Carrollton-Farmers Branch Independent School District

Las Colinas Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: A

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

Our vision is to be a school that does whatever it takes to develop high-achieving students with a global mindset.

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

Las Colinas Elementary is a Pre-K through 5th grade campus that serves roughly 530 students. The campus is located in Irving, TX. The area of Irving that we serve is primarily located in the Las Colinas area that is centrally located in the DFW Metroplex. Irving, TX is a highly diverse community and residents report that this is truly the melting pot of the metroplex. Las Colinas Elementary borders Irving ISD and is one of two CFB schools located in Irving, TX for the CFB ISD school district. Due to our location, which is directly in front of the Hackberry Creek Community as well as neighboring homes and apartments complexes most of our students walk to school or are driven by a family member. The only buses that come and go from our campus on a daily basis are those who bus in students with special needs whose parents may not live in our attendance zone. The diversity of our campus is a direct reflection of the melting pot described earlier. The make-up of our school student population is as follows: African American (18.95%), Hispanic (13.18%), White (10.87%), Asian (50.74%), and Two or More Races (4.94%).

The last published mobility rate of 30% for Las Colinas Elementary is high compared to other schools in the state in our comparison group based on our numbers of economically disadvantaged students. Attendance rates have traditionally been high. At 96.7, the attendance rate is higher than the district percentage. Our campus believes in showing up to school on time as a strong foundation to the start of responsibility and leadership in the future. We partner with our families and keep in communication with them about tardies and absences throughout the year to make plans for any student needing assistance if struggling with attendance issues. Las Colinas Elementary serves 39.87% Emergent Bilinguals (EBs), 15.49% Gifted and Talented, and 13.31% Special Education. Additionally, 22.9% are economically disadvantaged and 40% are identified as at risk. There are over twenty different language spoken by students at Las Colinas Elementary School.

Las Colinas Elementary employs highly motivated, trained and talented staff. The very foundation of what our teachers believe in is that we are raising students to grow to become future world leaders and that teaching them through the worldly perspective of the IB program is key. Teachers are provided with meaningful professional development and strong mentorship for new teachers. And 50% of our staff has 6 or more years of experience.

Demographics Strengths

- Las Colinas Elementary families and community partnerships are strong and focused around supporting the learners at this school through the support of activities throughout the school year as well as donations towards our campus for students and staff.
- The Las Colinas community is diverse and therefore students learn and grow with and through other peers cultural experiences and traditions.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our teachers serve a variety of students who have different strengths and struggles (GT, SPED, Dyslexic, Emergent Bilingual).
Root Cause: Lack of state funding, structure of support services in our district, scheduling/time, resources.

Problem Statement 2 (Prioritized): Our mobility rate is increasing as well as our students who are coded "at risk".
Root Cause: Economic hardships result in families that cannot find stable housing and are moving frequently or moving in with other family members and students. This is causing

gaps in students attendance and therefore they are missing important learning opportunities with learning gaps resulting.

Problem Statement 3: Our staff demographics do not coincide with that of our student demographics.
Root Cause: It is difficult to find highly trained educators that come from a variety of cultural backgrounds such as our population who are not specialized in another subject area or content language area.

Student Learning

Student Learning Summary

Student growth and learning was analyzed using both informal and formal data:

Informal data analyzed: (Formative & Diagnostic)

Teacher feedback

CFA

DCFA

Discipline data

SEL data

Family feedback

Survey data

Formal data analyzed:

Summative assessment data

Reading Levels

MAP data

STAAR data

The CNA Committee analyzed the EOY data above to assess student growth and achievement to focus on one area of reinforcement and one area refinement. The above data was analyzed to look for patterns in student growth and achievement based on:

Ethnicity

Special Education

At-risk

ELL

Grade Levels

Economically disadvantaged students

Attached in the Plan Addendum is the Campus MAP Student Growth Data.

Based on the above data, the significant findings from the data analysis is given below:

Areas of reinforcement:

Students have shown academic growth across grade levels in Reading, Math, and Science.

Student discipline concerns were consistently few all year from Fall 2022 to Spring 2023.

The number of tardies and absences decreased from month to month.

Areas of refinement:

Filling in the gaps in skills for the African American student population to achieve at the Meets and Masters levels.

Filling in the gaps in skills for the Hispanic student population to achieve at the Meets and Masters levels.

Filling in the gaps for Special Education students to enable them to transition fully into General Education and achieve at Meets and Masters levels.

Train staff in planning, developing, and implementing culturally meaningful engaging activities for students.

Educating staff on the natural bonding and embedding of IB and core curriculum, and as being one entity.

STAAR for 2023 - 2024

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Spe E (Cur
All													
Percent of Tests													
	% at Approaches GL Standard or Above	84%	69%	78%	94%	100%	91%	%	100%	74%	88%	65%	
	% at Meets GL Standard or Above	67%	44%	66%	74%	100%	77%	%	79%	53%	71%	41%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Sp...
% at Masters GL Standard	38%	22%	33%	42%	100%	50%	%	32%	28%	41%	18%	
Number of Tests												
# at Approaches GL Standard or Above	417	83	70	50	2	178	0	34	193	113	80	
# at Meets GL Standard or Above	330	53	59	39	2	150	0	27	137	91	50	
# at Masters GL Standard	189	26	30	22	2	98	0	11	72	53	22	
Total Tests	494	120	90	53	2	195	0	34	260	128	123	
Reading												
Percent of Tests												
% at Approaches GL Standard or Above	86%	73%	82%	91%	100%	91%	%	100%	75%	88%	65%	
% at Meets GL Standard or Above	74%	55%	72%	83%	100%	80%	%	87%	61%	75%	50%	
% at Masters GL Standard	46%	33%	46%	52%	100%	52%	%	40%	35%	44%	28%	
Number of Tests												
# at Approaches GL Standard or Above	185	37	32	21	1	79	0	15	85	50	35	
# at Meets GL Standard or Above	159	28	28	19	1	70	0	13	69	43	27	
# at Masters GL Standard	99	17	18	12	1	45	0	6	40	25	15	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Sp... (Cur...
Total Tests	216	51	39	23	1	87	0	15	113	57	54	
Mathematics												
Percent of Tests												
% at Approaches GL Standard or Above	83%	67%	74%	96%	100%	91%	%	100%	72%	86%	63%	
% at Meets GL Standard or Above	63%	39%	59%	65%	100%	76%	%	73%	49%	70%	35%	
% at Masters GL Standard	33%	16%	21%	35%	100%	50%	%	13%	24%	43%	11%	
Number of Tests												
# at Approaches GL Standard or Above	179	34	29	22	1	78	0	15	81	48	34	
# at Meets GL Standard or Above	135	20	23	15	1	65	0	11	55	39	19	
# at Masters GL Standard	70	8	8	8	1	43	0	2	27	24	6	
Total Tests	215	51	39	23	1	86	0	15	112	56	54	
Science												
Percent of Tests												
% at Approaches GL Standard or Above	84%	67%	75%	100%	%	95%	%	100%	77%	100%	73%	
% at Meets GL Standard or Above	57%	28%	67%	71%	%	68%	%	75%	37%	60%	27%	
% at Masters GL Standard	32%	6%	33%	29%	%	45%	%	75%	14%	27%	7%	
Number of Tests												

# at Approaches GL Standard or Above	53	12	9	7	0	21	0	4	27	15	11	
# at Meets GL Standard or Above	36	5	8	5	0	15	0	3	13	9	4	
# at Masters GL Standard	20	1	4	2	0	10	0	3	5	4	1	
Total Tests	63	18	12	7	0	22	0	4	35	15	15	

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on MAP growth and preliminary STAAR data, our African American and Hispanic students underperform as compared to other demographic groups at the school.
Root Cause: Staff require additional training and resources to develop, plan and implement meaningful rigorous activities across disciplines with cultural competency. This will help engage all learners so that all students achieve.

School Processes & Programs

School Processes & Programs Summary

The 2023-2024 Staff Upbeat Survey identified that staff still see a disconnect between the Professional Development they received and how it could help them improve their teaching.

A big disconnect was identified as a campus through discussions and PLC meetings on the effectiveness of how we were implementing the IB PYP program, similar frustrations that existed last year. The administrative team as well as the IB coordinator took information to our district curriculum coordinators and administration prior to last year and were promised a level of support as well as tools needed to proceed with implementing the IB program with more fidelity as well as the resources and funds to get our teachers trained this summer at an IB Symposium here in our district. IB training was provided for some teachers in the summer only. The District curriculum and resources to implement the IB planners however, was not made available as promised. Teachers struggled as a result and student achievement also suffered.

For the 2024-2025 school year, our campus will have a continued focus on professional learning time and professional development centered around our district curriculum and achievement gaps in specific demographic groups as well as how that relates the IB planners that teachers will work on throughout the year. We will not deviate from scope an sequence as this proved ineffective last school year. Teachers will meet weekly to discuss lesson planners, data as well as IB relationships to the curriculum. Regular bi-weekly planning sessions with coaches will occur to support quality Tier 1 instruction. IB Planning sessions with the IB Coach will be planned for the upcoming school year every 9 weeks to allow teachers time to plan together with intentionality.

School Processes & Programs Strengths

- Teachers are comfortable sharing their wants and needs without the fear of retaliation from administrators. We are a supportive campus.

- Our teachers are invested in making LCE a school that does whatever it takes to grow every student.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Disconnect between the district's scope and sequence and the IB program's curriculum.
Root Cause: Two different curriculum maps that have confused teachers as to what needs to be priority for our learners.

Perceptions

Perceptions Summary

Las Colinas Elementary school believes that all students can succeed both academically and socially and emotionally. Our student's cultural backgrounds are valued and represented within our school day because we feel as though that is an important part of the work we do developing our future world leaders. Our campus is a family and we work diligently to ensure that we take care of each other and our students. In order to address high capacity learning, campus stakeholders engage in tutoring, PLCs, and data reviews in order to grow children and teacher practice.

At Las Colinas Elementary we value attendance and starting our instructional day with our best foot forward. This year we have offered a variety of incentives for students and grade level's who have had zero tardies. We have partnered with parents whose students are chronically absent to develop plans for them to get to school. In looking at the data, our attendance rates have continued to increase over the past two years. Our goal for attendance for the 2025-2026 school year is 97.5%.

Conflicts are reduced through restorative practices as well as daily morning meetings with homeroom classes, and monthly counseling classes. Our discipline referrals have seen a decrease as restorative practices and a partnership between the counselor and administrative team has become the norm for how we tackle discipline for our students.

Perceptions Strengths

- Staff members feel supported by the campus principal and each other.

- Staff reports that equity among staff members at Las Colinas is positive.

- Parent/Teacher communication is positive according to staff.

- Attendance rates have improved and chronic absenteeism rates have decreased.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A disproportionate amount of male students receive discipline referrals.
Root Cause: Missing male role-models on campus, lack of positive connections with older peers.

Priority Problem Statements

Problem Statement 1: Based on MAP growth and preliminary STAAR data, our African American and Hispanic students underperform as compared to other demographic groups at the school.

Root Cause 1: Staff require additional training and resources to develop, plan and implement meaningful rigorous activities across disciplines with cultural competency. This will help engage all learners so that all students achieve.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our mobility rate is increasing as well as our students who are coded "at risk".

Root Cause 2: Economic hardships result in families that cannot find stable housing and are moving frequently or moving in with other family members and students. This is causing gaps in students attendance and therefore they are missing important learning opportunities with learning gaps resulting.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our teachers serve a variety of students who have different strengths and struggles (GT, SPED, Dyslexic, Emergent Bilingual).

Root Cause 3: Lack of state funding, structure of support services in our district, scheduling/time, resources.

Problem Statement 3 Areas: Demographics

Problem Statement 4: A disproportionate amount of male students receive discipline referrals.

Root Cause 4: Missing male role-models on campus, lack of positive connections with older peers.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Disconnect between the district's scope and sequence and the IB program's curriculum.

Root Cause 5: Two different curriculum maps that have confused teachers as to what needs to be priority for our learners.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- 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

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data

Guiding Objectives

Revised/Approved: July 16, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By the end of the 2025-2026 school year, Las Colinas Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 81% to 86%.

Evaluation Data Sources: MAP Data
Reading Levels
Running Records

Strategy 1 Details	Reviews			
Strategy 1: Provide students small group differentiated intervention during RTI Time, after-school tutoring, and targeted Tier 2 interventions, including iStation, Waggle, and Progress Learning all informed by assessment and MAP performance data.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful. **Staff Responsible for Monitoring:** Administration Instructional Coach **Funding Sources:** Supplemental interventions and resources for at-risk students - 199-SCE State Comp Ed (SCE) - $180,760				

Strategy 2 Details	Reviews			
Strategy 2: Improve staff understanding and use of assessment and MAP data through data-focused PLC meetings with administration.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Staff will use assessments and MAP data to have a better understanding of where students are presently performing and thus impact student growth in a positive way. **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach				

Strategy 3 Details	Reviews			

Strategy 3: Provide coaching to teachers on how to plan for and execute small group reading instruction for Tier 1 , and plan Tier 2 and Tier 3 interventions based on MAP and assessment data.
 	
    Strategy's Expected Result/Impact: Teacher retention will remain strong as teachers receive the proper training and resources to feel prepared to meet the needs of their students.
    Staff Responsible for Monitoring: Administration
Instructional Coaches
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			

Strategy 4: Facilitate individual student goal setting and tracking of MAP performance through classroom teacher support. Students below grade level will set a reasonable but accelerated growth goal.
 	
    Strategy's Expected Result/Impact: Research shows goal setting with students results in higher ownership of their learning and higher achievement performance.
    Staff Responsible for Monitoring: Administration
Instructional Coaches
Teachers
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

No Progress   Accomplished   Continue/Modify   Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2025-2026 school year, Las Colinas Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 67% to 72%.

Evaluation Data Sources: MAP Scores
Reading Level Data
Running Records
Small Group Plans-Strategy Groups/Book Clubs

Strategy 1 Details	Reviews			
Strategy 1: Provide small group and differentiated instruction, including enrichment for above level learners, during Tier 1 classroom instruction , as well as targeted small group Tier 2 and Tier 3 interventions during RTI Time.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful. **Staff Responsible for Monitoring:** Administration				

Strategy 2 Details	Reviews			
Strategy 2: Continue using Building Thinking Math Classrooms in all 3rd through 5th grade classrooms and provide training and implementation for Kindergarten through 2nd grade classrooms.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The use of accountable talk will continue to increase both student engagement and student achievement. **Staff Responsible for Monitoring:** Teachers Administration Instructional Coach IB Coordinator				

Strategy 3 Details	Reviews			
Strategy 3: Provide after school tutoring in math for students on the cusp of performing at the next higher tier in any subject area based on assessment and MAP data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Small group after school tutoring will fill instructional gaps, improve student confidence and performance, and ultimately result in higher performance on assessments, MAP, and STAAR. **Staff Responsible for Monitoring:** Administration Teachers				

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, Las Colinas Elementary will increase a minimum of 2% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 63% to 65%.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Emergent Bilingual students will increase in meets grade level by a minimum of 3%. **Staff Responsible for Monitoring:** Principals, Assistant Principals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				
⭕ No Progress 🟢 Accomplished ➡️ Continue/Modify ❌ Discontinue				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By 2026, Las Colinas Elementary will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level.

    Evaluation Data Sources: STAAR performance levels

Strategy 1 Details	Reviews			
Strategy 1: Conduct professional development and book study on Seidlitz 7 Steps to a Language Rich Classroom throughout the school year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will have a new or better understanding of economically disadvantaged students and be better equipped with instructional strategies to meet their SEL and academic needs, resulting in higher student achievement. **Staff Responsible for Monitoring:** Administration				

Strategy 2 Details	Reviews			
Strategy 2: Create data analysis lists to closely monitor progress of their emergent bilingual students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher awareness and specific data tracking of specific demographic groups will help drive instructional strategies and interventions to ensure all our students demonstrate growth and improve the over-all performance of our previously under-preforming groups. **Staff Responsible for Monitoring:** Administration Teachers				

◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✕ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: Las Colinas Elementary will increase the percentage of students from 68% to 73% meeting growth measures from Beginning of Year to End of Year on Math MAP assessments.

Strategy 1 Details	Reviews			
Strategy 1: Provide students small group differentiated intervention during RTI Time, after-school tutoring, and targeted Tier 2 interventions, including iStation, Waggle, and Progress Learning all informed by assessment and MAP performance data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful. **Staff Responsible for Monitoring:** Administration Instructional Coach **Funding Sources:** Supplemental interventions and resources for at-risk students - 199-SCE State Comp Ed (SCE) - $0				

Strategy 2 Details	Reviews			
Strategy 2: Provide coaching to teachers on how to plan for and execute small group math instruction for Tier 1 , and plan Tier 2 and Tier 3 interventions based on MAP and assessment data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher retention will remain strong as teachers receive the proper training and resources to feel prepared to meet the needs of their students. **Staff Responsible for Monitoring:** Administration Instructional Coaches				

Strategy 3 Details	Reviews			
Strategy 3: Facilitate individual student goal setting and tracking of MAP performance through classroom teacher support. Students below grade level will set a reasonable but accelerated growth goal.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Research shows goal setting with students results in higher ownership of their learning and higher achievement performance. **Staff Responsible for Monitoring:** Administration Instructional Coaches Teachers				

No Progress   Accomplished   Continue/Modify   Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Las Colinas will increase the percentage of students from 64% to 69% meeting growth measures from Beginning of Year to End of Year on the Reading MAP assessments.

Strategy 1 Details		Reviews			
Strategy 1: Provide students small group differentiated intervention during RTI Time, after-school tutoring, and targeted Tier 2 interventions, including iStation, Waggle, and Progress Learning all informed by assessment and MAP performance data.		**Formative**			**Summative**
		Oct	Jan	Mar	June

Strategy's Expected Result/Impact: All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful.
    Staff Responsible for Monitoring: Administration
Instructional Coach
 	
    Funding Sources: Supplemental interventions and resources for at-risk students - 199-SCE State Comp Ed (SCE) - $0					

Strategy 2 Details		Reviews			
Strategy 2: Provide coaching to teachers on how to plan for and execute small group guided reading instruction for Tier 1 and plan Tier 2 and Tier 3 interventions based on MAP and assessment data.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Teacher retention will remain strong as teachers receive the proper training and resources to feel prepared to meet the needs of their students. **Staff Responsible for Monitoring:** Administration Instructional Coaches					

Strategy 3 Details		Reviews			
Strategy 3: Facilitate individual student goal setting and tracking of MAP performance through classroom teacher support. Students below grade level will set a reasonable but accelerated growth goal.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Research shows goal setting with students results in higher ownership of their learning and higher achievement performance. **Staff Responsible for Monitoring:** Administration Instructional Coaches Teachers					

○ No Progress　　○ Accomplished　　→ Continue/Modify　　✕ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

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

Strategy 1 Details	Reviews			
Strategy 1: Provide students small group differentiated intervention during RTI Time, after-school tutoring, and targeted Tier 2 interventions, including iStation, Waggle, and Progress Learning all informed by assessment and MAP performance data.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful. **Staff Responsible for Monitoring:** Administration Instructional Coach **Funding Sources:** Supplemental interventions and resources for at-risk students - 199-SCE State Comp Ed (SCE) - $0				

Strategy 2 Details	Reviews			
Strategy 2: Provide coaching to teachers on how to plan for and execute small group guided reading instruction for Tier 1 and plan Tier 2 and Tier 3 interventions based on MAP and assessment data.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Teacher retention will remain strong as teachers receive the proper training and resources to feel prepared to meet the needs of their students. **Staff Responsible for Monitoring:** Administration Instructional Coaches				

Strategy 3 Details	Reviews			
Strategy 3: Facilitate individual student goal setting and tracking of MAP performance through classroom teacher support. Students below grade level will set a reasonable but accelerated growth goal.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Research shows goal setting with students results in higher ownership of their learning and higher achievement performance. **Staff Responsible for Monitoring:** Administration Instructional Coaches Teachers				

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: By the end of the 2025-2026 school year, Las Colinas Elementary will increase in the percentage of Pre-K students who meet expectations at the end of Pre-K on the Circle assessments.

Strategy 1 Details		Reviews			
Strategy 1: Improve Pre-K staff understanding and use of the Circle assessments and data through data-focused PLC meetings with administration.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Staff will use Circle assessments data to have a better understanding of where students are presently performing and thus impact student growth in a positive way. **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coach					
Strategy 2 Details		**Reviews**			
Strategy 2: Provide coaching to Pre-K teachers on how to plan for and execute small groups based on the Circle assessment data.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher retention will remain strong as teachers receive the proper training and resources to feel prepared to meet the needs of their students. **Staff Responsible for Monitoring:** Administration Instructional Coaches					
	No Progress	Accomplished	→ Continue/Modify	✕ Discontinue	

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

Goal 1: By May 2026, 100% of CFBISD required safety and security drills will be conducted and monitored and reviewed for effectiveness and next steps by an established campus Discipline and Safety committee.

Evaluation Data Sources: Drill Calendar
Discipline Referral Data
Walkthrough Data from Campus Walks

Strategy 1 Details	Reviews			
Strategy 1: Conduct all scheduled drill and at quarterly staff meetings discuss concerns that arise and present possible solutions regarding safety procedures or the safety drills.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: More efficient drills with less anxiety from staff and students as evident by the drill time and also Upbeat survey; Improve response time to ensure the safety of students so they know what to do and where to go in case of an emergency. **Staff Responsible for Monitoring:** Administrators, Safety Committee				
⬤ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

Guiding Objective 3: Optimize Community Engagement

Goal 1: 100% of Las Colinas Elementary families will be given opportunities monthly to attend school events for students, families and/or community members during the 2025-2026 school year.

    Evaluation Data Sources: Calendar of Events

Strategy 1 Details				Reviews			
Strategy 1: Partner with at least two new community partners to help with one or more of the planned events for the school year.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased community involvement and awareness of your campus and needs.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP							
Strategy 2 Details				**Reviews**			
Strategy 2: Plan with PTA events that they can help run or facilitate with staff.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased family involvement and less stress on our staff.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Team Leads							

      ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Goal 1: At least 3 times during the 2025-2026 school year 100% of teaching staff will receive professional development on diverse student populations, culturally responsive teaching and learning strategies for engagement as well better implementation of restorative practices.

> **Evaluation Data Sources:** MAP Data
> STAAR Data
> Discipline Data

Strategy 1 Details		Reviews			
Strategy 1: Provide staff development on culturally responsive teaching and social-emotional learning during professional development days throughout the year.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Meaningful relationships between our students and staff. Less discipline referrals of males on campus. **Staff Responsible for Monitoring:** Principal, AP					
Strategy 2 Details		Reviews			
Strategy 2: Implement restorative practices professional development for staff throughout the school year.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers are able to handle discipline situations in the classroom and diffuse the situations to keep students in class and learning. **Staff Responsible for Monitoring:** Administrators, Counselor					

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

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

Goal 2: 100% of classroom teachers at least 3 times per week teachers will conduct morning meetings where Las Colinas Elementary students participate in meaningful discussions that target stress management, anxiety and relationships with peers.

Evaluation Data Sources: Morning Meeting Walkthroughs
Sanford Harmony Lesson Completions
Office Referrals

Strategy 1 Details	Reviews			
Strategy 1: Train staff and implement morning meetings a minimum of three times a week, if not daily, for their classrooms.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students start their day in positive way and have less worry and stress while they are learning. Teachers and students develop bonds that will help with decrease office referrals and disruptions in the classroom. **Staff Responsible for Monitoring:** Principal, Counselor				
○ No Progress ○ Accomplished ➡ Continue/Modify ✖ Discontinue				

Guiding Objective 5: Optimize All Available Resources

Goal 1: 100% of classroom teachers will meet weekly for Tier 1 instructional planning with instructional coach.

Evaluation Data Sources: Lesson Plans
Walkthroughs

Strategy 1 Details			Reviews		
Strategy 1: Use campus based guidance and library plan to create extended planning times for teachers on a bi-weekly basis for quality Tier 1 instructional planning.			**Formative**		**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Rigorous and effective Tier 1 instruction **Staff Responsible for Monitoring:** Teachers Instructional Coach					
○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue					

State Compensatory

Budget for Las Colinas Elementary

Total SCE Funds: $180,760.00
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.

Campus Improvement Team

Committee Role	Name	Position
Parent	Katie Mueller	Parent
Parent	Isabel Elzein	Parent
Parent	Kami Burgan	Parent
Classroom Teacher	Kelsey Yowell	Classroom Teacher
Classroom Teacher	Suzy Parker	Classroom Teacher
Classroom Teacher	Cassondra Bannerman	Classroom Teacher
Community Representative	Jamie Brooks	MacArthur Baptist Church
SPED Teacher	Leigh Morgan	SPED Teacher
Community Representative	Jonathan Tony	Pastor
Parent	Alex Adams	PTA President
Non-classroom Professional	Dehia Terihay	Counselor
Administrator	Shashi Panatpur	Assistant Principal
Administrator	Jason Barnett	Principal

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplemental interventions and resources for at-risk students		$180,760.00
1	5	1	Supplemental interventions and resources for at-risk students		$0.00
1	6	1	Supplemental interventions and resources for at-risk students		$0.00
1	7	1	Supplemental interventions and resources for at-risk students		$0.00
				Sub-Total	$180,760.00
				Budgeted Fund Source Amount	$180,760.00
				+/- Difference	$0.00
211 Title I					
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$180,760.00
				Grand Total Spent	$180,760.00
				+/- 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