

Carrollton-Farmers Branch Independent School District

Landry 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

Tom Landry Elementary is located in the Valley Ranch section of Irving, Texas formerly the location of the practice facility of the Dallas Cowboys National Football League (NFL) Football Team. Tom Landry was the legendary first head coach of the Dallas Cowboys for 29 seasons, and he was known as "The Great Innovator" in the world of football. Hence, Landry is named for this legendary coach and seeks to exemplify some of his great values.

The students who attend the school range from three-year-olds in the STEP-3 program to fifth grade. The staff is comprised of certified teachers from various backgrounds and ethnicities seeking to mirror the diverse community that the campus serves. The current enrollment is 545 students.

At Landry Elementary, the student body is:

- 43% Female
- 57% Male
- 46% African American
- 21% Asian
- 16% Hispanic
- 8% White
- 7% Two or More Races
- 3% American Indian
- 24% Emerging Bilingual
- 58% Economically Disadvantaged
- 2% Homeless
- 42% At-Risk
- 19% Special Education

Demographics Strengths

Landry is a diverse campus comprised of many different cultures. The staff has partnerships with Valley Ranch Baptist Church, Cimmaron Recreation Center, Irving Police Department, Irving Fire Department, and Valley Ranch Library. The campus provides Communities in Schools (CIS) and after-school clubs, a Positive Action Center (PAC), ensembles, activities, support for students and parents, Multitiered Systems of Support (MTSS), and tutoring. School-wide parent conferences are held in the fall and spring of the year. Community partnerships continue to grow at Landry. The diversity of the campus allows students to be exposed to a myriad of cultures and ideas.

53% of the 3rd Grade students scored at Approaches or above on Math STAAR. In 3rd grade, 64% of Hispanic students, 37% of African American students, 75% of Asian students, 100% of students who are of Two or More Race 71% of White students, 47% of Economically Disadvantaged, and 15% of Special Education students scored at the Approaches level on 3rd Grade STAAR Math.

70% of 3rd Grade students scored Approaches on 3rd Grade STAAR Reading. In 3rd Grade, 69% of Economically Disadvantaged students, 71% of Asian students, 66% of African American students, 73% of Hispanic students, 100% of students who are of Two or More Races, 71% of White students, and 46% of Special Education students scored at the Approaches level on the 3rd Grade Reading STAAR Assessment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 47% of our 3rd Grade students were not projected to be successful on the STAAR Assessment in Math. African American students and students receiving special education services lagged behind other student groups in projected performance on STAAR.

Root Cause: The staff has been overly-reliant on step-by-step instructional practices rather than the Best Practices of Responsive Teaching, and monitoring of student group data has not led to closing the gap for African American students.

Problem Statement 2 (Prioritized): 69% of the economically disadvantaged students were projected to score at Approaches or higher in reading.

Root Cause: There was a lack of consistency in 3rd grade staff.

Problem Statement 3 (Prioritized): During the 2024-2025 school year, students were not provided with stable mentors to meet emotional and sociological needs.

Root Cause: Parents, community members, and mentors have not been able to work consistently with students.

Problem Statement 4: African American and special education students scored considerably lower than their peers on STAAR Reading, Math, and Science Assessments.

Root Cause: Current instructional strategies and interventions have failed to effectively meet the diverse needs of African American and special education students.

Problem Statement 5: Office referrals and out-of-class placements have increased.

Root Cause: Current systems and interventions have failed to effectively support African American students and special education students who experience emotional dysregulation.

Student Learning

Student Learning Summary

Landry continues to focus on instructional strategies that yield student growth in each weekly PLC Focus Meeting. Teachers use various common assessments to inform their instruction. MAP data was used as a common summative assessment to monitor student growth.

Students set and monitor academic growth goals. The table below illustrates students' performance on Measures of Academic Progress (MAP) from Winter to Spring in each class.

MAP

It was noticed that the percentage of students who met projected growth on MAP was consistently highest in 4th grade math and reading.

STAAR

3rd Grade STAAR

STAAR 3rd Reading 2023	Total Students	Did Not Meet	Approaches	Meets	Master
Economic Disadvantage	42	50%	29%	14%	7%
American Indian/Alaskan Native	2	100%	0%	0%	0%
Asian	7	0%	28%	43%	29%
Black/African American	38	42%	37%	16%	5%
Hispanic	15	27%	13%	40%	20%
Two or More Races	4	25%	25%	25%	25%
White	3	0%	0%	33%	67%
Special Ed Indicator	3	33%	33%	33%	0%

STAAR 3rd Math 2023	Total Students	Did Not Meet	Approaches	Meets	Master
Economic Disadvantage	43	67%	12%	16%	5%
American Indian/Alaskan Native	2	100%	0%	0%	0%
Asian	11	9%	27%	18%	45%
Black/African American	39	72%	13%	10%	5%
Hispanic	15	33%	27%	33%	7%
Two or More Races	5	20%	20%	40%	20%
White	2	0%	0%	50%	50%
Special Ed Indicator	3	0%	33%	67%	0%

4th Grade STAAR

STAAR 4th Reading 2023	Total Students	Did Not Meet	Approaches	Meets	Master
Economic Disadvantage	49	41%	24%	29%	16%
American Indian/Alaskan Native	0				
Asian	6	17%	0%	0%	83%
Black/African American	42	38%	31%	21%	10%
Hispanic	9	44%	0%	22%	33%
Two or More Races	4	25%	25%	25%	25%
White	12	0%	0%	17%	83%
Special Ed Indicator	14	79%	7%	14%	0%

STAAR 4th Math 2023	Total Students	Did Not Meet	Approaches	Meets	Master
Economic Disadvantage	49	56%	23%	19%	2%
American Indian/Alaskan Native	0	0%	0%	0%	0%
Asian	6	17%	0%	17%	67%
Black/African American	42	56%	27%	15%	2%
Hispanic	9	33%	44%	11%	11%
Two or More Races	4	50%	0%	25%	25%
White	12	0%	33%	33%	33%
Special Ed Indicator	14	86%	7%	7%	0%

5th Grade STAAR

STAAR 5th Reading 2023	Total Students	Did Not Meet	Approaches	Meets	Master
Economic Disadvantage	59	32%	26%	21%	21%
American Indian/Alaskan Native	0				
Asian	15	21%	0%	7%	71%
Black/African American	46	29%	25%	31%	16%
Hispanic	12	17%	17%	17%	50%
Two or More Races	5	20%	20%	40%	20%
White	6	17%	33%	0%	50%
Special Ed Indicator	12	75%	8%	17%	0%

STAAR 5th Math 2023	Total Students	Did Not Meet	Approaches	Meets	Master
Economic Disadvantage	59	28%	32%	28%	12%
American Indian/Alaskan Native	0	0%	0%	0%	0%
Asian	15	7%	21%	14%	57%
Black/African American	46	33%	31%	31%	4%
Hispanic	12	8%	17%	25%	50%
Two or More Races	5	0%	40%	40%	20%
White	6	17%	17%	50%	17%
Special Ed Indicator	12	50%	33%	17%	0%

Student Learning Strengths

Improvement has been observed in student performance on iStation correlated with growth on MAP and STAAR. 3rd, 4th, and 5th Grade Math and Reading has improved on STAAR. The percentage of students increasing STAAR passing rates from 2021-2022 in Reading for 3rd and 4th Grades is as follows:

- Approaches in Reading: 3rd Grade increased by 21% and 4th Grade increased by 4%
- Meets in Reading: 3rd Grade increased by 12% and 4th Grade increased by 20%
- Masters in Reading: 3rd Grade increased by 23% and 4th Grade increased by 26%

The percentage of students increasing STAAR passing rates in math from 2021-2022 in 3rd and 4th Grades is as follows:

- Approaches: 3rd Grade increased by 21% and 4th Grade increased by 6%
- Meets: 3rd Grade increased by 15% and 4th Grade increased by 15%
- Masters: 3rd Grade increased by 7% and 4th Grade increased by 4%

Academic achievement has shown some strong improvements at Landry. While there are some challenges in student groups, overall achievement is climbing. A celebration is that 50% of 5th Grade African American and Special Education students scored at the Meets level on STAAR Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Landry is projected to be rated "B" by the Texas Education Agency's A-F Rating.

Root Cause: The appropriate level of Student Achievement has not been met.

School Processes & Programs

School Processes & Programs Summary

In the 2022-2023 school year, an Upbeat Campus-Based Survey was given to all staff to assess the campus process and programs. Parent/Teacher Communication increased by 10.6 percentage points. Survey results identified one main school-wide process needing improvement: Professional Development

For the 2022-2023 school year, the campus chose to focus on Data Driven Instruction to aid teachers in using data to determine appropriate instructional design. This required the determination of appropriate data points, collective agreement on assessment methods and schedules, and review of data to determine trends of success and improvement. During the Summer of 2022, staff attended PLC and DDI training to create a guiding coalition focusing on the importance of data dialogues and essential standards to create effective common assessments. PLC Focus meetings were held by weekly according to content area.

Additional information from the Upbeat Campus Survey includes:

- Teachers feel that a high-quality curriculum is not readily available.
- Fifteen percent of teachers do not feel that they have a trusting relationship with their colleagues.

According to the master schedule, teachers receive 50 minutes of planning time per day. Tutorials occur after school twice a week for 30 minutes in the spring as well as extracurricular club/ensemble opportunities. Thirty minutes of MTSS time is built into the classroom's daily schedule.

School Processes & Programs Strengths

- Teachers have influence over the hiring of professional staff.
- Students attend Fine Arts classes for 50 minutes each day that include art, music, P.E., dance, and theatre.
- Fine arts are integrated into content areas.
- All classes participate regularly in project shares.
- Devices are provided at a 1:1 ratio for each classroom PK-5.
- Campus procedures for the transition from elementary to middle school include counselor visits to discuss course selections, presentation of expectations, and a field trip to the middle school to learn about the transitioning process to middle school.
- Guidance lessons are taught by the counselor twice a month to each class.
- SEL and Restorative Practices are implemented in classrooms.
- ESL small group support is available.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Overall office referrals decreased by 10%.

Root Cause: Staff struggles to have an effective campus-wide reward system that reduces the number and need for referrals.

Problem Statement 2: There was a repeated referral of a small number of students.

Root Cause: Staff continued need for professional learning and support with students who have experienced trauma and undiagnosed emotional needs.

Perceptions

Perceptions Summary

Landry elementary fosters an uplifting, educational, and inclusive environment for all students to engage in all areas of growth. Parents share that they can tell that Landry's school staff cares about their children. In the Upbeat survey, staff overwhelmingly believe that parents are supportive of the school. In addition, the school counselor provides parent training in the evenings and counseling. Conflicts are reduced through restorative practices as well as daily morning meetings with homeroom classes, and bi-monthly counseling classes. Parents are involved in meaningful ways throughout the school year by participating in Parent Nights, Family Nights, volunteer opportunities, Field Day, and the Reindeer Run. Parent perceptions of the school's effectiveness vary.

Perceptions Strengths

There was an increase in students' belief that they have someone who cares about them at school. There was an increase in the survey of parents believing that the school communicates effectively. In Panorama Survey, the area of rigorous expectations showed an increase as observed by the students.

- Staff feels physically safe.
- Teachers do meaningful work together in teams.
- Teachers help each other.
- The building is clean and well-maintained.
- Teachers feel successful in supporting students' academic development.
- Staff feels loyal to the immediate team.
- Highly skilled teachers are given extra responsibility at Landry.
- Students feel that teachers are respectful towards them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff continues to struggle with work-life balance.

Root Cause: Curricular demands and assessments provide challenges to manage during planned hours.

Priority Problem Statements

Problem Statement 1: 47% of our 3rd Grade students were not projected to be successful on the STAAR Assessment in Math. African American students and students receiving special education services lagged behind other student groups in projected performance on STAAR.

Root Cause 1: The staff has been overly-reliant on step-by-step instructional practices rather than the Best Practices of Responsive Teaching, and monitoring of student group data has not led to closing the gap for African American students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 69% of the economically disadvantaged students were projected to score at Approaches or higher in reading.

Root Cause 2: There was a lack of consistency in 3rd grade staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: During the 2024-2025 school year, students were not provided with stable mentors to meet emotional and sociological needs.

Root Cause 3: Parents, community members, and mentors have not been able to work consistently with students.

Problem Statement 3 Areas: Demographics

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, Landry Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 36% to 41%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Student performance on STAAR Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Attend Professional Learning Community Focus Meetings where teachers will set goals and monitor student progress on campus Assessments, Fountas and Pinnell Running Records, District Common Formative Assessments, MAP at the Beginning, Middle, and End of Year, and other agreed upon assessments as needed.</p> <p>Strategy's Expected Result/Impact: 41% of students score Meets or above on 3rd Grade Reading STAAR Assessment.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>Title I: 2.51, 2.52, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 Funding Sources: Books, instructional materials, and assessment resources. - 211 Title I - 211-11-6329-00-121-30-000 - \$1,000, Provide supplemental intervention and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$73,700</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Plan weekly and collaborate with instructional coaches on Best Practices and Higher Leverage Instructional Strategies in Reading, Math, Writing, and Science.</p> <p>Strategy's Expected Result/Impact: 46% of students score Meets or above on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coaches</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I Instructional Coach - 211 Title I - 211-13-6119-00-121-30-000 - \$44,109</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Align writing instruction with state, district, and campus expectations and work collaboratively as a PLC to improve, align, and monitor the integration of speaking and writing in all content areas at every grade level.</p> <p>Strategy's Expected Result/Impact: Student writing will increase in all content areas as indicated during writing deck checks during PLC Focus meetings.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, and Coaches</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Writing prompts and professional learning for staff - 211 Title I - 211-13-6411-00-121-30-000 - \$800</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Hire 1 small group teacher to help reinforce essential knowledge and skills and close achievement gaps of identified students.</p> <p>Strategy's Expected Result/Impact: Improved student performance in reading, math, writing, and science</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Tutors - 211 Title I - 211-11-6117-00-121-30-000 - \$8,871</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: 69% of the economically disadvantaged students were projected to score at Approaches or higher in reading. Root Cause: There was a lack of consistency in 3rd grade staff.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 2025-2026 school year, Landry Elementary will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 31% to 36%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: MAP and STAAR Assessments in Reading, Math, and Science

Strategy 1 Details	Reviews			
<p>Strategy 1: Set and monitor BOY, MOY, and EOY MAP Goals with students K-5 for reading and math and science. Strategy's Expected Result/Impact: 36% of African American students will score at Meets or higher on the 3rd Grade Math STAAR and MAP Assessments. Staff Responsible for Monitoring: Teachers, administrators, and coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Incentives for academic achievement - 211 Title I - 211-11-6399-00-121-30-000 - \$1,680</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus staff will engage in professional development opportunities that are highly relevant to their professional growth and directly support their classroom and student support needs. Strategy's Expected Result/Impact: Enhanced Knowledge and Instructional Strategies Self-Efficacy and Professional Growth Targeted Instruction and Interventions for Students Increased Collaboration and Support Staff Responsible for Monitoring: Administrators and Instructional Coaches</p> <p>Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2 Problem Statements:

Demographics

Problem Statement 1: 47% of our 3rd Grade students were not projected to be successful on the STAAR Assessment in Math. African American students and students receiving special education services lagged behind other student groups in projected performance on STAAR. **Root Cause:** The staff has been overly-reliant on step-by-step instructional practices rather than the Best Practices of Responsive Teaching, and monitoring of student group data has not led to closing the gap for African American students.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, Landry will increase a minimum of 3% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 40% to 43%.

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 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will regularly review and analyze student data, plan according to noted deficits and strengths, study TEKS and TELPAS intended outcomes, and implement strategies discussed during collaborative PLC Focus and TEAM Planning Meetings to address the targeted needs of Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Improvement in Emergent Bilingual student performance.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators</p> <p>Title I: 2.51, 2.52, 2.53, 2.531</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: Landry Elementary will increase the percentage of students from 57% to 60% meeting growth measures from Beginning of Year to End of Year in Reading.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: Landry Elementary will increase the percentage of students from 57% to 60% meeting growth measures from Beginning of Year to End of Year in Math.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: Landry Elementary will increase the percentage of students from 13% to 27% scoring at Meets or above on the STAAR Science Assessment.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 8: Landry 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.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 9: By the end of the 2025-2026 school year, Landry Elementary will increase in the percentage of Pre-K students who meet expectations at the end of Pre-K on the Circle assessment from 66% to 70% percent of students On-Track.

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

Goal 1: By May of 2026, all security threats to entrances and procedures will be identified and addressed through monthly drills, updates, and safety walks.

High Priority

Evaluation Data Sources: Monthly drills and debriefs

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct monthly evacuation (Fire Drills). Landry will collaborate with local municipalities in developing appropriate plans for drills. Additional drills will be conducted at least twice per year such as: shelter and lockout.</p> <p>Strategy's Expected Result/Impact: Students and staff will become familiar with procedures and implement them with automaticity.</p> <p>Staff Responsible for Monitoring: Security Officer and staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May of 2026, Landry Elementary will increase community partnerships and campus volunteers by 20%.

Evaluation Data Sources: Visitor Sign-in, community involvement logs, and program attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet with community partners such as Valley Ranch Baptist Church and Cimarron Park Recreation Center quarterly to discuss campus successes and upcoming opportunities.</p> <p>Strategy's Expected Result/Impact: 20% increase in community involvement on campus.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, office staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide additional opportunities for parents and through curriculum nights, grade level nights, and parent meetings with the principal as well as providing curriculum support, materials, childcare, and make-take home resources that provide parents with the necessary support in meeting the needs of our students.</p> <p>Strategy's Expected Result/Impact: 10% increase in community involvement on campus.</p> <p>Staff Responsible for Monitoring: Administrators, counselor, office staff</p> <p>Funding Sources: Supplies and materials to promote Parent & Family Engagement - 211 Title I - 211-61-6399-00-121-30-000 - \$1,680</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 1: By May of 2025, overall office referrals at Landry Elementary will decrease by 10%.

High Priority

Evaluation Data Sources: Office Referral Data
Restorative Circle Data

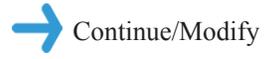
Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct daily Morning Meetings and create treatment agreements in all classrooms to establish a safe and inclusive environment for all.</p> <p>Strategy's Expected Result/Impact: The number of office referrals will decrease by at least 10%.</p> <p>Staff Responsible for Monitoring: Administrators, PAC coordinator, and counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide at least two social-emotional lesson for all classes PK-5 from the counselor. All students will understand the difference between a fixed mindset and a growth mindset, with the comprehension of why the latter produces the most favorable results due to the power of yet .</p> <p>Strategy's Expected Result/Impact: Decreased office referrals</p> <p>Staff Responsible for Monitoring: Assistant Principal and counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase and provide access to Live School that provides positive feedback for positive student social-emotional learning and behavior support from campus staff.</p> <p>Strategy's Expected Result/Impact: Diminish the number of office referrals by 10% and provide support for students' social emotional needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Live School to provide positive feedback, social-emotional learning, and behavior support - 211 Title I - 211-11-6399-00-121-30-000 - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of May 2026, Landry participation in community events and forums will increase by 10%.

Evaluation Data Sources: Attendance at community events
Attendance at community forums

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide positive communication with parents through face-to-face conferences, emails, phone calls, Parent Square, classroom newsletters, Family Nights, Communities in Schools, and social media, as well as School Parent Compact and Parent Involvement Policy.</p> <p>Strategy's Expected Result/Impact: Increased parent and community involvement. Parent and community volunteers will increase by at least 10% above that of 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Plan and provide Family and multicultural nights to engage all stakeholders in discussions regarding state standards, campus needs, campus diversity, and campus successes.</p> <p>Strategy's Expected Result/Impact: Learning owned by all stakeholders.</p> <p>Staff Responsible for Monitoring: Counselor, CIS coordinator, Dyslexia Interventionist</p> <p>Funding Sources: Provide experiences such as assemblies for students - 211 Title I - 211-11-6399-00-121-30-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: By May 2026, 40% of Landry students will participate in a Club or school organizations to enhance their school experience.

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer students the opportunity to choose a school club, ensemble, or organization for membership during membership rally.</p> <p>Strategy's Expected Result/Impact: 40% of students will be members of school organizations by May of 2025.</p> <p>Staff Responsible for Monitoring: Team Leaders</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Landry Elementary

Total SCE Funds: \$73,700.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I

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

1.1: Description of CNA Process

The CNA was conducted using data from multiple stakeholders (parents, administrators, teachers, and community members) through surveys and committee participation. Assessment areas included demographics, student achievement, school processes, and perceptions. The process focuses on academic growth and was approved on **May 15, 2025**.

1.2: Location for Evidence of Multiple Meetings Held

Meeting evidence includes CIC participation (p. 31), stakeholder engagement via surveys, and references to regular committee and planning meetings throughout the year.

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 plan was developed following CNA approval on **May 15, 2025**, and revised/approved by **August 7, 2025**. Formative reviews occur quarterly, and summative evaluation is conducted annually.

2.2: Stakeholders 1114(b)(2)

Stakeholders involved include parents, teachers, administrators, community members, and business representatives. Their participation is documented in the CIC roster.

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

The CIP is accessible on the district website with auto-translation features. Printed fliers and communications are bilingual (English and Spanish), and community meetings are offered in both languages.

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

Landry coordinates services from Title I, State Comp Ed, Special Education, and EB programs. Supports are aligned through the SNAP process, WIN time, small-group instruction, and SEL interventions.

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

The CIP includes:

- Academic support (PLC-driven goals, small group tutoring, instructional coaching)
- Extended learning time (WIN Time, after-school tutorials)
- Targeted interventions for EB, SPED, and economically disadvantaged students
- Social-emotional learning supports (LiveSchool, SEL curriculum, morning meetings)
- Family engagement through curriculum nights, volunteer events, and translated communication
- Regular professional development (DDI, writing alignment, cultural competency)

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 quarterly and annually. Evaluation is based on STAAR, MAP, iStation, discipline data, and parent/student/staff survey results. Adjustments to the plan are made as needed and tracked through formative/summative reviews.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melissa Williams	Title I Instructional RLA Coach	Title I	.5

Campus Improvement Committee

Committee Role	Name	Position
Librarian	Wendy Horton	Librarian
Special Education Teacher	Erin Smith	Special Education
Special Education Teacher	Brenda Hunter	Dyslexia Interventionist
Instructional Coach	Melissa Williams	ELAR Instructional Coach
Classroom Teacher	Kristen Mitchell	Math Instructional Coach
Parent	Gabrielle Starks	Parent
Parent	Priscilla Engelking	Parent
Parent	Gloria Thomas	Parent
Classroom Teacher	Samantha Daniel	Pre-K Teacher
Classroom Teacher	Shanon Bruton	Kindergarten
Classroom Teacher	Tashari Stringer	1st Grade
Classroom Teacher	Kaitlyn Thomas	2nd Grade
Classroom Teacher	Maya Fields	3rd Grade
Classroom Teacher	Judith Kendrick	4th Grade
Classroom Teacher	K'Yana Jackson	5th Grade Teacher
Specials Teacher	Elyssia Johnson	P. E.
Specials Teacher	Laurie Gruenloh	Theatre
Classroom Teacher	Jamilet Martinez	Gifted and Talented Teacher
School Counselor	Rayla Higginbotham	School Counselor
Administrator	Xzandria Turner	Assistant Principal
Administrator	LaDacher Jackson	Principal
Business Representative	Destiney Lowery	Community Member
Community Representative	Arthur Mendes	Community Member

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Provide supplemental intervention and resources for at-risk students		\$73,700.00
Sub-Total					\$73,700.00
Budgeted Fund Source Amount					\$73,700.00
+/- Difference					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books, instructional materials, and assessment resources.	211-11-6329-00-121-30-000	\$1,000.00
1	1	2	Title I Instructional Coach	211-13-6119-00-121-30-000	\$44,109.00
1	1	3	Writing prompts and professional learning for staff	211-13-6411-00-121-30-000	\$800.00
1	1	4	Tutors	211-11-6117-00-121-30-000	\$8,871.00
1	2	1	Incentives for academic achievement	211-11-6399-00-121-30-000	\$1,680.00
3	1	2	Supplies and materials to promote Parent & Family Engagement	211-61-6399-00-121-30-000	\$1,680.00
4	1	3	Live School to provide positive feedback, social-emotional learning, and behavior support	211-11-6399-00-121-30-000	\$6,000.00
5	1	2	Provide experiences such as assemblies for students	211-11-6399-00-121-30-000	\$500.00
Sub-Total					\$64,640.00
Budgeted Fund Source Amount					\$64,640.00
+/- Difference					\$0.00
Grand Total Budgeted					\$138,340.00
Grand Total Spent					\$138,340.00
+/- 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