transparency within our school community.

Our PTA has been a pillar of support, with a robust membership of 506 members. We are proud to have received the Platinum Award for the third consecutive year, a testament to our active and engaged parent community. We are also in the process of applying for the School of Excellence recognition through the PTA once again, which reflects our ongoing commitment to excellence in education and community involvement.

Feedback from midyear lunches with staff groups and meetings with the Campus Improvement Committee (CIC) has highlighted several areas for attention in the 2024-2025 school year. For parents, we aim to enhance communication by utilizing Parent Square for monthly newsletters and organizing Coffee Chats with the Principals to provide more in-depth information about ensemble activities. We also plan to standardize the distribution of take-home folders and align expectations vertically to ensure consistency. Additionally, we will offer more information about the PTA, including opportunities for volunteering, to encourage greater parental involvement.

For our students, we are introducing a Buddy Student Led Team to support new students as they transition into our school community. We will also create introduction videos on CPTV to help students and parents become familiar with their teachers, fostering a welcoming and inclusive environment.

Supporting our new teachers is a priority, and we will assign a mentor staff member to guide them as they acclimate to our school. Furthermore, we will organize team-building activities to strengthen collaboration and camaraderie among our staff, ensuring a supportive and cohesive educational environment.

Perceptions Strengths

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

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

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

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

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

Strengths include a variety of PTA and School events; large family participation, and big participation in our school fundraiser. Boo Olympics and Build a Bear both brought in over \$30,000 combined.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 38% of students feel like they do not belong when they are at school.

Root Cause: Lack of relationship building staff to student and student to student.

Problem Statement 2: 50% of students do not feel class is engaging.

Root Cause: Teacher is primary information giver in the classroom

Priority Problem Statements

Problem Statement 1: Absenteeism increased by 0.11%, and tardies decreased, but are still the biggest absenteeism problem. Total tardies for 24/25 were 1,282, of which 208 or 59% having at least 1 tardy. 42% of the students had 2 or more.

Root Cause 1: Children/Families have difficulty getting to school by 7:30 each day. The three-year olds don't always see the need to come to school

Problem Statement 1 Areas: Demographics

Problem Statement 2: 38% of students feel like they do not belong when they are at school.

Root Cause 2: Lack of relationship building staff to student and student to student.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: While the campus had gains in reading, math and science, the special services and EB students' scores did not show the same type of gains.

Root Cause 3: We provide much less support in science for special services' students in contrast to reading and math.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Test scores on 3rd Grade Reading STAAR took a 12% decrease in approaches fin 3rd grade. There is a rebound seen in fourth and fifth

Root Cause 4: Special Services students made up the 12% decrease. Of those 8, five are dyslexia.

Problem Statement 4 Areas: Student Learning

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

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

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Objectives

Revised/Approved: July 9, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 22, 2026, the campus attendance rate will increase from 96% to 96.5% and tardies will decrease by 25%, so that reading and math continues to improve..

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement 9 Week Tardy Parties to celebrate children who were never tardy during that nine weeks. Strategy's Expected Result/Impact: Students will be on task for learning longer in the school day. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold Attendance Meetings with the Assistant Principal at the end of each nine weeks for parents and teachers of students who missed more than 3 days in of any nine weeks. During this time we will focus on Absences and tardies. Strategy's Expected Result/Impact: Higher Attendance Rate which translates to more time on learning and higher achievement. Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.51, 2.535 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Hold Fall and Spring Parent Education for Parent/Student Engagement for Reading, math or science</p> <p>Strategy's Expected Result/Impact: Increased in science, reading and math ability of students</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2025-2026 school year, Country Place, will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 62.75%. to 67.75%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: MAP; STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct half-day plannings prior to a unit with a focus on pre-assessment, identification of "Tier II" students, essential skills, progress monitoring schedule and specific lesson plans for RtI. Substitutes will be used for teachers for longer planning sessions with coaches and principal.</p> <p>Strategy's Expected Result/Impact: MAP Scores in Math will increase for Meets/Masters at each MAP Test, and that 60% of 4th and 5th Grade MAP Math students will Meet/Master.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Money for Substitutes - 211 Title I - 211-11-6112-00-112-30-000 - \$485</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct Data Planning Meetings after each Unit Assessment or large test. Include the TEKs Tracker that the district is implementing.</p> <p>Strategy's Expected Result/Impact: MAP Scores in Math will increase for Meets/Masters at each MAP Test, and that 60% of 4th and 5th Grade MAP Math students will Meet/Master.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, Country Place will increase a minimum of 2% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 66% to 68%.

High Priority

Evaluation Data Sources: STAAR, DCFA, MAP, Classroom Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will increase in meets grade level by a minimum of 3%.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By the end of the 2025-2026 school year, Country Place will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 66.67% to 71.67%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: MAP; STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct half-day plannings prior to a unit with a focus on pre-assessment, identification of "Tier II" students, essential skills, progress monitoring schedule and specific lesson plans for RtI. Substitutes will be used for teachers for longer planning sessions with coaches and principal.</p> <p>Strategy's Expected Result/Impact: MAP and STAAR Scores will increase for 3rd Graders by 5% each time in the Meets Category.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.53</p> <p>Funding Sources: Supplemental support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$161,800, Title I Instructional Coach - 211 Title I - 211-13-6119-00-112-30-000 - \$28,436, Title I Interventionist - 211 Title I - 211-11-6117-00-112-30-000 - \$9,095</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level

High Priority

HB3 Guiding Objective

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Have students respond to teacher questions using complete sentences, and then prompt them to expand on their answers with additional details or explanations.</p> <p>Strategy's Expected Result/Impact: Improved duration of speaking on various tasks, including the TELPAS test.</p> <p>Staff Responsible for Monitoring: Mary Reed</p> <p>Title I: 2.51, 2.52, 2.532</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5 Problem Statements:

Student Learning
<p>Problem Statement 2: While the campus had gains in reading, math and science, the special services and EB students' scores did not show the same type of gains. Root Cause: We provide much less support in science for special services' students in contrast to reading and math.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Country Place will increase the percentage of Math and Reading students, Dyslexia, Special Ed, GT, By Ethnicity, By Grade: Math from 63% to 68% , and Reading from 62% to 67% meeting growth measures from Beginning of Year to End of Year on assessments on the Math MAP.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: MAP;

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct Monthly Student Growth Conferences with Students over unit tests, MAP and Classroom Performance Data.</p> <p>Strategy's Expected Result/Impact: Meeting Growth Measures as shown in MAP for MOY and EOY.</p> <p>Staff Responsible for Monitoring: Amy Miller; Mary Reed</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6 Problem Statements:

Student Learning
<p>Problem Statement 1: Test scores on 3rd Grade Reading STAAR took a 12% decrease in approaches fin 3rd grade. There is a rebound seen in fourth and fifth Root Cause: Special Services students made up the 12% decrease. Of those 8, five are dyslexia.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: Country Place will increase the percentage of kindergarten - second grade students who perform at meets grade level on foundational skills mastery on MAP Reading Fluency Literacy screener in phonics and phonological awareness.

High Priority

Evaluation Data Sources: MAP Reading Fluency

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct Daily Phonics Lessons from HMH.</p> <p>Strategy's Expected Result/Impact: Reducing the number of students needing foundation work in Phonics from 53% to 48%.</p> <p>Staff Responsible for Monitoring: Mary Reed</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 7 Problem Statements:

Student Learning
<p>Problem Statement 1: Test scores on 3rd Grade Reading STAAR took a 12% decrease in approaches fin 3rd grade. There is a rebound seen in fourth and fifth Root Cause: Special Services students made up the 12% decrease. Of those 8, five are dyslexia.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: By the end of the 2025-2026 school year, Country Place will increase in the percentage of Pre-K students who meet expectations at the end of Pre-K on the Circle assessment.

High Priority

Evaluation Data Sources: Circle Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct Progress Monitoring Conferences with the PreK Students so that there is a firm understanding of where each student needs to be and if the child is growing.</p> <p>Strategy's Expected Result/Impact: Growth from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Amy Miller; Mary Reed</p> <p>Title I: 2.51, 2.52</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 8 Problem Statements:

Student Learning
<p>Problem Statement 1: Test scores on 3rd Grade Reading STAAR took a 12% decrease in approaches fin 3rd grade. There is a rebound seen in fourth and fifth Root Cause: Special Services students made up the 12% decrease. Of those 8, five are dyslexia.</p>

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

Goal 1: By May 5, 2026, complete all safety drills with an emphasis on more than is required for Lock Down and Secure.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule All Drills on the Principal's Calendar so that Safety Office and Principal are on the same page and Review with Safety Team after each drill for successes and improvements.</p> <p>Strategy's Expected Result/Impact: Improve Response Time to drills and lessen the anxiety with teaching during the drills if needed.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 15, 2026, host a minimum Four Principal/Staff Coffee Talks.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan out Parent Engagement Coffee Talks to engage parents on various topics listed in the priority needs of this document, such as Attendance and tardies, Reading, Math Facts, etc., and include teachers, to help them in Domain 4 in reaching the community.</p> <p>Strategy's Expected Result/Impact: Higher Parent Involvement. Transparency.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.531 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host Fall and Spring Parent Education for Math/Reading for Parent/Child Engagement</p> <p>Strategy's Expected Result/Impact: Increase Parent Engagement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies and Materials for Family Engagement - 211 Title I - 211-61-6399-00-112-30-000 - \$384</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 1: By May 22, 2026, increase student engagement in the classroom and school by 20% on the Panorama Survey.

High Priority

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Model Student Engagement through faculty simulation at all professional development and faculty meetings. Strategy's Expected Result/Impact: Higher percentage of kids feeling engaged in class as measured on the Panorama Survey Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I: 2.51, 2.52, 2.531, 2.532, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct Morning Meetings, following the correct protocol, to build a sense of community within the classroom. Strategy's Expected Result/Impact: Reduction in office referrals, and increase in the favorable results on Panorama from students about school belonging. Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Focus the monthly character awards (BUG) to choose children who are exhibiting the character trait that is taught for that month.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of positive student responses on Panorama from students about school belonging.</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal</p> <p>Title I: 2.51, 2.531, 2.533</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to use Steve Hartman Videos...On the Road...for character building and examples of kind humans. Grades 2 - 5.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of what kind humans do.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.531, 2.532</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: By June 1, 2026, increase expected growth on Approaches Spring STAAR for Grades 3 - 5 Special Services Students in reading, math and science for all grades taking each test.

High Priority

Evaluation Data Sources: STAAR Test Data, MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: For Special Services and Grades of High Priority, designate half day plannings prior to units with an emphasis on not only growing all students, but focusing on Special Services Students.</p> <p>Strategy's Expected Result/Impact: Increase all kids ability to grow from one unit to the next, and for our school to have 70% or more achieve approaches grade level on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.52, 2.533, 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Money for Subs - 211 Title I - 211-11-6112-00-112-30-000 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for Country Place Elementary

Total SCE Funds: \$161,800.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

A comprehensive needs assessment is conducted annually using multiple data sources from stakeholders (parents, staff, administrators, and community members). The assessment reviews demographics, student achievement, school processes/programs, and campus perceptions. The CNA is used to guide the development of the CIP with an academic focus on student growth throughout the year.

1.2: Location for Evidence of Multiple Meetings Held

Meeting evidence is included through Campus Improvement Committee participation (p. 31), stakeholder surveys (p. 13), and the monitoring/revision process referenced in the Title I section. PLCs, parent education events, and attendance meetings also demonstrate frequent engagement.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CNA was approved on May 13, 2025.. The plan is monitored and revised throughout the year, with quarterly formative and summative reviews.

2.2: Stakeholders 1114(b)(2)

Stakeholders include administrators, teachers, parents, and community members. The Campus Improvement Team is listed on p. 31, confirming diverse participation.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The plan is posted on the district website, which includes a translation feature. Printed fliers are distributed in English and Spanish. Community meetings are conducted in both languages to ensure accessibility.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The plan coordinates Title I, Special Education, State Comp Ed, and emergent bilingual supports through strategies outlined in the Guiding Objectives (pp. 15–26) and budget alignment (p. 32). Services are coordinated via SNAP meetings and intervention models. (p. 28)

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The plan addresses required components:

- Academic support and intervention (pp. 15–20)
- Increased learning time (interventions during and after school)
- Family engagement (p. 22)
- Support for at-risk and special populations (SPED, EB, etc.)
- Ongoing professional development and coaching support (pp. 17–20)
- Coordination with other federal programs is evident in funding allocations (p. 32)

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP is monitored throughout the year with data from MAP, STAAR, attendance, surveys, and behavior reports. Documentation is embedded within the strategy summaries and Title I evaluation narrative on p. 28.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kara Richardson	Title I Instructional RLA Coach	Title I	.5

Campus Improvement Team

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

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	4	1	Supplemental support and resources for at-risk students		\$161,800.00
Sub-Total					\$161,800.00
Budgeted Fund Source Amount					\$161,800.00
+/- Difference					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	2	1	Money for Substitutes	211-11-6112-00-112-30-000	\$485.00
1	4	1	Title I Interventionist	211-11-6117-00-112-30-000	\$9,095.00
1	4	1	Title I Instructional Coach	211-13-6119-00-112-30-000	\$28,436.00
3	1	2	Supplies and Materials for Family Engagement	211-61-6399-00-112-30-000	\$384.00
5	1	1	Money for Subs	211-11-6112-00-112-30-000	\$0.00
Sub-Total					\$38,400.00
Budgeted Fund Source Amount					\$38,400.00
+/- Difference					\$0.00
Grand Total Budgeted					\$200,200.00
Grand Total Spent					\$200,200.00
+/- Difference					\$0.00

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	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025