

# Carrollton-Farmers Branch Independent School District

## Freeman 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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Freeman Elementary is located in Irving, Texas, in the Valley Ranch area. We are a part of the CFBISD school district. Freeman Elementary serves a diverse student population in grades EC-5th grade. In the 2024-2025 school year, we had a total enrollment of 651.

In 2024, the EC-5 student population was 66% Asian, 2% White, 11% Hispanic, 18% African American, 0% Pacific Islander, 1% American Indian, and 3% Two or More Ethnic Groups. Females made up 47% of the learners and 53% males represent the other portion of our student body. Our economically disadvantaged percentage was 29%.

Our PK-5 grade Emergent Bilingual population consisted of 379 learners that made up 58% of our campus. The top 5 foreign languages spoken by the student group were: Telugu, Tamil, Hindi, Spanish, Marathi.

Our 46 gifted and talented learners in K-5 constituted 7% of our population. Of the 4 major ethnic groups, our GT learners were 85% Asian, 0% White, 1% African American, 1% Hispanic learners.

We had 102 learners in EC-5 that qualified for special education services which represented 16% of our population. There were 3 learners with 504 accommodations, which was .1% of the total enrollment.

The average daily attendance for our campus in 2024-2025 was 94%.

Freeman Elementary employed 42 teachers and 15 instructional aides, 10 administrative support staff in the 2024-2025 school year. We have 2 full time counselors, 1 full time Diagnostician, 1 full time librarian, 3 custodial staff, 1 full time nurse and 1 Dyslexia interventionist.

Freeman Elementary will transition to new leadership in the 25-26 school year with an incoming principal. Dr. Charlotte Thomas, a Dallas native and resident of Carrollton, has dedicated her 35-year career to nurturing young minds in our community. After obtaining her principal certification from the University of Texas at Arlington in 2003, she took on leadership roles at Annie H. Rainwater and Country Place Elementary Schools. In 2009, she became the principal of Rainwater, and in 2018, she earned her Doctor of Education in Educational Leadership. Most recently, she served as the principal of McCoy Elementary from 2021 to 2025. Dr. Thomas will lead Bernice Chatman Freeman Elementary in fall 2025 as the new principal.

### Demographics Strengths

- Freeman Elementary is 1 of 5 STEM campuses for CFBISD
- The Freeman community is diverse socially, linguistically and culturally all contributing to the overall experiences and opportunities of our learners.

- The Freeman Elementary PRK program is one of the largest in student enrollment for CFBISD, serving 4-year-old students.
- Freeman consistently attracts educators with prior teaching experience.
- Targeted subpopulations of students performed at/or above the expected growth for ELAR and Math in Grades 3-5

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** High mobility rates at Freeman cause difficulty transitioning and planning for students' needs.

**Root Cause:** Families join Freeman from other countries around the world consistently throughout the year and have extended leave during the school year leading to difficulty transitioning and acclimating to new school systems.

**Problem Statement 2:** Special Education students in our centralized programs are not making adequate progress in closing the gaps and are performing below the state average.

**Root Cause:** The number of students served by special services has increased and the availability of high-quality, trained special education teachers to hire has decreased leaving campus with vacancies or staffed with inexperienced teachers overwhelmed by the workload and caseload.

**Problem Statement 3:** Student attendance and accountability of extended absences impacts the academic growth of second language learners.

**Root Cause:** Families new to the country and our accountability system for attendance tracking causes large number of students with extended leave and extreme number of absences causing gaps in learning.

# Student Learning

## Student Learning Summary

At Freeman Elementary, teachers engage students in ongoing formative assessments to determine strengths and areas of needed growth or gaps. This data, combined with results of district and state assessments, guides teachers in providing all students with the interventions necessary for success. To support teachers in this process, Freeman utilizes Response to Intervention (RTI), Multi-Tiered System of Support, and research-based intervention materials to track students' progress in targeted areas when more intensive and individualized interventions are necessary.

We are awaiting the official scores from the State of Texas to measure STAAR growth and progress from previous year.

Insert summary achievement results for MAP:

### Reading (and) Math

|            |     |
|------------|-----|
| Kinder-71% | 76% |
| 1st- 70%   | 76% |
| 2nd- 74%   | 70% |
| 3rd- 65%   | 70% |
| 4th- 63%   | 67% |
| 5th- 60%   | 60% |

## STAAR

### 3rd Grade Approaches and Meets

Reading: 84%; 67%

Math: 76%; 53%

### 4th Grade Approaches and Meets

Reading: 77%; 53%

Math: 60%; 49%

## 5th Grade Approaches and Meets

Reading: 79%; 56%

Math: 81%; 64%

Science: 57%;

As we enter the 2024-25 school year, we will collect and track data on learner growth using resources such as:

- NWEA MAP
- TELPAS
- Campus and District administered assessments (formal and informal)
- Spring 2025 STAAR results
- Progress Monitoring Tools through AWARE

## Student Learning Strengths

Student Learning Strengths:

- Educator and Support Staff TTESS goals target specific deficit skills and provide consistent data on learner growth and progress
- Changes have been made to the RtI/MTSS support systems
- Educators meet as collaborative teams during PLC to review learner progress and inform instructional decision-making
- Available data from TELPAS is utilized to drive Emergent Bilingual learners supports and interventions
- Student Goal setting is directly tied to MAP which supports Progress Learning
- Instructional Coaching from district and campus staff are on-going and frequent
- Small group instruction for targeted instruction and intervention are provided for below level students in both Reading and Math
- Students not making adequate progress on district wide assessments specifically MAP were identified as Hoppers and Droppers and provided specific intervention for support during RTI meetings.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a need to provide a stronger focus on high-quality TIER 1 instruction and research-based classroom intervention in combination with RTI Intervention to ensure growth in all students.

**Root Cause:** With a high percentage of new students enrolling frequently, instruction groupings are changing frequently based on name and need.

**Problem Statement 2:** High quality Tier 1 instructional practices for planning and delivery are not consistent across grade levels and content areas. Deep understanding of the rigor of the standard and how to design instruction and identify success criteria that meets the standard is not consistent across the campus.

**Root Cause:** Teacher retention and the number of new teachers has resulted in a wide range of knowledge, experience and pedagogy related to best instructional practices, content knowledge and understanding of the rigor and success criteria for grade level standards above and below.

**Problem Statement 3 (Prioritized):** High mobility rates at Freeman cause difficulty transitioning and planning for students' needs.

**Root Cause:** Families join Freeman from other countries around the world consistently throughout the year and have extended leave during the school year leading to difficulty transitioning and acclimating to new school systems.

# School Processes & Programs

## School Processes & Programs Summary

The curriculum, instruction and assessment focus at Freeman Elementary is guided by the TEKS, Standards, Essentials and CFBISD Curriculum expectations. Guided by the CFBISD UbD frameworks, the TEKS and standards, Freeman promotes collaboration, communication, creative thinking, critical thinking, information literacy, problem solving, and social contribution. Our STEM program supports our students with the problem solving process and we strive to embed the Engineering Design Process into our core content areas.

Assessment is a critical component when it comes to informing instructional planning, programs and processes. At Freeman Elementary, we value multiple forms of data and assessment to measure student growth and progress. We believe in a balance approach to assessment including pre-assessment, formative assessment and post assessment to ensure we are adequately addressing student needs and measuring student outcomes. Data Driven Instruction has supported our efforts in planning intentional TIER 1 instruction, small groups, identify essential and gaps in learning. Team planning and PLC times are held to target learner progress, plan interventions, review data, strategic planning and grow as professionals.

Our support staff members participate in staff development, SNAP meetings and team meetings. Intervention and enrichment time is built into the daily schedule to provide time for engaging learning with what they need and the right time. We focus on knowing students by name and by need through multiple forms of progress monitoring. Student progress is routinely monitored and instruction is adjusted accordingly.

Professional development needs are determined based on demonstrated and observed needs. Staff meetings are provided for all teaching staff to reinforce teacher learning. Teachers in CFBISD are provided in district and campus based professional development to build pedagogy and leadership. As campus we plan professional development based on campus needs, student progress measures, district initiatives and TTESS dimensions. We meet as campus, grade level and teams to discuss student achievement, data, RTI, resources needed and upcoming assessments.

## School Processes & Programs Strengths

Process and program strengths at Freeman include:

- Collaborative planning processes (PLC, DDI and Team planning) ensures equity in instruction.
- Strong relationships building between learners, educators and parents enhances our school community and instructional integrity
- Teachers and Support Staff interpret and use common assessment data to drive instruction
- Educators are devoted to collaborative meetings and practices where sound-quality decisions are made to answer the 4 PLC questions.

1. What do we want our learners to know?
2. How will they learn it?
3. What do we do if they do not know it?
4. What do we do if they already know it?

During PLC times, our educators work together to write lessons, assessments, review data, and determine next steps for learners. PLC time is weekly and involve all stakeholders to support growth in students and professionally.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There is a significant need for additional interventions and systematic approach to intervention including staffing, timing and resources to address the wide variation of abilities at each level.

**Root Cause:** An increasing number of students continue to show a need for instructional beyond TIER 1 to support a wide variance of levels.

**Problem Statement 2:** There is a need to utilize multiple measures of student data to inform instruction, monitor progress and track learning to make informed decisions and move students towards meeting learning goals.

**Root Cause:** Lack of knowledge and experiences using Data Driven Instruction Protocols and data analysis protocols to make informed timely decisions impacting instructional moves.

**Problem Statement 3 (Prioritized):** High mobility rates at Freeman cause difficulty transitioning and planning for students' needs.

**Root Cause:** Families join Freeman from other countries around the world consistently throughout the year and have extended leave during the school year leading to difficulty transitioning and acclimating to new school systems.

# Perceptions

## Perceptions Summary

At Freeman Elementary, we partner together with our families and community in order to foster student success. Our families are eager to support the students, staff and community through a variety of experiences and opportunities.

In addition, Freeman hosts Meet the Teacher Night at the beginning of the school year to orient parents to the classroom community. Students and families are able to drop off supplies, meet their teacher and other students in their class. Each grade level hosts a Parent Orientation to provide information regarding classroom routines and curriculum.

Throughout the year, Freeman host a variety of academic, social and informational family events. Event include Family STEM nights, fine arts performance, Math and Literacy nights, Book Fairs and family game nights. Trunk or Treats is always a fun family event bringing our community together.

Teachers and staff members continually strive to better themselves through collaborative conversations (PLCS and Team Planning) and personal professional development opportunities in an effort to improve and enhance student achievement and experiences. Teachers recognize each other's strengths as they volunteer to serve in various ways, on leadership teams, instructional committees, vertical teams and teacher leaders to grow our campus.

At Freeman, we believe in inclusion for all students. We strive to provide meaningful opportunities for students with special needs to engage in peer buddy learning and grow in these opportunities. Our strong Student Council program is designed to build student leaders who provide culture and campus support. Our student leaders are empowered to make decisions that will improve the learning experience for students, staff, and families.

Communication continues throughout the year through social media posts, digital marquee, ParentSquare messaging, parent conferences, positive office referrals, Principal chats, and monthly calendars. Freeman Elementary was even the recipient of the Social Media district recognition for May for our strong positive presence on Twitter, Facebook and Website.

## Perceptions Strengths

- There is a strong sense of pride and tradition at Freeman Elementary.
- Student leaders play an active role in building culture, celebrating achievements and leading learners.
- There is a strong focus on educating the "whole" child by all Freeman staff members.
- Recognized Common Sense School provides digital literacy for students
- Our social media posts are consistent and clear communication in various forms (Facebook and ParentSquare) to keep families up-to-date and informed on things occurring on campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is a need to identify and implement additional resources for restorative and social emotional practices as part of the school with discipline approach.

**Root Cause:** In order to achieve academic growth, a consistent approach to social emotional, behavioral and restorative practices is not implemented in all areas of Freeman.

**Problem Statement 2:** According to the staff Upbeat survey, 35% of the staff believes rules for student behavior are not consistently enforced by teachers in the school.

**Root Cause:** Inconsistent implementation of campus expectations, process, and programs among grade levels, classrooms and common areas of the school

**Problem Statement 3 (Prioritized):** High mobility rates at Freeman cause difficulty transitioning and planning for students' needs.

**Root Cause:** Families join Freeman from other countries around the world consistently throughout the year and have extended leave during the school year leading to difficulty transitioning and acclimating to new school systems.

# Priority Problem Statements

**Problem Statement 1:** High mobility rates at Freeman cause difficulty transitioning and planning for students' needs.

**Root Cause 1:** Families join Freeman from other countries around the world consistently throughout the year and have extended leave during the school year leading to difficulty transitioning and acclimating to new school systems.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 2:** There is a need to provide a stronger focus on high-quality TIER 1 instruction and research-based classroom intervention in combination with RTI Intervention to ensure growth in all students.

**Root Cause 2:** With a high percentage of new students enrolling frequently, instruction groupings are changing frequently based on name and need.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a significant need for additional interventions and systematic approach to intervention including staffing, timing and resources to address the wide variation of abilities at each level.

**Root Cause 3:** An increasing number of students continue to show a need for instructional beyond TIER 1 to support a wide variance of levels.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** There is a need to identify and implement additional resources for restorative and social emotional practices as part of the school with discipline approach.

**Root Cause 4:** In order to achieve academic growth, a consistent approach to social emotional, behavioral and restorative practices is not implemented in all areas of Freeman.

**Problem Statement 4 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# Guiding Objectives

Revised/Approved: July 18, 2025

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 1:** By the end of the 2025-2026 school year, Freeman will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 67% to 72%.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** STAAR and District Interims

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 2:** By the end of the 2025-2026 school year, Freeman will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 53% to 58%.

**Evaluation Data Sources:** STAAR District Interims

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 3:** By the end of the 2025-2026 school year, Freeman will increase a minimum of 2% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 64% to 66%.

**High Priority**

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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will increase in meets grade level by a minimum of 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>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 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 Scores

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 5:** Freeman will increase the percentage of students from 28% to 35% meeting growth measures from Beginning of Year to End of Year assessments on the Math MAP.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** MAP

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 6:** Freeman will increase the percentage of students from 31% to 40% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** MAP

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 7:** Freeman 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**

**HB3 Guiding Objective**

**Evaluation Data Sources:** MAP English

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

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

**Evaluation Data Sources:** PK Campuses Only

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

**Goal 1:** By May 2026, Freeman will implement all required safety and security protocols, in addition to conducting monthly facilities checks, to ensure a safe and secure learning environment for all students and staff.

**High Priority**

**Evaluation Data Sources:** Safety and Security Documentation, Crisis Team Agendas, Communication Logs, and local law enforcement communication

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Schedule all drills according to district, city and state guidelines for school safety from August-May on the campus calendar including safety team meetings, staff training and updates.</p> <p><b>Strategy's Expected Result/Impact:</b> All drills will be conducted and executed to ensuring that no protocols were missed or neglected for safety and security.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Security officer, Campus Safety Team, Secretary</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Hold Quarterly Safety and Security Meetings with Administration, Safety Team committee and Campus Security Officer.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher and school training regarding safety and security protocols.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Campus Security Officer</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Oct</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|   |                  |            |            |                  |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>        |                  |            |            |                  |

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

**Goal 2:** By May 2026, 100% of students will receive digital citizenship and appropriate technology-use lessons to ensure accountability and safety.

**Evaluation Data Sources:** Teacher Records

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Utilize resources such as Common Sense media and Web Outlaw curriculum to provide students with digital citizenship and appropriate usage skills and knowledge.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in Gaggle reporting, decrease in discipline referrals, increase in student technology usage appropriateness</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Counselors</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 2026, Freeman will host a minimum of three family events per semester to support the onboarding of new families, the transition of students, and to inform families about our campus culture and systems.

**High Priority**

**Evaluation Data Sources:** Attendance logs, PTA minutes, and parent surveys.

| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Provide all new families starting in September 2024 with a school information flyer including school news, information, contacts and procedures in order to maintain a smooth transition for all.</p> <p><b>Strategy's Expected Result/Impact:</b> New students and families will become acclimated to the new school system throughout the year and support the transition into the classroom in order to maintain high academic and social success.</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS specialist, counselors, administration</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Invite all new families starting in September 2024 attend a New family orientation session presenting school news, information, contacts and procedures in order to maintain a smooth transition for all.</p> <p><b>Strategy's Expected Result/Impact:</b> New students and families will become acclimated to the new school system throughout the year and support the transition into the classroom in order to maintain high academic and social success.</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS specialist, counselors, administration</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Oct</b>       | <b>Jan</b> | <b>Mar</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <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 3: Optimize Community Engagement**

**Goal 2:** By May 2026, families will have received at least one communication from the campus administrator through our information systems to stay informed and involved in all aspects of Freeman campus life.

**High Priority**

**Evaluation Data Sources:** ParentSquare messaging and social media outlets

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Create monthly digital newsletters for families to access including campus information, dates, social and emotional resources, academic focus and celebrations.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will feel supported and engaged in meaningful ways to support their child's growth throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Classroom Staff</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:** Monthly attendance rate for all PK -5th grade students at Freeman Elementary will meet or exceed 95% attendance collectively as a grade level.

**High Priority**

**Evaluation Data Sources:** TEAMS Attendance Reporting

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Generate monthly attendance reports by grade level to celebrate and share through a variety of outlets including assembly, foyer bulletin board and family newsletter in order to track percentage.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attendance will be a priority in order to support continued academic growth and help all students meet projected end of year MAP growth.</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS and Attendance Clerk, Administrator, Counselors</p>                                  | Formative |     |     | Summative |
|   | Oct       | Jan | Mar | June      |
|   |           |     |     |           |
| Strategy 2 Details  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Communicate following CFBISD Attendance procedures for truancy and excessive absences. in order to provide a proactive approach to informing parents of the</p> <p><b>Strategy's Expected Result/Impact:</b> In order to provide a proactive approach to informing parents of the impacts of absences on academic and social achievement, attendance rates for Freeman will increase above the 95% goal.</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS and Attendance Clerk, Administrator, Counselors, Classroom Instructional Staff</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 2:** By May 2026, the number of discipline referrals and discipline interventions will decrease by 5% from the previous school year through a systemic approach to restorative practices, SEL, and student support teams.

**High Priority**

**Evaluation Data Sources:** Discipline data, behavior referrals and counseling referrals for conflict

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Integrate a comprehensive SEL curriculum into the school's educational framework. Provide explicit instruction on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Incorporate activities and discussions that promote empathy, resilience, emotional regulation, and conflict resolution as part of our daily classroom schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing explicit instruction to support social emotional development, students will be able to handle conflict resolution in a positive and productive manner as to not interfere with the learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administrators and Campus Instructional Team</p> | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |           |     |     |           |

**Guiding Objective 5:** Optimize All Available Resources

**Goal 1:** By May 2026, the staff will participate in at least six opportunities to build meaningful relationships with all stakeholders, including colleagues, community partners, and Freeman families.

**Evaluation Data Sources:** Upbeat Surveys, Campus Surveys, TTESS portfolios

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Participate in collaboration opportunities with all stakeholders, the campus life will provide a supportive, nurturing, learning and growing culture that is reflective of a positive climate for all staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Retention of staff members will increase to minimize the number of turn over</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>  | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |           |     |     |           |

**Guiding Objective 5:** Optimize All Available Resources

**Goal 2:** By May 2026, all Freeman teaching staff will receive monthly observations and feedback on instructional strengths, campus goals, and next steps for improving instruction to boost student outcomes.

**High Priority**

**Evaluation Data Sources:** Eduphoria and other observation data tracking systems

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Schedule with administrators calendars monthly walk-throughs with timely feedback and coaching opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher efficacy</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>   | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |           |     |     |           |

**Guiding Objective 5:** Optimize All Available Resources

**Goal 3:** By May 2026, 100% of Freeman staff members will be involved in shared decision-making and action planning for the campus.

**High Priority**

**Evaluation Data Sources:** Upbeat, Leadership Team Agendas, PLC agendas, Surveys

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Establish agendas and surveys to provide staff members opportunities to provide feedback and guide the decision making process through voice.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff members have opportunities to provide feedback and suggestions for leading the work at Freeman</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>   | Formative |     |     | Summative |
|  | Oct       | Jan | Mar | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |           |     |     |           |

# State Compensatory

## Budget for Freeman Elementary

**Total SCE Funds:** \$391,000.00

**Total FTEs Funded by SCE:** 0

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

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

# Title I

# Campus Improvement Committee

| <b>Committee Role</b>      | <b>Name</b>        | <b>Position</b>   |
|----------------------------|--------------------|-------------------|
| Business Representative    | Jeff Nichols       | Business Partner  |
| Community Representative   | Andrea Allen       | Community Partner |
| Parent                     | Tyson Brazille     | Parent            |
| Parent                     | Amjad Spall        | Parent            |
| Parent                     | Jared Parks        | Parent            |
| Administrator              | Dipa Thakkar       | Administrator     |
| Administrator              | Charlotte Thomas   | Principal         |
| Non-classroom Professional | Mariela Betancourt |                   |
| Classroom Teacher          | Kristin Emlet      | Teacher           |
| Classroom Teacher          | Kaitlynn Begley    | Teacher           |
| Classroom Teacher          | Jamalyn Bove       | SPED Teacher      |
| Classroom Teacher          | Desmon McCollum    | Teacher           |

# 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    |