

Carrollton-Farmers Branch Independent School District

Farmers Branch 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

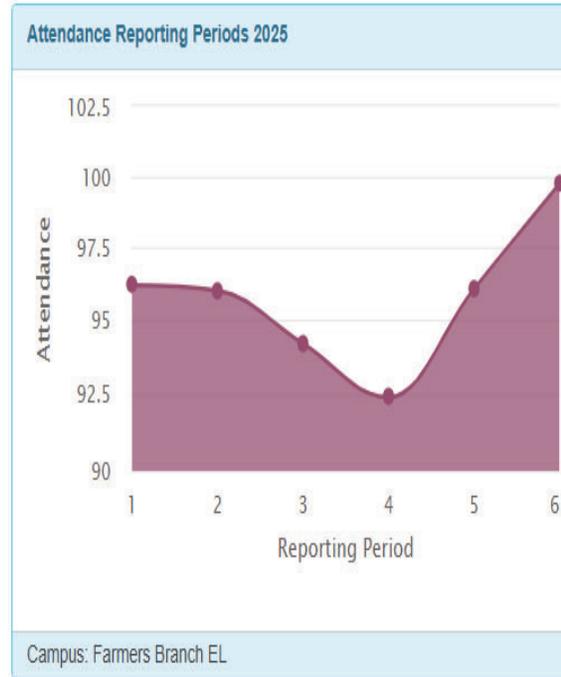
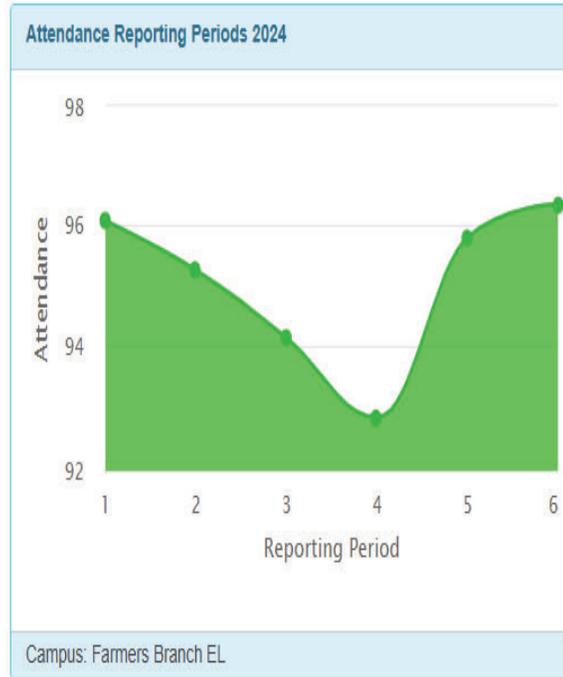
Demographics

Demographics Summary

Farmers Branch Elementary is a PK-5 Title 1 campus in Carrollton Farmers Branch ISD in Farmers Branch, Texas. The campus is predominantly a neighborhood school that has served multiple generations of families. The campus holds steady at about 474 students, with a roughly homogeneous community, with 87% of our population being Hispanic students. The campus has a dual language one-way program, early childhood programs, and centralized programs for students with special needs. There are many student clubs

Student Demographics	Count	Percent
Gender		
Female	237	50.64%
Male	231	49.36%
Ethnicity		
Hispanic-Latino	409	87.39%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	7	1.50%
Black - African American	12	2.56%
Native Hawaiian - Pacific Islander	0	0.00%
White	35	7.48%
Two-or-More	5	1.07%
Student Indicators		
At-Risk	319	68.16%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	37	7.91%
Intervention Indicator	52	11.11%
Migrant	0	0.00%
Military Connected	0	0.00%
Transfer In Students	35	7.4786%
Unschool'd Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	358	76.50%
Free Meals	305	65.17%
Reduced-Price Meals	53	11.32%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	1	0.21%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	1	0.21%
Not Unaccompanied Youth	1	0.21%
Is Unaccompanied Youth	0	0.00%

Student Programs	Count	Percent
Dyslexia	48	10.26%
Gifted and Talented	29	6.20%
Regional Day School Program for the Deaf	0	0.00%
Section 504	11	2.35%
Special Education (SPED)	141	30.13%
Bilingual/ESL		
Emergent Bilingual (EB)	232	49.57%
Bilingual	114	24.36%
English as a Second Language (ESL)	60	12.82%
Alternative Bilingual Language Program	44	9.40%
Alternative ESL Language Program	17	3.63%
Title I Part A		
Schoolwide Program	468	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%



Demographics Strengths

- Farmers Branch Elementary has a consistent enrollment of about 470 students.
- Farmers Branch Elementary's mobility rate has stayed low at 10%.

-Farmers Branch increased its parent participation through PTA and school-sponsored events.

-Farmers Branch increased percentage for attendance from 94%-95.4%

Problem Statements Identifying Demographics Needs

Problem Statement 1: The attendance rate is 95.4%

Root Cause: There are inadequate systems for addressing chronic absenteeism and developing cohesive protocols between parents and educators for student achievement. There is also a lack of celebration for students who come to school on time and maintain regular attendance.

Problem Statement 2: Only 6.2% of students are identified as GT learners.

Root Cause: Identification is done very early in the year. Teachers need training on identification and looking for potential, not just already high-achieving.

Problem Statement 3: 30% of students at Farmers Branch Elementary receive special education services.

Root Cause: There is a lack of sufficient MTSS procedures and a high number of students identified as having a specific learning disability. The addition of students with dyslexia who receive SPED services has increased the number of students receiving them.

Student Learning

Student Learning Summary

In 2025, Farmers Branch Elementary showed steady progress across multiple academic indicators. On the MAP Growth assessment, 51% of students met their projected growth in either reading or math, with notable gains in 4th grade math (77%) and reading (62.5%), while early grades, particularly 1st grade reading, showed the greatest need for support. STAAR results reflected overall strength in reading, with 75% of students reaching Approaches level or higher, but challenges remain in math and science, especially in 5th grade where only 22.5% of students met grade level in science. TELPAS data showed that approximately 25% of emergent bilingual students advanced at least one proficiency level, with the majority scoring at intermediate or advanced levels; however, writing and reading remain key areas for growth. Gifted and Talented students demonstrated strong performance, while students receiving special education services showed mixed results, with higher growth in math than reading. These data highlight both the successes and opportunities for targeted instructional support to ensure all students continue to grow and achieve.

Data Included:

2025 MAP Reading and Math Growth Measures

2025 TELPAS

2025 STAAR Results

2025 MAP Fluency

2025 Circle DATA

	Reading/ELA							Mathematics							Summarized Results				
	Total Students	RIT Score	Percentile	Fall to Spring Met Projected Growth				Total Students	RIT Score	Percentile	Fall to Spring Met Projected Growth				Total Students	RIT Score	Percentile	Fall to Spring Met Projected Growth	
				Yes	Yes*	No	No*				Yes	Yes*	No	No*				Yes	Yes*
Farmers Branch Elementary	204	193.75	54.79	43.78%	0%	56.22%	0%	204	199.26	56.04	53.96%	0%	46.04%	0%	204	196.5	55.42	48.88%	0%
1st	21	168.52	43.86	15%	0%	85%	0%	21	178.76	56.1	55%	0%	45%	0%	21	173.64	49.98	35%	0%
2nd	28	189.36	57.64	46.43%	0%	53.57%	0%	28	189.36	50.64	39.29%	0%	60.71%	0%	28	189.36	54.14	42.86%	0%
3rd	34	202.79	60.68	47.06%	0%	52.94%	0%	34	204.29	57.29	50%	0%	50%	0%	34	203.54	58.99	48.53%	0%
4th	48	209.23	58.98	62.50%	0%	37.50%	0%	48	217.15	62.71	77.08%	0%	22.92%	0%	48	213.19	60.84	69.79%	0%
5th	44	213.39	55.64	46.51%	0%	53.49%	0%	44	220.36	54.57	46.51%	0%	53.49%	0%	44	216.88	55.1	46.51%	0%
K	29	150.21	44.86	21.43%	0%	78.57%	0%	29	156.14	50.93	44.83%	0%	55.17%	0%	29	153.17	47.9	33.33%	0%
Gifted Talented	30	211.57	84.63	60%	0%	40%	0%	30	216.77	86.03	63.33%	0%	36.67%	0%	30	214.17	85.33	61.67%	0%
Special Ed Indicator	68	184.13	38.57	34.85%	0%	65.15%	0%	68	190.93	42.16	55.22%	0%	44.78%	0%	68	187.53	40.37	45.11%	0%

	Reading/ELA														
	Total Students	Yearly Progress Indicator				TELPAS Composite Score	TELPAS Composite Rating					Listening Proficiency Rating			
		Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher		No Rating	Beginning	Intermediate	Advanced	Advanced High	No Rating	Beginning	Intermediate	Advanced
Farmers Branch Elementary	199	51.76%	21.11%	2.51%	0%	2.24	0%	20.10%	44.22%	30.15%	5.53%	0%	11.06%	28.14%	32.66%

2025 STAAR Scores

	RLA Grade 3	RLA Spanish Grade 3	Math Grade 3	RLA Grade 4	RLA Spanish Grade 4	Math Grade 4	RLA Grade 5	RLA Spanish Grade 5	Math Grade 5	Science Grade 5
Farmers Branch Elementary										

	RLA Grade 3	RLA Spanish Grade 3	Math Grade 3	RLA Grade 4	RLA Spanish Grade 4	Math Grade 4	RLA Grade 5	RLA Spanish Grade 5	Math Grade 5	Science Grade 5	
Total Students	39	28	62	60	30	85	64	8	71	71	
Raw Score	0	0	0	0	0	0	0	0	0	0	
Scale Score	1524	1404	1458	1567	1533	1610	1619	1520	1624	3648	
Percent Score	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Approaches Grade Level (TX)	89.74%	71.43%	74.19%	83.33%	90%	77.65%	79.69%	62.50%	73.24%	56.34%	
Meets Grade Level (TX)	66.67%	39.29%	40.32%	61.67%	73.33%	58.82%	64.06%	50%	46.48%	22.54%	
Masters Grade Level (TX)	38.46%	14.29%	16.13%	30%	23.33%	31.76%	29.69%	25%	19.72%	5.63%	

MAP Fluency

Phonological Awareness



	Fall 2024-2025	Winter 2024-2025	Spring 2024-2025
Total Students	100%	100%	100%
Oral Reading	12.5%	16.3%	28.1%
Foundational Skills	87.5%	83.7%	71.9%
ALL GRADES			
E Exceeds	37.5%	17.3%	21.3%
M Meets	14.6%	32.7%	10.1%
A Approaching	30.2%	13.3%	20.2%
B Below	5.2%	20.4%	20.2%
NE No Expectation	0%	0%	0%

Separate Grades? View values as percentages?

Phonics / Word Recognition



	Fall 2024-2025	Winter 2024-2025	Spring 2024-2025
Total Students	100%	100%	100%
Oral Reading	12.5%	16.3%	28.1%
Foundational Skills	87.5%	83.7%	71.9%
ALL GRADES			
E Exceeds	21.9%	19.4%	18%
M Meets	31.3%	28.6%	20.2%
A Approaching	21.9%	14.3%	15.7%
B Below	12.5%	21.4%	18%
NE No Expectation	0%	0%	0%

Separate Grades? View values as percentages?

PreK Circle Testing

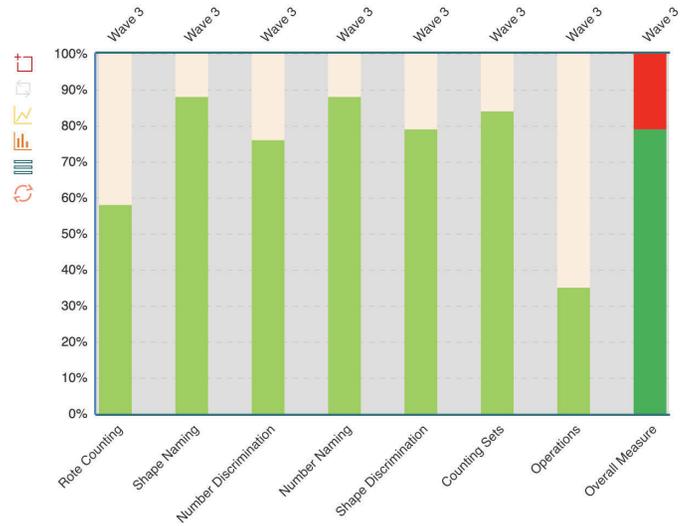
Community/District: CARROLLTON-FARMERS BRANCH ISD
 School: FARMERS BRANCH EL
 School Year: 2024-2025
 Race: All
 Ethnicity: All
 Sub-populations: All

Assessment Language: English
 Classes: 3
 Wave 3: 04/28/2025

■ % at On Track
 ■ % at Needs Support
 ■ % at Monitor
 ■ % at Out of Range
 ■ % at On Track
■ % at Needs Support
■ % at Monitor
■ % at Out of Range

School Benchmark Growth Report

FARMERS BRANCH EL: Math



**School Benchmark Growth Report
Rapid Vocabulary
Benchmark Report**

Community/District: CARROLLTON-FARMERS BRANCH ISD
School: FARMERS BRANCH EL
School Year: 2024-2025
Race: All
Ethnicity: All
Sub-populations: All

Assessment Language: English
Classes: 3
Wave 3: 04/28/2025

■ % at On Track
 ■ % at Needs Support
 ■ % at Monitor
 ■ % at Out of Range
 ■ % at On Track

■ % at Needs Support
 ■ % at Monitor
 ■ % at Out of Range

School Benchmark Growth Report

FARMERS BRANCH EL: Rapid Vocabulary



Export

Student Learning Strengths

77% of 4th Grade students met their projected growth target on Math

62% of 4th Grade students met their projected growth target on Reading

55% of Sped students met their projected growth target on Reading

90% of 4th Grade students approached the standard on the Spanish STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In Kinder, 1st,2nd, less than 50% of students met their growth projection on Math MAP Kinder-42% 1st-49% 2nd-38%

Root Cause: There is a lack of training and planning for supporting students with targeted Tier 1 and Tier 2 support of essential skills and tracking of essential skill progress.

Problem Statement 2 (Prioritized): Less than 50% of students are meeting growth projections in K, 1, and 2 Spanish Reading, according to MAP K-14% 1-44% 2-17%

Root Cause: Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations. Lack of bilingual interventionist.

Problem Statement 3 (Prioritized): 51% of students who take the TELPAS test are staying at the same level or below

Root Cause: More training is needed for teachers to support English Language Acquisition.

Problem Statement 4 (Prioritized): Less than 60% of students in Kinder, 1st, 2nd, 3rd, 4th and 5th grade met their projected growth in English Reading based on MAP data K-21% 1-25% 2-38% 3-52% 4-56% 5-51%

Root Cause: Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations.

Problem Statement 5: 43% of students scored Does Not Meet on 5th Grade Science

Root Cause: Map and STAAR are not aligned, and growth on MAP showed that students were growing and achieving science skills in 5th grade when progress monitoring was done.

Problem Statement 6 (Prioritized): 55% of PreK students are meeting the Benchmark for Rapid Vocabulary

Root Cause: Students need more exposure to rich vocabulary embedded conversations with adults and peers.

Problem Statement 7 (Prioritized): 39% of students met grade level in 3rd grade Spanish

Root Cause: Many students came into 3rd grade below grade level in reading.

Problem Statement 8 (Prioritized): 22.5% of students meet grade level in 5th grade science

Root Cause: Students struggle with academic vocabulary and the application of science concepts

Problem Statement 9 (Prioritized): Less than 50% of students meet grade level in math in 3rd and 5th grades according to the STAAR test.

Root Cause: Students struggled with basic facts and math concepts.

School Processes & Programs

School Processes & Programs Summary

At FBE, the recruiting efforts continue to focus on representing student population in the staff. Improving staff culture and relationships are a focus. Collaboration and trust will be seen throughout our staff development this year. The master schedule meets all requirements necessary. PLCs are scheduled every other week when instructional coaches are on campus. Intervention schedule was designed to not pull students out of Tier 1 instruction. SNAP meetings are held to discuss all students every 9 weeks.

	Pre-K	Kinder	1st	2nd	3rd	4th	5th		
7:30	Morning announcements 7:30-7:35							7:30	Students leave the gym/Cafe at 7:20

7:35	7:35-10:10 155 minutes	7:35-10:00 145 minutes	7:35-10:30 175 minutes	7:35-11:00 205 minutes	7:40-8:25 45 minutes specials	7:35-8:30 55 minutes	7:35-9:20 105 minutes	7:35	
7:40								7:40	
7:45								7:45	
7:50								7:50	
7:55								7:55	
8:00								8:00	
8:05								8:05	
8:10								8:10	
8:15								8:15	
8:20								8:20	
8:25					8:25-8:55 30 minutes WIN time			8:25	
8:30						8:30-9:15 45 minutes specials		8:30	
8:35								8:35	
8:40								8:40	
8:45								8:45	
8:50								8:50	

8:55					8:55-11:30 165 minutes			8:55	
9:00								9:00	
9:05								9:05	
9:10								9:10	
9:15						9:15-9:45 30 minutes WIN time		9:15	
9:20							9:20-10:05 45 minutes specials	9:20	
9:25								9:25	
9:30								9:30	
9:35								9:35	
9:40								9:40	

9:45					9:45-12:00 135 minutes		9:45
9:50							9:50
9:55							9:55
10:00		10:00-10:30 30 minutes Recess					10:00
10:05						10:05-10:35 30 minutes WIN time	10:05
10:10	10:10-10:55 5 45 minutes specials						10:10
10:15							10:15
10:20							10:20
10:25							10:25
10:30		10:30-11:00 30 minutes lunch	10:30-11:00 0 30 minutes Recess				10:30
10:35						10:35-12:30 115 minutes	10:35
10:40							10:40
10:45							10:45
10:50							10:50
10:55	10:55-12:30 0 95 minutes						10:55
11:00		11:00-11:30 30 minutes	11:00-11:30 0 30 minutes Lunch	11:00-11:30 0 30 minutes Recess			11:00
11:05							11:05
11:10							11:10
11:15							11:15
11:20							11:20
11:25							11:25
11:30		11:30-12:15 45 minutes specials	11:30-12:20 0 50 minutes	11:30-12:00 0 30 minutes Lunch	11:30-12:00 0 30 minutes Recess		11:30
11:35							11:35
11:40							11:40
11:45							11:45
11:50							11:50
11:55							11:55

12:00				12:00-1:10	12:00-12:30	12:00-12:30		12:00
12:05				70	0 30	0 30		12:05
12:10				minutes	minutes	minutes		12:10
12:15		12:15-12:45			Lunch	Recess		12:15
12:20		30	12:20-1:05					12:20
12:25		minutes	45					12:25
12:30	12:30-1:00	WIN time	minutes		12:30-2:45	12:30-1:00	12:30-1:00	12:30
12:35	30		specials		135	30	30	12:35
12:40	minutes				minutes	minutes	minutes	12:40
12:45	Lunch	12:45-2:45				Lunch	Recess	12:45
12:50		120						12:50
12:55		minutes						12:55
1:00	1:00-2:45					1:00-2:45		1:00
1:05	105		1:05-1:35			105		1:05
1:10	minutes		30	1:10-1:55			1:00-1:30	1:10
1:15			minutes	45			30	1:15
1:20			WIN time	minutes			minutes	1:20
1:25				specials			Lunch	1:25
1:30								1:30
1:35			1:35-2:45				1:30-2:45	1:35
1:40			70				75	1:40
1:45			minutes				minutes	1:45
1:50								1:50
1:55				1:55-2:25				1:55
2:00				30				2:00
2:05				minutes				2:05
2:10				WIN time				2:10
2:15								2:15
2:20								2:20
2:25				2:25-2:45				2:25
2:30				20				2:30
2:35				minutes				2:35
2:40								2:40
2:45				dismissal				2:45
2:50								2:50

2:55		295	295	295	295	295	295	2:55
3:00								3:00
3:05								3:05
3:10								3:10
3:15								3:15
3:20								3:20
3:25								3:25
3:30								3:30
KEY	SPECIALS	45						
	INSTRUCTION	300						
	LUNCH	30						
	WIN TIME	30						
	RECESS	30						

FBE Spring 2025 Tutoring Calendar Tuesday and Thursday, 3:00p-3:45p

- All Classroom Teachers PK-5 are tutoring (PK will support Kinder)
- Group size should be no larger than 6
- Each round of tutoring is targeted and specific to students' needs
- If students need multiple subjects, students do one subject one round and the other subject the other round
- Criteria for students-Students that need support on a specific skill based on data that the teacher feels will be beneficial to growing students.
- Things to consider when choosing students for tutoring:
 - What is the specific skill the student needs that would help them grow?
 - Will the student show growth with tutoring intervention?
 - Does the student have the stamina to participate in after-school tutoring?
 - Tutoring should be a targeted intervention that will support students' growth.
 - Teacher discretion should be used on choosing students that have significant gaps that need early foundational skills or students who just need a little push to move to reach grade-level material. The goal is growth!
 - The students who stay for each round can be fluid. Some students will only benefit from 1 round, whereas other students may benefit from all 3 rounds. This is where you can use your data and knowledge of students to make the decision.

Round 1- 2 Weeks	Start Date	End Date
	January 28, 2024	February 7, 2024

Round 2- 3 Weeks	Start Date	End Date
	February 18, 2025	March 7, 2025

Round 3- 2 Weeks	Start Date	End Date
	March 31, 2025	April 11, 2025

Dates to Remember:

- Reading STAAR- Tuesday, April 15, 2025
- Science STAAR- Tuesday, April 22, 2025
- Math STAAR- Wednesday, April 29, 2025
- EOY MAP testing begins May 5-16, 2025
- Last Day- May 22, 2025

• *Please speak with an administrator prior to canceling any tutoring sessions. Once Tutoring schedules have been established, please place information on FBE Tutoring Sheet on the HUB so the office can access and answer questions of parents who may call during the day.*

School Processes & Programs Strengths

- Master Schedule is designed to allow for PK-5 to have 45-minute conference periods, recess & lunch

- WIN time schedule allows for 30-minute interventions so students are not missing tier 1 instruction
- Multiple sources of data are reviewed during SNAP meetings each 9-weeks, and all students are discussed.
- 100% of teachers participated in PLCs with content-specific coaches to help disaggregate student needs/trends

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Tutoring not starting until the Spring.

Root Cause: The focus for the fall was on WIN time groups

Problem Statement 2: Students who are above grade level are not receiving extension interventions to grow them at higher levels.

Root Cause: Focus is on students who are below levels

Problem Statement 3: MTSS/RTI processes are still unclear and are not showing effective results.

Root Cause: Lack of training and understanding of the fluidity of the MTSS/RTI process.

Perceptions

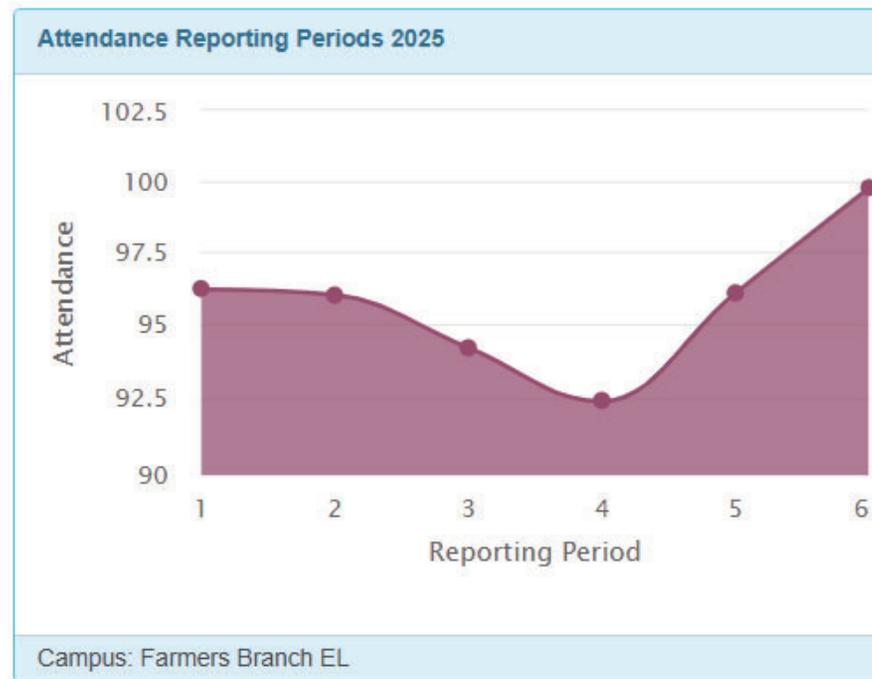
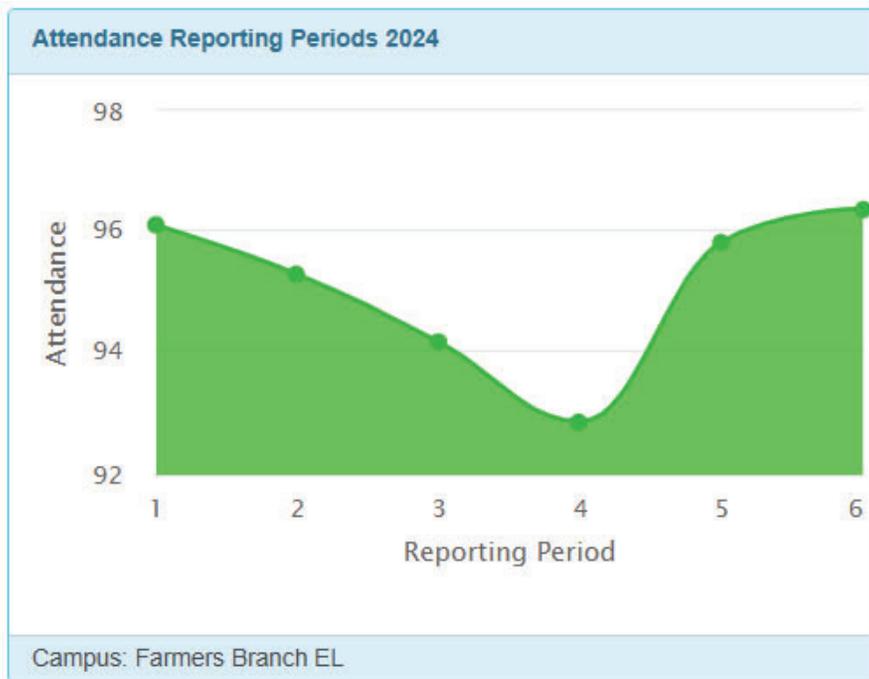
Perceptions Summary

FBE is partnering with parents, businesses, and community members to ensure that students have access to quality education. FBE believes in educating the whole child and providing learning opportunities for ALL.

The attendance rate was 95%.

Official discipline was 13 state offenses this year.

School Belonging and Classroom engagement saw a decrease in the Panorama survey, where school safety went up, still, 35% of students are somewhat concerned about safety at school.



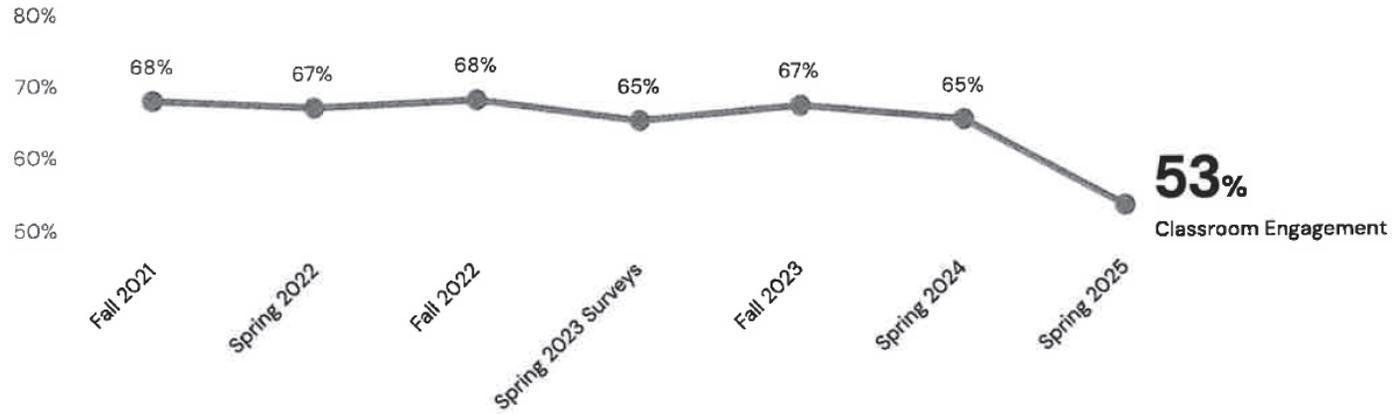
Classroom Engagement

Based on 1,298 responses

How attentive and invested students are in class.

How have results changed over time?

Percent Favorable

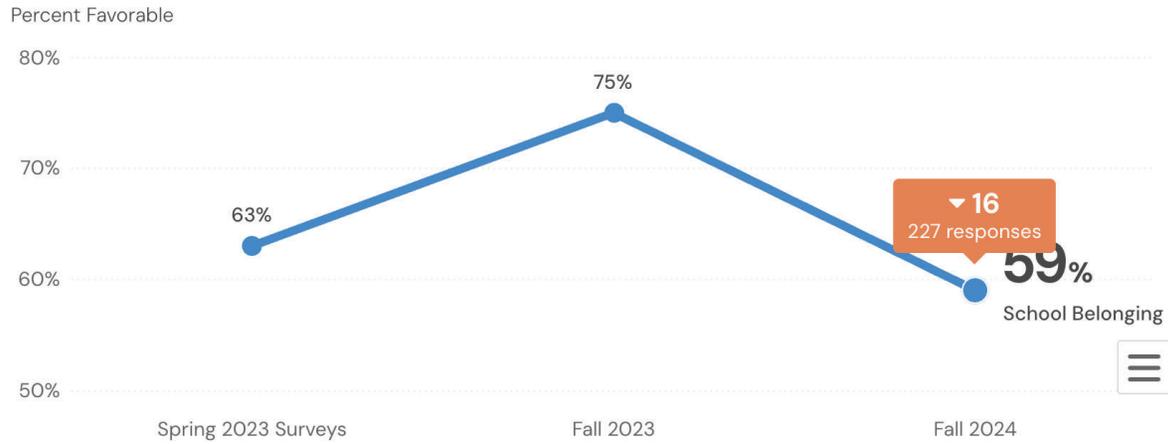


School Belonging

Based on 227 responses

How much students feel that they are valued members of the school community.

How have results changed over time?



How do these results compare to benchmarks? ?

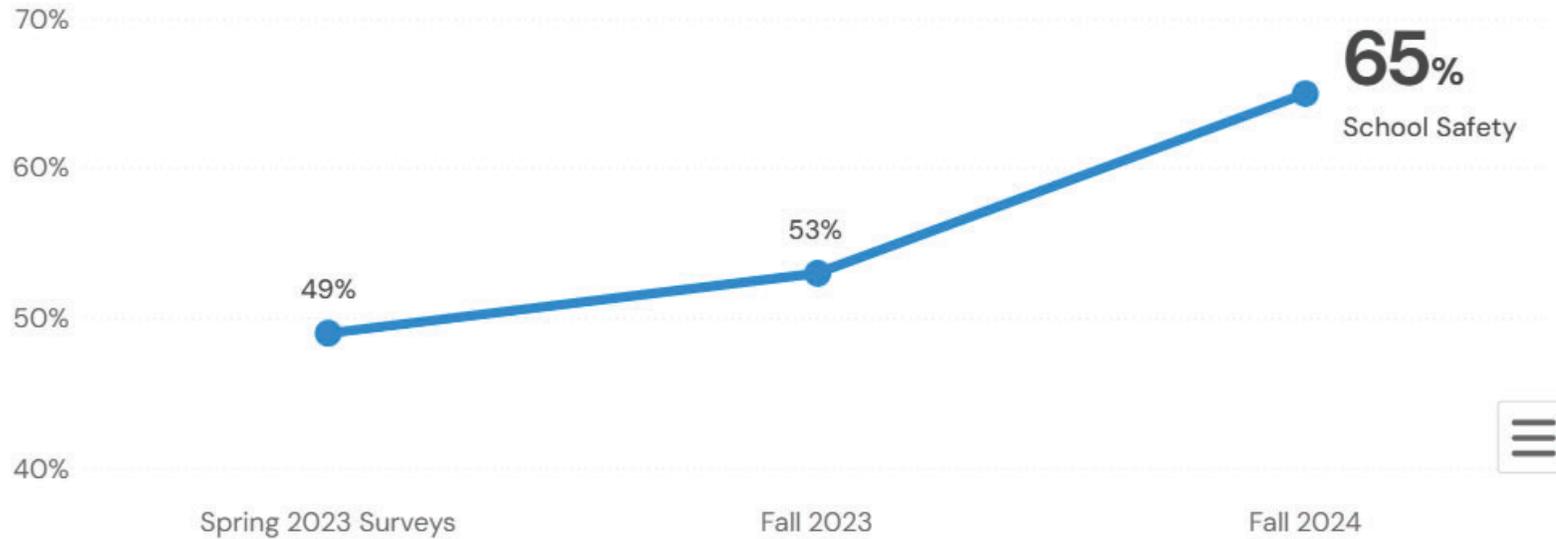
School Safety

Based on 227 responses

Perceptions of student physical and psychological safety at school.

How have results changed over time?

Percent Favorable



Perceptions Strengths

- Restorative practices are used by teachers and administrators to reduce discipline
- The mentoring program begins to grow this year

- Business/community partnerships increased this year
- PTA was reestablished and held 4 parent/community activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to Panorama, 53% of students feel engaged in classroom learning.

Root Cause: Students do not understand the terminology of the survey. Students see school as work and not as learning

Problem Statement 2 (Prioritized): Mentor Program has declined in number of mentors and support for mentors to actively engage with mentees.

Root Cause: COVID protocols and lack of clarity in how to sign up for the program. Lack of resources for mentors during their time with students.

Problem Statement 3 (Prioritized): Parents need more support in building the home/school connection and support in empowering students to grow and achieve at high levels

Root Cause: Lack of explicit learning about school process and learning.

Problem Statement 4 (Prioritized): 58% of students do not feel a sense of belonging at school, according to Panorama.

Root Cause: Students' ability to make friends, resolve friendship conflicts, and keep friends has declined in the years since COVID.

Problem Statement 5 (Prioritized): 65% of students are concerned about violence and safety at school

Root Cause: Outside influences many time cause concerns for students

Priority Problem Statements

Problem Statement 1: 51% of students who take the TELPAS test are staying at the same level or below

Root Cause 1: More training is needed for teachers to support English Language Acquisition.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to Panorama, 53% of students feel engaged in classroom learning.

Root Cause 2: Students do not understand the terminology of the survey. Students see school as work and not as learning

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Mentor Program has declined in number of mentors and support for mentors to actively engage with mentees.

Root Cause 3: COVID protocols and lack of clarity in how to sign up for the program. Lack of resources for mentors during their time with students.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Less than 60% of students in Kinder, 1st, 2nd, 3rd, 4th and 5th grade met their projected growth in English Reading based on MAP data K-21% 1-25% 2-38% 3-52% 4-56% 5-51%

Root Cause 4: Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Parents need more support in building the home/school connection and support in empowering students to grow and achieve at high levels

Root Cause 5: Lack of explicit learning about school process and learning.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: In Kinder, 1st,2nd, less than 50% of students met their growth projection on Math MAP Kinder-42% 1st-49% 2nd-38%

Root Cause 6: There is a lack of training and planning for supporting students with targeted Tier 1 and Tier 2 support of essential skills and tracking of essential skill progress.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Less than 50% of students are meeting growth projections in K, 1, and 2 Spanish Reading, according to MAP K-14% 1-44% 2-17%

Root Cause 7: Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations. Lack of bilingual interventionist.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 55% of PreK students are meeting the Benchmark for Rapid Vocabulary

Root Cause 8: Students need more exposure to rich vocabulary embedded conversations with adults and peers.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 39% of students met grade level in 3rd grade Spanish

Root Cause 9: Many students came into 3rd grade below grade level in reading.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Less than 50% of students meet grade level in math in 3rd and 5th grades according to the STAAR test.

Root Cause 10: Students struggled with basic facts and math concepts.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: 22.5% of students meet grade level in 5th grade science

Root Cause 11: Students struggle with academic vocabulary and the application of science concepts

Problem Statement 11 Areas: Student Learning

Problem Statement 12: 58% of students do not feel a sense of belonging at school, according to Panorama.

Root Cause 12: Students' ability to make friends, resolve friendship conflicts, and keep friends has declined in the years since COVID.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: 65% of students are concerned about violence and safety at school

Root Cause 13: Outside influences many time cause concerns for students

Problem Statement 13 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Guiding Objectives

Revised/Approved: July 14, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the 2025-2026 school year, Farmers Branch Elementary 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct regular collaborative planning time for teachers to analyze student data, study the TEKS, discuss instructional strategies, and develop plans to address gaps in essential reading skills. This can be done during weekly team meetings or designated professional development days.</p> <p>Strategy's Expected Result/Impact: Understanding of essential TEKS Effective Small-group instruction Increase the rigor of instruction to match the TEKS</p> <p>Staff Responsible for Monitoring: Principal, Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4, 7</p> <p>Funding Sources: Training, substitute coverage - 211 Title I - 211-11-6112-00-109-30-000 - \$3,000, Supplemental Intervention for At Risk Students - 199-SCE State Comp Ed (SCE) - \$69,000, Title I Instructional Coaches - 211 Title I - 211-13-6119-00-109-30-000 - \$44,108, Small group resource materials for intervention and Tier 1 small groups - 211 Title I - 211-11-6117-00-109-30-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Provide intervention during the school day in dedication to MTSS/RTI time and tutorials after school for students on specific essential standards students need to make progress based on data from assessments.</p> <p>Strategy's Expected Result/Impact: Increased growth and achievement on MAP and STAAR</p> <p>Staff Responsible for Monitoring: Principal, teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2, 4, 7</p> <p>Funding Sources: Snacks for students while attending tutorials - 211 Title I - 211-11-6498-00-109-30-000 - \$4,000, Extended Tutoring payment for staff - 211 Title I - 211-11-6117-00-109-30-000 - \$5,000, Part time interventionist to work with students during the day - 211 Title I - 211-11-6117-00-109-30-000 - \$20,000, Tutoring and Intervention Resources - 211 Title I - 211-11-6117-00-109-30-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct peer observations and feedback system where teachers can observe each other's reading instruction practices, focusing on the teaching of essential skills, and provide constructive feedback to enhance instructional techniques to learn with and through others.</p> <p>Strategy's Expected Result/Impact: Increase in Teacher knowledge and pedagogy</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Substitutes for classroom observation - 211 Title I - 211-11-6112-00-109-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Less than 50% of students are meeting growth projections in K, 1, and 2 Spanish Reading, according to MAP K-14% 1-44% 2-17% Root Cause: Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations. Lack of bilingual interventionist.</p> <p>Problem Statement 4: Less than 60% of students in Kinder, 1st, 2nd, 3rd, 4th and 5th grade met their projected growth in English Reading based on MAP data K-21% 1-25% 2-38% 3-52% 4-56% 5-51% Root Cause: Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations.</p> <p>Problem Statement 7: 39% of students met grade level in 3rd grade Spanish Root Cause: Many students came into 3rd grade below grade level in reading.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2025-2026 school year, Farmers Branch Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 40% to 45%

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct regular collaborative planning time for teachers to analyze student data, study the TEKS, discuss instructional strategies, and develop plans to address gaps in essential reading skills. This can be done during weekly team meetings or designated professional development days.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of TEKS and use of data to form small groups. Targeted instruction to focus on the rigor of TEKS and the needs of students will produce an increase in Math scores.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 9</p> <p>Funding Sources: Subs for extended PLCs - 211 Title I - 211-11-6112-00-109-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide students and staff with resources and materials (print and digital) to support fact fluency, problem-solving, and critical thinking</p> <p>Strategy's Expected Result/Impact: Students will have hands-on and digital resources to support foundational skills and increase MAP scores.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 9</p> <p>Funding Sources: Beyond Thinking Classrooms Materials - 211 Title I - 211-11-6399-00-109-30-000 - \$5,000, Fact Fluency Resources and Materials - 211 Title I - 211-11-6399-00-109-30-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Attend Professional Development at Regional and State Conferences to increase Math Knowledge and delivery.</p> <p>Strategy's Expected Result/Impact: An increase in Teachers' Math Knowledge impacts students' learning and growth.</p> <p>Staff Responsible for Monitoring: Instructional Coach and Principal</p> <p>Problem Statements: Student Learning 1, 9</p> <p>Funding Sources: State Math Conference - 211 Title I - 211-13-6411-00-109-30-000 - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 1: In Kinder, 1st,2nd, less than 50% of students met their growth projection on Math MAP Kinder-42% 1st-49% 2nd-38% Root Cause: There is a lack of training and planning for supporting students with targeted Tier 1 and Tier 2 support of essential skills and tracking of essential skill progress.</p> <p>Problem Statement 9: Less than 50% of students meet grade level in math in 3rd and 5th grades according to the STAAR test. Root Cause: Students struggled with basic facts and math concepts.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, Farmers Branch will increase a minimum of 2% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 46% to 48%.

High Priority

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

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2026, the percentage of emergent bilingual students advancing at least one TELPAS proficiency level will increase from 21% to 26%

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct professional development around supporting students in language development.</p> <p>Strategy's Expected Result/Impact: Increased strategies to support Emergent Bilingual language development and increase growth and achievement for EB students on State and local assessments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 7</p> <p>Funding Sources: Bridging Training for staff - 211 Title I - 211-13-6411-00-109-30-000 - \$2,000, Training Materials - 211 Title I - 211-13-6411-00-109-30-000 - \$500, Professional Development Conference - 211 Title I - 211-13-6411-00-109-30-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct Professional Learning Communities of bilingual teachers to vertically plan and support the growth of students Prek-5. Look at data, form Tier 1 and intervention plans to support Emergent Bilingual students in language acquisition.</p> <p>Strategy's Expected Result/Impact: An increase in TELPALS scores indicates that students are acquiring the English language.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Subs for Vertical Planning for Bilingual Teachers - 211 Title I - 211-11-6112-00-109-30-000 - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4 Problem Statements:

Student Learning

Problem Statement 2: Less than 50% of students are meeting growth projections in K, 1, and 2 Spanish Reading, according to MAP K-14% 1-44% 2-17% **Root Cause:** Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations. Lack of bilingual interventionist.

Problem Statement 3: 51% of students who take the TELPAS test are staying at the same level or below **Root Cause:** More training is needed for teachers to support English Language Acquisition.

Problem Statement 7: 39% of students met grade level in 3rd grade Spanish **Root Cause:** Many students came into 3rd grade below grade level in reading.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: Farmers Branch will increase the percentage of students from 54% to 59%, meeting growth measures from the Beginning of Year to End of assessments on the Math MAP

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide intervention during the school day in dedication to MTSS/RTI time and tutorials after school for students on specific essential standards students need to make progress based on data from assessments.</p> <p>Strategy's Expected Result/Impact: Increase Math understanding and performance for students, increase achievement on MAP.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 9</p> <p>Funding Sources: Part time interventionist - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June



Goal 5 Problem Statements:

Student Learning
<p>Problem Statement 1: In Kinder, 1st,2nd, less than 50% of students met their growth projection on Math MAP Kinder-42% 1st-49% 2nd-38% Root Cause: There is a lack of training and planning for supporting students with targeted Tier 1 and Tier 2 support of essential skills and tracking of essential skill progress.</p> <p>Problem Statement 9: Less than 50% of students meet grade level in math in 3rd and 5th grades according to the STAAR test. Root Cause: Students struggled with basic facts and math concepts.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Farmers Branch will increase the percentage of students from 44% to 54% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students and staff with resources and materials (print and digital) to support decoding, real-world reading, writing, fluency, and critical thinking.</p> <p>Strategy's Expected Result/Impact: Improved growth targets met on MAP test</p> <p>Staff Responsible for Monitoring: Principal, Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Reading A-Z, Decodable Readers, Leveled Test, RAZ Kids, Real World Reading Text - 211 Title I - 211-11-6399-00-109-30-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 6 Problem Statements:

Student Learning
<p>Problem Statement 4: Less than 60% of students in Kinder, 1st, 2nd, 3rd, 4th and 5th grade met their projected growth in English Reading based on MAP data K-21% 1-25% 2-38% 3-52% 4-56% 5-51% Root Cause: Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: Farmers Branch 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 from 58% to 63%

Evaluation Data Sources: MAP Reading Fluency Literacy screener-Phonics and Phonological Awareness

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a professional development program focused on identifying and understanding essential phonics and phonological awareness skills. This program should include Lab sites with the district director and coaches, and collaborative planning sessions for teachers to align instruction with grade-level expectations.</p> <p>Strategy's Expected Result/Impact: Increase in Students' mastery of Foundational Skills as shown on MAP and MAP Fluency</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Coaches</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Subs for PD days - 211 Title I - 211-11-6112-00-109-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a system for tracking student progress on essential skills in phonics and phonological awareness. Teachers will use formative assessments and data from the MAP Reading Fluency Literacy screener to monitor student progress and adjust instruction accordingly.</p> <p>Strategy's Expected Result/Impact: Increase in mastery of students' foundational phonics skills as shown on MAP Growth and MAP Fluency</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Coaches</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Materials - 211 Title I - 211-11-6399-00-109-30-000 - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7 Problem Statements:

Student Learning

Problem Statement 2: Less than 50% of students are meeting growth projections in K, 1, and 2 Spanish Reading, according to MAP K-14% 1-44% 2-17% **Root Cause:** Lack of identification and understanding of essential skills and tracking of essential skill progress for students. Training and resources to support teachers in moving students to meet grade-level expectations. Lack of bilingual interventionist.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: By the end of the 2025-2026 school year, Farmers Branch Elementary will increase in the percentage of Pre-K students who meet expectations in the area of Math Operations and Rapid Vocabulary in Spanish at the end of Pre-K on the Circle assessment by 5%.

Evaluation Data Sources: Circle

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize language-rich learning centers where students can engage in activities that incorporate target vocabulary and literacy learning, allowing for hands-on and contextual learning from 55% to 60%. Strategy's Expected Result/Impact: Increase in students over all growth on Circle Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Problem Statements: Student Learning 6 Funding Sources: Materials - 211 Title I - 211-11-6399-00-109-30-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage in professional learning communities focused on strategies for embedding rich vocabulary and literacy skills in daily interactions and lessons. Strategy's Expected Result/Impact: Increase in students' literacy skills as evidenced in circle testing Staff Responsible for Monitoring: Principal, coaches</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8 Problem Statements:

Student Learning
<p>Problem Statement 6: 55% of PreK students are meeting the Benchmark for Rapid Vocabulary Root Cause: Students need more exposure to rich vocabulary embedded conversations with adults and peers.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 9: By the end of the 2025-2026 school year, will increase in the percentage of 5th graders who Meet Grade Level or above on Science STAAR from 23% to 28%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students and staff with resources and materials for hands-on science learning, vocabulary development and critical thinking</p> <p>Strategy's Expected Result/Impact: Increase in students' science knowledge as evidence on STAAR in 5th grade.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 8</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Attend professional development on best practices and engaging science to impact instruction</p> <p>Strategy's Expected Result/Impact: An increase in Teachers' knowledge of best practice in science teaching.</p> <p>Staff Responsible for Monitoring: Instructional Coach and Principal</p> <p>Problem Statements: Student Learning 1, 9</p> <p>Funding Sources: State Math Conference - 211 Title I - 211-13-6411-00-109-30-000 - \$6,532</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9 Problem Statements:

Student Learning
<p>Problem Statement 1: In Kinder, 1st,2nd, less than 50% of students met their growth projection on Math MAP Kinder-42% 1st-49% 2nd-38% Root Cause: There is a lack of training and planning for supporting students with targeted Tier 1 and Tier 2 support of essential skills and tracking of essential skill progress.</p>
<p>Problem Statement 8: 22.5% of students meet grade level in 5th grade science Root Cause: Students struggle with academic vocabulary and the application of science concepts</p>

Student Learning

Problem Statement 9: Less than 50% of students meet grade level in math in 3rd and 5th grades according to the STAAR test. **Root Cause:** Students struggled with basic facts and math concepts.

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

Goal 1: By the end of the 2025-2026 school year, 100% of the required safety and security drills will be conducted and monitored through Raptor for effectiveness.

Evaluation Data Sources: Raptor Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan training around how to use Raptor for new staff members.</p> <p>Strategy's Expected Result/Impact: Increase understanding of Raptor software</p> <p>Staff Responsible for Monitoring: Security Officer and AP</p> <p>Problem Statements: Perceptions 5</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 5: 65% of students are concerned about violence and safety at school Root Cause: Outside influences many time cause concerns for students</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: Host 2 Family University nights to empower and engage parents in their students' academic, social, and emotional learning.

Evaluation Data Sources: Event publications and sign in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan a family engagement with PTA and staff and a session to educate and empower parents. Strategy's Expected Result/Impact: Increase parent/community involvement Staff Responsible for Monitoring: Principal, Team Leaders</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3 Funding Sources: Supplies and Materials for parent engagement - 211 Title I - 211-61-6399-00-109-30-000 - \$4,000 , Extra duty for parent family engagement to support event - 211 Title I - 211-61-6117-00-109-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create games, at-home materials, and a snack for Parent University Night. Strategy's Expected Result/Impact: Parents have materials at home to support student learning. Staff Responsible for Monitoring: Principal, Teachers</p> <p>Problem Statements: Perceptions 3 Funding Sources: Ziploc Bags, Card stock, Manipulative - 211 Title I - 211-61-6399-00-109-30-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 3: Parents need more support in building the home/school connection and support in empowering students to grow and achieve at high levels Root Cause: Lack of explicit learning about school process and learning.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 2025 we will recruit and retain 20 mentors to serve students at Farmers Branch

High Priority

Evaluation Data Sources: Mentor sign-in sheet

Strategy 1 Details	Reviews			
<p>Strategy 1: Create advertisements for the mentor program. Strategy's Expected Result/Impact: Promote FBE mentor program Staff Responsible for Monitoring: Principal and Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Recruitment materials - 211 Title I - 211-11-6399-00-109-30-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Equip mentors with resources and materials to facilitate effective engagement with students during their weekly meetings. Strategy's Expected Result/Impact: Mentors equipped to work with students with various needs and interest Staff Responsible for Monitoring: Principal and Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2 Funding Sources: Resources for mentor room - 211 Title I - 211-11-6399-00-109-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

Perceptions

Problem Statement 2: Mentor Program has declined in number of mentors and support for mentors to actively engage with mentees. **Root Cause:** COVID protocols and lack of clarity in how to sign up for the program. Lack of resources for mentors during their time with students.

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

Goal 1: Students' favorable response to " How engaged do you feel in learning at your school? " Panorama data will reflect a 10% increase (from 53% to 63%) in the "School Engagement" topic description on the Spring 2026 Panorama survey.

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Fundamental five and Instructional Playbook with a focus on Building Student Relationships. Strategy's Expected Result/Impact: Increase in students feeling engaged in classroom learning, as evidenced by an increase on the Panorama survey Staff Responsible for Monitoring: Principal, Counselor</p> <p>Problem Statements: Perceptions 1 Funding Sources: Materials for training - 211 Title I - 211-11-6399-00-109-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 1: According to Panorama, 53% of students feel engaged in classroom learning. Root Cause: Students do not understand the terminology of the survey. Students see school as work and not as learning</p>

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

Goal 2: Students' favorable response to " How much do you feel you belong at school? " Panorama data will reflect a 10% increase (from 57% to 67%) in the "School Belonging" topic description on the Spring 2026 Panorama survey.

Evaluation Data Sources: Panorama Student Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Facilitate Morning meetings/check-ins each day in all classrooms to promote a sense of belonging and community.</p> <p>Strategy's Expected Result/Impact: Increase in students' sense of belonging as evidenced by the Panorama survey</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>Problem Statements: Perceptions 4</p> <p>Funding Sources: Materials and resources for Morning Meetings - 211 Title I - 211-11-6399-00-109-30-000 - \$2,700</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2 Problem Statements:

Perceptions
<p>Problem Statement 4: 58% of students do not feel a sense of belonging at school, according to Panorama. Root Cause: Students' ability to make friends, resolve friendship conflicts, and keep friends has declined in the years since COVID.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2025, Farmers Branch will implement a plan for collaboration and vertical teaming to provide meaningful professional development opportunities and cohesion among grade levels

Evaluation Data Sources: Sign in sheets, meeting agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule vertical team meetings a minimum of two a semester, to address student academic targets and increase instructional impact using Instructional Playbook and Look For Form to observe what is working and how to support the grade level ahead of them and expectations for students in grade levels below them.</p> <p>Strategy's Expected Result/Impact: Teachers collaborates to discuss essential standards and how each grade level's essential standards impact the next grade level's standards. Which will positively impact student academic outcomes.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Subs for classroom visits - 211 Title I - 211-11-6112-00-109-30-000 - \$1,800</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1 Problem Statements:

Perceptions
<p>Problem Statement 1: According to Panorama, 53% of students feel engaged in classroom learning. Root Cause: Students do not understand the terminology of the survey. Students see school as work and not as learning</p>

State Compensatory

Budget for Farmers Branch Elementary

Total SCE Funds: \$69,000.00

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 Tutorials, Core-Subject Small Group Instruction, Emergent Bilingual Support, AVID, and Summer School.

Title I

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

1.1: Description of CNA Process

The CNA was conducted using multiple data sources, including STAAR, MAP, TELPAS, Panorama surveys, attendance, and subgroup performance. Needs were identified and prioritized through staff collaboration and CIC review. CNA was revised and approved by the CIC.

1.2: Location for Evidence of Multiple Meetings Held

Meetings are documented in the CNA summary, CIC membership, planning activities, and planning and decision-making committee data. Stakeholder surveys and PTA/community meetings also supported data gathering and planning

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 the CNA was developed on May 21, 2025, and revisions were made in the summer and approved by CIC on August 8, 2025. Ongoing monitoring and revisions occur quarterly, with formative reviews in October, January, and March, and summative reviews conducted in May.

2.2: Stakeholders 1114(b)(2)

Stakeholder engagement included parents, teachers, administrators, and community members, supported by CIC meeting participation and parent surveys.

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

The CIP is made available to families in an understandable format and language (English/Spanish), and shared during events like PTA, Orientation Night, and through the campus website.

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

Supports are aligned across Title I, State Comp Ed, Special Education, Bilingual/ESL, and intervention programming via SNAP meetings and WIN time implementation.

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

The plan includes:

- Academic and intervention strategies (WIN time, tutoring)
- Increased learning time and SEL integration
- Professional development aligned to needs
- Support for at-risk, EB, and SPED students
- Family and community engagement

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The CIP is evaluated annually and revised quarterly. Data used includes MAP, STAAR, attendance, and perception surveys. The formal evaluation is documented in the Title I section and reviewed each May.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ellaree Lehman	Title I Instructional Math Coach	Title I	.5
Kerry Woods	Title I Instructional RLA Coach	Title I	.5

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Intervention for At Risk Students		\$69,000.00
Sub-Total					\$69,000.00
Budgeted Fund Source Amount					\$69,000.00
+/- Difference					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Small group resource materials for intervention and Tier 1 small groups	211-11-6117-00-109-30-000	\$5,000.00
1	1	1	Title I Instructional Coaches	211-13-6119-00-109-30-000	\$44,108.00
1	1	1	Training, substitute coverage	211-11-6112-00-109-30-000	\$3,000.00
1	1	2	Extended Tutoring payment for staff	211-11-6117-00-109-30-000	\$5,000.00
1	1	2	Tutoring and Intervention Resources	211-11-6117-00-109-30-000	\$2,000.00
1	1	2	Part time interventionist to work with students during the day	211-11-6117-00-109-30-000	\$20,000.00
1	1	2	Snacks for students while attending tutorials	211-11-6498-00-109-30-000	\$4,000.00
1	1	3	Substitutes for classroom observation	211-11-6112-00-109-30-000	\$1,000.00
1	2	1	Subs for extended PLCs	211-11-6112-00-109-30-000	\$1,000.00
1	2	2	Beyond Thinking Classrooms Materials	211-11-6399-00-109-30-000	\$5,000.00
1	2	2	Fact Fluency Resources and Materials	211-11-6399-00-109-30-000	\$5,000.00
1	2	3	State Math Conference	211-13-6411-00-109-30-000	\$6,000.00
1	4	1	Professional Development Conference	211-13-6411-00-109-30-000	\$5,000.00
1	4	1	Training Materials	211-13-6411-00-109-30-000	\$500.00
1	4	1	Bridging Training for staff	211-13-6411-00-109-30-000	\$2,000.00
1	4	2	Subs for Vertical Planning for Bilingual Teachers	211-11-6112-00-109-30-000	\$2,500.00
1	5	1	Part time interventionist		\$0.00
1	6	1	Reading A-Z, Decodable Readers, Leveled Test, RAZ Kids, Real World Reading Text	211-11-6399-00-109-30-000	\$5,000.00
1	7	1	Subs for PD days	211-11-6112-00-109-30-000	\$1,000.00
1	7	2	Materials	211-11-6399-00-109-30-000	\$200.00

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	8	1	Materials	211-11-6399-00-109-30-000	\$2,000.00
1	9	2	State Math Conference	211-13-6411-00-109-30-000	\$6,532.00
3	1	1	Extra duty for parent family engagement to support event	211-61-6117-00-109-30-000	\$1,000.00
3	1	1	Supplies and Materials for parent engagement	211-61-6399-00-109-30-000	\$4,000.00
3	1	2	Ziploc Bags, Card stock, Manipulative	211-61-6399-00-109-30-000	\$2,000.00
3	2	1	Recruitment materials	211-11-6399-00-109-30-000	\$500.00
3	2	2	Resources for mentor room	211-11-6399-00-109-30-000	\$1,000.00
4	1	1	Materials for training	211-11-6399-00-109-30-000	\$1,000.00
4	2	1	Materials and resources for Morning Meetings	211-11-6399-00-109-30-000	\$2,700.00
5	1	1	Subs for classroom visits	211-11-6112-00-109-30-000	\$1,800.00
Sub-Total					\$139,840.00
Budgeted Fund Source Amount					\$139,840.00
+/- Difference					\$0.00
Grand Total Budgeted					\$208,840.00
Grand Total Spent					\$208,840.00
+/- 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