Carrollton-Farmers Branch Independent School District

Good 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

Demographics

Demographics Summary

Our school population is broken down as follows:

School Population	Count	Percent
Student Total	**499**	**100%**
Pre-Kindergarten Grade	61	12.22%
Kindergarten Grade	73	14.63%
1st Grade	69	13.83%
2nd Grade	76	15.23%
3rd Grade	67	13.43%
4th Grade	76	15.23%
5th Grade	77	15.43%

Student Demographics

Student Demographics	Count	Percent
Gender		
Female	244	48.90%
Male	255	51.10%
Ethnicity		
Hispanic-Latino	435	87.17%
Race		
American Indian - Alaskan Native	1	0.20%
Asian	13	2.61%
Black - African American	16	3.21%
Native Hawaiian - Pacific Islander	0	0.00%
White	24	4.81%
Two-or-More	10	2.00%
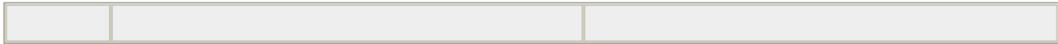
- **Parents**

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

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

- **School's Mission**

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

Our school's mission for the 25-36 School Year will be: At RE GOOD, we cultivate joyful Gators who, through unity, become stronger citizens empowered to change the world—fueled by the academic, social, and emotional growth and success of all stakeholders.

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

Motto

High Expectations for ALL

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- Support & love of the whole student

Demographics Strengths

R.E. Good Elementary has many strengths:

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

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

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

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

1) Overall NWEA MAP Achievement and Growth

2) STAAR Subgroup Results Spring 2025

3) STAAR Comparison Results

4) Reading Levels from students initial student career (kinder, if available, to EOY Spring 2025)

5) TELPAS Results Spring 2025

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

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

Student Learning Strengths

The students' learning strengths are:

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

- Master calendar supports individualized small group instruction during times that do not take away from tier 1 instruction.
- A push-in model will be implemented for most students who receive special services through special education.
- We will use Branching Minds to monitor and document MTSS Interventions and Supports during mandated RTI time.

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 3: Students are not increasing in all grade level expectations across grade levels due to gaps in learning.
Root Cause: Lack of communication across grade levels, a need for more guided planning to address gaps.

School Processes & Programs

School Processes & Programs Summary

ACADEMICS

RE Good utilizes the curriculum provided by CFB ISD.

RE Good supplements instruction with Fast Focus and STAAR Countdown Materials.

RE Good supplements instruction with Scholastic Learning Resources.

RE Good utilizes district provided online platforms (ie. Progress Learning and iStation) for MTSS/RTI Minutes and Accelerated Instruction Minutes.

SOCIAL-EMOTIONAL LEARNING

Students

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

Staff

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

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

RECRUITMENT OF NEW STAFF

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

SCHOOL CULTURE

The school follows a detailed playbook to know and refer to expectations. A detailed playbook provides consistency to a school. Students and staff members belong to one of four houses. The school utilizes a staff and family website to communicate daily and weekly information. Each Sunday, the staff receives a weekly update spreadsheet with all important to do's, transitions, and important reminders for every school day for the upcoming week. Parents also receive a Parent Square message each Sunday with information about the upcoming week and month. In addition, the school has a parent liaison to support parent needs.

PARENT PARTNERSHIPS

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

- Teacher appreciation luncheon
- Winter Holiday Program
- Support for the school's book fairs
- Parent volunteer opportunities
- Monthly Events and programs.
- Field Day

School Processes & Programs Strengths

Good's strengths in its processes and programs are:

- The dual-language program provides students the opportunity for bilingualism, biliteracy, biculturalism, and high academic achievement.
- The Ron Clark House System brings a sense of pride to students, staff, and parents by belonging to one of the houses and winning points towards their house. Students gather once a month for their house meeting and at the end of each nine weeks for a house pep rally.
- Weekly progress monitoring and monthly data-driven instruction meetings bring a focus on decision-making that is based on data.
- The master schedule allows students to receive individualized instruction at a time when tier 1 instruction will not be missed.
- We have four teams on campus that support our needs:
  - Good Leadership Team
  - Good Houses Team
  - Good Sunshine Team
  - Good Clubs Team

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student actions are reflecting poorly on their character and awareness of cultural differences.
Root Cause: Students lack guidance on awareness of cultural differences.

Problem Statement 2 (Prioritized): Student Behaviors impede teacher ability to instruct.
Root Cause: Students don't differentiate between appropriate and inappropriate behaviors.

Perceptions

Perceptions Summary

The mission at R.E. Good Elementary for the 25-26 School Year is: The mission is carried out through our Golden Rules, learner profile philosophy, and attributes enhanced by our House System. At Good, the belief is to develop world leaders who will change the world for better locally and globally. It is through this belief that teachers lead students academically and social-emotionally as character development is essential for academic achievement and adulthood.

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

- Leadership Committee
- House Committee
- Clubs Committee
- Sunshine Committee

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

Perceptions Strengths

R.E. Good strengths include

- School pride from staff, students, and parents.
- Strong traditions (Monster Mash, End of the Year Talent Show, Veteran's Day Celebration, Field Trips, House Pep Rallies, House Chants on Friday's, House Parties)
- Parent volunteers and community volunteers at school events.
- LEAP program of choice for families in the district and out-of-district.
- School communication through different avenues: Twitter, Facebook, ParentSquare, and Family Website (Good Central), and flyers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 58% of our students feel like the people at our school understand the kind of person they are.
Root Cause: 1) Lack of Counselor activities aligned to this problem statement. 2) Lack of SEL activities implemented by teachers aligned to this problem statement.

Problem Statement 2: 51% of our students feel they are shown respect by the other students at the school, or feel they are disrespected by their peers.
Root Cause: 1) Lack of Counselor activities aligned to this problem statement. 2) Lack of SEL activities implemented by teachers aligned to this problem statement.

Problem Statement 3: 51% of our students worry about violence at our campus.
Root Cause: 1) Lack of Counselor activities aligned to this problem statement. 2) Lack of SEL activities implemented by teachers aligned to this problem statement.

Priority Problem Statements

Problem Statement 1: The number of students in dyslexia, special services such as SPED and gifted and talented have increased from prior years.
Root Cause 1: Students were under identified.
Problem Statement 1 Areas: Demographics

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

Problem Statement 3: Students are not meeting expected projected growth consistently causing gaps K-5.
Root Cause 3: 1) There is a lack of vocabulary and foundational skills. 2) Teachers not using data for explicit focused reteach.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Emergent bilinguals lacking the bridging of languages to have higher academic achievement
Root Cause 4: Staff does not have the bridging strategies to bridge language when delivering the content.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Student Behaviors impede teacher ability to instruct.
Root Cause 5: Students don't differentiate between appropriate and inappropriate behaviors.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 58% of our students feel like the people at our school understand the kind of person they are.
Root Cause 6: 1) Lack of Counselor activities aligned to this problem statement. 2) Lack of SEL activities implemented by teachers aligned to this problem statement.
Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Guiding Objectives

Revised/Approved: July 14, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By Spring 2026, 60% of our students will meet their projected MAP reading, math, and science growth in K-5.

High Priority

HB3 Guiding Objective

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

Strategy 1 Details	Reviews			
Strategy 1: Create a safe and open environment through PLCs where teachers collaborate and hold each other accountable to ensure the academic growth of every student.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase student achievement--grade level understanding where a student is coming from or where a student needs to be; closing the gaps.
    Staff Responsible for Monitoring: Principal
Instructional Coaches
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Determine the 5-10 essential skills that students must master before going to the next grade level, and communicate them to parents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student growth throughout the school year. Each staff member at each grade level can verbalize the essential skills as well as the parents. **Staff Responsible for Monitoring:** Principal Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Monitor a school-wide progress monitoring system to track each student in the essential standards.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student achievement when tracking all essential standards. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Provide supplemental programs and services including: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, and Emergent Bilingual Support.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student achievement and state and local assessments **Staff Responsible for Monitoring:** Principal Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Supplemental support and resources for at-risk students - 199-SCE State Comp Ed (SCE) - $181,900				

Strategy 5 Details	Reviews			
Strategy 5: By end of first semester, Fall 2025, 100% of teachers will implement bridging strategies in languages for emergent bilinguals.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Data trackers, limited translation in classes. Student progress in TELPAS from beginners to intermediate, intermediate to advanced, and advanced to advanced high. **Staff Responsible for Monitoring:** Principal Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By Spring 2026, at least 50% of our students in 3rd, 4th, and 5th grade will be at meets grade level or above in STAAR, and at least 85% of the students in 3rd, 4th, and 5th grade will be at the approaches level.

High Priority

HB3 Guiding Objective

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

Strategy 1 Details	Reviews			
Strategy 1: Create a safe and open environment through PLCs where teachers collaborate and hold each other accountable to ensure the academic growth of every student.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement--grade level understanding where a student is coming from or where a student needs to be; closing the gaps. **Staff Responsible for Monitoring:** Principal Instructional Coaches **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Title I Instructional Coach and Title I Parent and Family Engagement Liaison - 211 Title I - 211-13-6119-00-105-30-000 - $122,885				

Strategy 2 Details	Reviews			
Strategy 2: Determine the 5-10 essential skills that students must master before going to the next grade level, and communicate them to parents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student growth throughout the school year. Each staff member at each grade level can verbalize the essential skills as well as the parents. **Staff Responsible for Monitoring:** Principal Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Monitor a school-wide progress monitoring system to track each student in the essential standards.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student achievement when tracking all essential standards. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: By end of first semester, Fall 2025, 100% of teachers will implement bridging strategies in languages for emergent bilinguals.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Data trackers, limited translation in classes. Student progress in TELPAS from beginners to intermediate, intermediate to advanced, and advanced to advanced high. **Staff Responsible for Monitoring:** Principal Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Scholastic News - 211 Title I - 211-11-6329-00-105-30-000 - $1,915				

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, Good Elementary, will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 65% to 70% (English) and from 35% to 40% (Spanish).

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR EOY Data

Strategy 1 Details	Reviews			
Strategy 1: Create a safe and open environment through PLCs where teachers collaborate and hold each other accountable to ensure the academic growth of every student.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student achievement--grade level understanding where a student is coming from or where a student needs to be; closing the gaps.				
Staff Responsible for Monitoring: Principal Instructional Coaches				
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Funding Sources: Professional learning communities time and dates embedded in the master calendar for horizontal and vertical planning (once each nine weeks). Substitute teachers to cover during vertical planning. - 211 Title I - 211-11-6112-00-105-30-000 - $0, Title I Instructional Coach and Title I Parent and Family Engagement Liaison - 211 Title I - 211-13-6119-00-105-30-000 - $0				

Strategy 2 Details	Reviews			
Strategy 2: Determine the 5-10 essential skills that students must master before going to the next grade level, and communicate them to parents.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Student growth throughout the school year. Each staff member at each grade level can verbalize the essential skills as well as the parents.				
Staff Responsible for Monitoring: Principal Instructional Coaches				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Monitor a school-wide progress monitoring system to track each student in the essential standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student achievement when tracking all essential standards. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: By end of first semester, Fall 2025, 100% of teachers will implement bridging strategies in languages for emergent bilinguals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Data trackers, limited translation in classes. Student progress in TELPAS from beginners to intermediate, intermediate to advanced, and advanced to advanced high. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Scholastic News - 211 Title I - 211-11-6329-00-105-30-000 - $0	**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, Good Elementary, will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 65% to 70%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR EOY Data

Strategy 1 Details	Reviews			
Strategy 1: Create a safe and open environment through PLCs where teachers collaborate and hold each other accountable to ensure the academic growth of every student.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement--grade level understanding where a student is coming from or where a student needs to be; closing the gaps. **Staff Responsible for Monitoring:** Principal Instructional Coaches **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Professional learning communities time and dates embedded in the master calendar for horizontal and vertical planning (once each nine weeks). Substitute teachers to cover during vertical planning. - 211 Title I - 211-11-6112-00-105-30-000 - $0, Title I Instructional Coach and Title I Parent and Family Engagement Liaison - 211 Title I - 211-13-6119-00-105-30-000 - $0				

Strategy 2 Details	Reviews			
Strategy 2: Determine the 5-10 essential skills that students must master before going to the next grade level, and communicate them to parents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student growth throughout the school year. Each staff member at each grade level can verbalize the essential skills as well as the parents. **Staff Responsible for Monitoring:** Principal Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Monitor a school-wide progress monitoring system to track each student in the essential standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student achievement when tracking all essential standards. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: By end of first semester, Fall 2025, 100% of teachers will implement bridging strategies in languages for emergent bilinguals.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Data trackers, limited translation in classes. Student progress in TELPAS from beginners to intermediate, intermediate to advanced, and advanced to advanced high. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Scholastic News - 211 Title I - 211-11-6329-00-105-30-000 - $0				

○ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✗ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By the end of the 2025-2026 school year, Good will increase a minimum of 2% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 50% to 52%.

High Priority

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

Strategy 1 Details	Reviews			
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. **Strategy's Expected Result/Impact:** Emergent Bilingual students will increase in meets grade level by a minimum of 3%. **Staff Responsible for Monitoring:** Principals, Assistant Principals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Good Elementary will at least maintain the percentage of students meeting their growth measures in MATH (school-wide) from the Beginning of Year to the End of Year at 63%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: MAP Data - school wide and the following data groups:
Dyslexia
Special ED
By Ethnicity
By Cohort

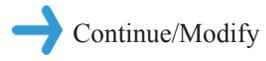| Strategy 1 Details	Reviews			
Strategy 1: Create a safe and open environment through PLCs where teachers collaborate and hold each other accountable to ensure the academic growth of every student.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student achievement--grade level understanding where a student is coming from or where a student needs to be; closing the gaps. **Staff Responsible for Monitoring:** Principal Instructional Coaches **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Title I Instructional Coach and Title I Parent and Family Engagement Liaison - 211 Title I - 211-13-6119-00-105-30-000 - $0				

Strategy 2 Details	Reviews			
Strategy 2: Determine the 5-10 essential skills that students must master before going to the next grade level, and communicate them to parents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student growth throughout the school year. Each staff member at each grade level can verbalize the essential skills as well as the parents. **Staff Responsible for Monitoring:** Principal Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Monitor a school-wide progress monitoring system to track each student in the essential standards.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student achievement when tracking all essential standards. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: By end of first semester, Fall 2025, 100% of teachers will implement bridging strategies in languages for emergent bilinguals.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Data trackers, limited translation in classes. Student progress in TELPAS from beginners to intermediate, intermediate to advanced, and advanced to advanced high. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Scholastic News - 211 Title I - 211-11-6329-00-105-30-000 - $0				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: Good Elementary will at least maintain the percentage of students meeting their growth measures in READING (school-wide) from the Beginning of Year to the End of Year at 63%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: MAP Data - school wide and the following data groups:
Dyslexia
Special ED
By Ethnicity
By Cohort

Strategy 1 Details	Reviews			
Strategy 1: Create a safe and open environment through PLCs where teachers collaborate and hold each other accountable to ensure the academic growth of every student.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement--grade level understanding where a student is coming from or where a student needs to be; closing the gaps. **Staff Responsible for Monitoring:** Principal Instructional Coaches **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Title I Instructional Coach and Title Parent and Family Engagement Liaison - 211 Title I - 211-13-6119-00-105-30-000 - $0				

Strategy 2 Details	Reviews			
Strategy 2: Determine the 5-10 essential skills that students must master before going to the next grade level, and communicate them to parents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student growth throughout the school year. Each staff member at each grade level can verbalize the essential skills as well as the parents. **Staff Responsible for Monitoring:** Principal Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Monitor a school-wide progress monitoring system to track each student in the essential standards.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student achievement when tracking all essential standards. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: By end of first semester, Fall 2025, 100% of teachers will implement bridging strategies in languages for emergent bilinguals.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Data trackers, limited translation in classes. Student progress in TELPAS from beginners to intermediate, intermediate to advanced, and advanced to advanced high. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Scholastic News - 211 Title I - 211-11-6329-00-105-30-000 - $0				

No Progress   Accomplished   Continue/Modify   Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: Good Elementary 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 from 48% to 55% AND in PHONOLOGICAL AWARENESS from 49% to 55%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: MAP Data - school wide and the following data groups:
Dyslexia
Special ED
By Ethnicity
By Cohort

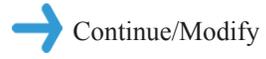| Strategy 1 Details	Reviews			
Strategy 1: Create a safe and open environment through PLCs where teachers collaborate and hold each other accountable to ensure the academic growth of every student.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement--grade level understanding where a student is coming from or where a student needs to be; closing the gaps. **Staff Responsible for Monitoring:** Principal Instructional Coaches **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Professional learning communities time and dates embedded in the master calendar for horizontal and vertical planning (once each nine weeks). Substitute teachers to cover during vertical planning. - 211 Title I - 211-11-6112-00-105-30-000 - $0, Title I Instructional Coach/Parent Liaison - 211 Title I - 211-13-6119-00-105-30-000 - $0				

Strategy 2 Details	Reviews			
Strategy 2: Determine the 5-10 essential skills that students must master before going to the next grade level, and communicate them to parents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student growth throughout the school year. Each staff member at each grade level can verbalize the essential skills as well as the parents. **Staff Responsible for Monitoring:** Principal Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Monitor a school-wide progress monitoring system to track each student in the essential standards.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student achievement when tracking all essential standards. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: By end of first semester, Fall 2025, 100% of teachers will implement bridging strategies in languages for emergent bilinguals.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Data trackers, limited translation in classes. Student progress in TELPAS from beginners to intermediate, intermediate to advanced, and advanced to advanced high. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Scholastic News - 211 Title I - 211-11-6329-00-105-30-000 - $0				

No Progress   Accomplished   Continue/Modify   ✕ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 9: By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level from 43% to 45%.

    High Priority

    HB3 Guiding Objective

    Evaluation Data Sources: TELPAS

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

Goal 1: By Fall 2025, 100% of students will be trained in digital citizenship, bullying, and receive all guidance lessons.

   Evaluation Data Sources: Guidance lessons, scheduled lessons.

Strategy 1 Details	Reviews			
Strategy 1: Provide lessons on digital citizenship through counseling and library time	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease incidents related to inappropriate technology use. Decrease number of office referrals related to bullying and unkind behavior. **Staff Responsible for Monitoring:** Principal Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**

No Progress   Accomplished   Continue/Modify   Discontinue

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

Goal 2: By May 2026, 100% of CFB ISD required drills will be conducted, monitored, and reviewed for improvements during the safety committee meeting.

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

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

Guiding Objective 3: Optimize Community Engagement

Goal 1: By October 2025, over 50% of our students will be participating in our school-wide activities (clubs or tutoring) through better parent communication via our Gator Folder.

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

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

Guiding Objective 3: Optimize Community Engagement

Goal 2: By October 2025, 100% of the parents will be able to access information online via Parent Square, parent self-serve, and the Good Central Family Website.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide parents with information about Parent Square, Parent Self-Serve, Gator Folder, Good Central, and behavior folders during meet the teacher night.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents are informed about their child's academic and social-emotional needs throughout the school year. **Staff Responsible for Monitoring:** Principal Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress   Accomplished   Continue/Modify   Discontinue

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

Goal 1: By the end of December 2025, all students will embrace cultural differences by advocating for others when they see someone using language or actions that is meant to intentionally harm or demean others.

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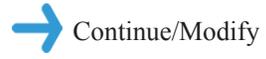> Tracker on student behaviors.

Strategy 1 Details	Reviews			
Strategy 1: Provide staff with professional development on how to address cultural differences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be accepting of one another.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Principal **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Parent training will be provided about social media safety and cultural sensitivity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Less referrals on students lacking cultural sensitivity.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Students will be provided more opportunities to engage with others outside of their homeroom class and grade level through buddy classes, monolingual-->bilingual more integration in specials classes, multicultural night, PTA Events, house rallies/events, and multi-level reading activities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students being more culturally sensitive. **Staff Responsible for Monitoring:** Principal Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress   Accomplished   Continue/Modify   Discontinue

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May of 2026, our attendance rate will be greater than the district average and reflect an improvement of 2% when compared to the previous school year at the EOY mark.

    Evaluation Data Sources: Attendance reports.

Strategy 1 Details	Reviews			
Strategy 1: After school tutoring to makeup hours starting early in the year as teachers contact parents when a student hits the third absence.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in absences. Have an attendance rate of 98% and above daily. **Staff Responsible for Monitoring:** Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Oct	Jan	Mar	June
No Progress	Accomplished	Continue/Modify	Discontinue	

Guiding Objective 5: Optimize All Available Resources

Goal 2: By December of 2025, decrease the amount of time teachers spend redirecting inappropriate/distracted behavior to less than a total of five minutes per day.

High Priority

Evaluation Data Sources: 1) Student Orientations during Specials Classes during the first week of school, and follow-up meetings each nine-weeks.

2) 1st 9-weeks SEL lessons during Morning Meeting
about appropriate vs. inappropriate behaviors.

-Ways you should interact w/ teachers
- Ways you should interact w/ peers
- "Code Switching" how you can behave
differently at home, out with friends,
or in school.

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

4) Decrease the amount of unsupervised time on technology.
-Use Securly in class regularly

5) Officer Incentive Plan, Admin Team Restorative Meetings (Counselor/Admin), Action Plan

Strategy 1 Details		Reviews		
Strategy 1: Provide SEL lessons during Morning Meeting about appropriate vs. inappropriate behaviors during the first nine weeks and as needed.		**Formative**			**Summative**

Strategy 1 Details	Reviews			
Strategy 1: Provide SEL lessons during Morning Meeting about appropriate vs. inappropriate behaviors during the first nine weeks and as needed.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

-Ways you should interact w/ teachers
-Ways you should interact w/ peers
- "Code Switching" how you can behave differently at home, out with friends, or in school.
    Strategy's Expected Result/Impact: Decrease student inappropriate behavior.
    Staff Responsible for Monitoring: Principal
Assistant Principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Host parent meetings to teach parents how to use technology with their child for learning purposes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents have an understanding of how technology should be utilized.	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Librarian
Principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Funding Sources: Materials and Resources for Building Parent Capacity - 211 Title I - 211-61-6399-00-105-30-000 - $1,680				

Strategy 3 Details	Reviews			
Strategy 3: Decrease the amount of unsupervised time on technology--use Securly in class regularly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Less redirection on students' focus and work. **Staff Responsible for Monitoring:** Teachers Assistant Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Cultural System Action Steps for Positive School Culture: Officer Incentive Plan, Admin Team Restorative Meetings (Counselor/Admin), Behavior Action Plan, Golden Rules, House System, School-Wide Hierarchy of Student Management	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease student inappropriate behavior **Staff Responsible for Monitoring:** Principal Security Officer **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Guiding Objective 5: Optimize All Available Resources

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

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

Strategy 1 Details	Reviews			
Strategy 1: Place responsibility on team contact to ensure participation and set a time (planning) to do sit down and take the survey.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: There will be an increase in staff participation. **Staff Responsible for Monitoring:** Team contacts, principal, and assistant principal. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　✖ Discontinue				

State Compensatory

Budget for Good Elementary

Total SCE Funds: $181,900.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

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

Title I

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

1.1: Description of CNA Process

A comprehensive needs assessment was conducted using multiple stakeholder inputs (parents, staff, administrators, community members) through surveys, meetings, and data review. The CNA examined demographics, student achievement, school programs/processes, and perceptions. It was revised and approved on **May 23, 2025**, and serves as the foundation for the CIP.

1.2: Location for Evidence of Multiple Meetings Held

Evidence includes CIC meetings, parent engagement events, and stakeholder survey data. Regular monitoring and revisions of the CIP by the Campus Leadership Team and CIC are documented throughout the plan, especially in the Title I section.

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 CIP was developed after CNA approval (May 23, 2025), with implementation monitored throughout the school year. Summative reviews occur annually in May, while formative reviews are conducted quarterly.

2.2: Stakeholders 1114(b)(2)

Stakeholders involved include parents, teachers, administrators, and community partners. CIC members representing each group are listed on p. 40. Stakeholder input was gathered through surveys, meetings, and school events.

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

The CIP is posted on the campus and district websites, with translation tools. Fliers sent home are bilingual (English and Spanish), and meetings are conducted in both languages to ensure accessibility.

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

The plan coordinates services from Title I, State Comp Ed, SPED, EB, and SEL programs. Intervention strategies are based on student performance data and are discussed in SNAP meetings. Coordination is evident in resource alignment and staffing.

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

The plan includes:

- Academic support (MAP, STAAR, TELPAS, iStation, Reading A–Z)

- Increased learning time (RTI Time and after-school tutoring)

- Targeted interventions for EB, SPED, and at-risk students (Goal 1 & 2 strategies)

- Family engagement events and training (Gator Folders, ParentSquare, Good Central)

- Professional development (PLC planning, Fundamental 5, GYTO)

- Whole-child supports, including SEL and Ron Clark House System activities

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP is reviewed and updated quarterly by the CIC. Annual evaluation uses data from MAP, STAAR, TELPAS, discipline logs, attendance, and stakeholder surveys. Documentation is recorded in the Title I section, and progress is summarized in plan goals and strategies.

Title I Personnel

Name	Position	Program	FTE
Araceli Lopez Ortiz	Title I Parent & Family Engagement	Title I	1
Kara Richardson	Title I Reading Language Arts Coach	Title I	.5
Katrina Countryman	Title I Instructional Math Coach	Title I	.5

Campus Improvement Committee

Committee Role	Name	Position
Business Representative	Kaitlin Watson	i9Sports
Parent	Elizabeth Varilla	Parent
Parent	Maria Trichell	Parent
Business Representative	Beth Banning	Northside Baptist Church
Parent	Dolores Abousaid	Parent
Non-classroom Professional	Genesis Trigueros	Librarian
Non-classroom Professional	Janine Drake	Dyslexia Interventionist
Classroom Teacher	Stephanie Greene	SPED Teacher
Classroom Teacher	Tarah Jones	Kindergarten
Classroom Teacher	Soo Bin Lee	3rd Grade Teacher
Classroom Teacher	Adan Marquez	2nd Grade Teacher
Classroom Teacher	Kayli Carlton	1st Grade Teacher
Classroom Teacher	Gloria Hernandez	5th
Administrator	Chelsea Alvarado	Assistant Principal
Administrator	Dorothy Ortiz	Principal

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Supplemental support and resources for at-risk students		$181,900.00
				Sub-Total	$181,900.00
				Budgeted Fund Source Amount	$181,900.00
				+/- Difference	$0.00

211 Title I					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Title I Instructional Coach and Title I Parent and Family Engagement Liaison	211-13-6119-00-105-30-000	$122,885.00
1	2	4	Scholastic News	211-11-6329-00-105-30-000	$1,915.00
1	3	1	Title I Instructional Coach and Title I Parent and Family Engagement Liaison	211-13-6119-00-105-30-000	$0.00
1	3	1	Professional learning communities time and dates embedded in the master calendar for horizontal and vertical planning (once each nine weeks). Substitute teachers to cover during vertical planning.	211-11-6112-00-105-30-000	$0.00
1	3	4	Scholastic News	211-11-6329-00-105-30-000	$0.00
1	4	1	Title I Instructional Coach and Title I Parent and Family Engagement Liaison	211-13-6119-00-105-30-000	$0.00
1	4	1	Professional learning communities time and dates embedded in the master calendar for horizontal and vertical planning (once each nine weeks). Substitute teachers to cover during vertical planning.	211-11-6112-00-105-30-000	$0.00
1	4	4	Scholastic News	211-11-6329-00-105-30-000	$0.00
1	6	1	Title I Instructional Coach and Title I Parent and Family Engagement Liaison	211-13-6119-00-105-30-000	$0.00
1	6	4	Scholastic News	211-11-6329-00-105-30-000	$0.00
1	7	1	Title I Instructional Coach and Title Parent and Family Engagement Liaison	211-13-6119-00-105-30-000	$0.00
1	7	4	Scholastic News	211-11-6329-00-105-30-000	$0.00
1	8	1	Title I Instructional Coach/Parent Liaison	211-13-6119-00-105-30-000	$0.00
1	8	1	Professional learning communities time and dates embedded in the master calendar for horizontal and vertical planning (once each nine weeks). Substitute teachers to cover during vertical planning.	211-11-6112-00-105-30-000	$0.00
1	8	4	Scholastic News	211-11-6329-00-105-30-000	$0.00
5	2	2	Materials and Resources for Building Parent Capacity	211-61-6399-00-105-30-000	$1,680.00

211 Title I					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$126,480.00
				Budgeted Fund Source Amount	$126,480.00
				+/- Difference	$0.00
				Grand Total Budgeted	$308,380.00
				Grand Total Spent	$308,380.00
				+/- 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