

# **Carrollton-Farmers Branch Independent School District**

## **Grimes Education Center**

### **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

Mary Grimes Diploma Program served 221 students in grades 9-12 during the 2024-2025 school year. The diploma program is staffed with 4 teachers.

### Mary Grimes Moving on Up (MOU) and Functional Skills Workshop (FSW) Programs demographics based on the 2024-2025 school year

Mary Grimes MOU & FSW served 50 students in the 18+ program. The Moving on Up program is staffed with (2) teachers and (3) paraprofessionals. The Functional Skills Workshop program is staffed with (4) teachers and (7) paraprofessionals.

Group	Count	Percent %
Female	86	39
Male	135	61
Hispanic	161	73
AA	19	9
White	2	1
GT	6	2.7
504	8	3.6
EB	108	49
Eco Dis	136	62
MV	7	3.1

### Demographics Strengths

Students attending Mary Grimes Educational Center have access to a school nurse as needed.

188 graduates from the Dropout Recovery/Diploma Program.

9 diploma students were early graduates

No diploma students will age out for the 2024-2025 school year

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

**Problem Statement 1 (Prioritized):** MOU/FSW: Students are aging out instead of attaining employment.

**Root Cause:** Students come to Mary Grimes without sustainable job training.

# Student Learning

## Student Learning Summary

STAAR End of Course Data all students meeting expectations at Approaches or higher

### US History

(31) total testers

81% no Y to Y difference

### Algebra

(19) total testers.

Decrease from 74% to 58%

### Biology

(6) total testers.

Decrease from 33% to 25%

### English 1

(21) total testers

Increase from 5% to 9%

### English 2

24 total testers

Decrease from 17% to 19%

### CCMR

165 met out of 188 grads

$165/188=88\%$

### **Student Learning Strengths**

217 students served in the diploma program and 188 graduates during the 2024-2025 school year.

9 students who served in the diploma program during the 2024-2025 school year were considered Early Grads.

An increase

50 students served in the MOU/FSW program.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Our DR students are performing low in STAAR EOC exams.

**Root Cause:** Students are struggling to meet expectations on the English 1 and English 2 EOC exams.

**Problem Statement 2 (Prioritized):** Low attendance affects graduation rates and number of credits earned.

**Root Cause:** Students are under the impression that attendance at Grimes isn't mandatory.

# School Processes & Programs

## School Processes & Programs Summary

Mary Grimes Diploma program is an alternative education program for students that need a flexible, supportive path to successful learning, graduation and future.

Mary Grimes Moving on Up and Functional Skills Workshop serves special needs students that are 18+ in the district.

## School Processes & Programs Strengths

Mary Grimes students are on a traditional schedule instead of a block, which provides flexibility to students in the Diploma program. The use of a computer-based curriculum provides flexibility to teachers so they can advise students often on courses needed for graduation. Students in the Moving on Up and Functional Skills Workshop have a wide variety of job sites they can visit to improve their employability skills.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Mental health has declined. Overdoses, suicidality, and Self-harm has increased dramatically.

**Root Cause:** Societal issues and the student population specific to Mary Grimes produces a concentration of students with increased mental health needs.

# Perceptions

## Perceptions Summary

Diploma program motivates students individually to graduate high school at their own pace.

MOU/FSW prepares students to work independently or attend a structured day habilitation.

## Perceptions Strengths

The diploma program provides the environment that some students need to individualize their graduation plan. The program gives at-risk students the opportunity to focus and refine a timeline for their strengths and needs while being monitored in a small group setting. The diploma program has flexible seating for students such as couches and other chairs instead of just traditional desks.

MOU/FSW students are held to high expectations for independence and self care after graduating from CFB Special Education.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students lack access to and knowledge of post-high school education and training opportunities.

**Root Cause:** Primary focus on graduation

**Problem Statement 2 (Prioritized):** Students are aging out before moving on to outside agency or employment.

**Root Cause:** Individual Education Plans are not written as an aggressive timeline to meet self care and independent goals.

# Priority Problem Statements

**Problem Statement 1:** MOU/FSW: Students are aging out instead of attaining employment.

**Root Cause 1:** Students come to Mary Grimes without sustainable job training.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our DR students are performing low in STAAR EOC exams.

**Root Cause 2:** Students are struggling to meet expectations on the English 1 and English 2 EOC exams.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Low attendance affects graduation rates and number of credits earned.

**Root Cause 3:** Students are under the impression that attendance at Grimes isn't mandatory.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Mental health has declined. Overdoses, suicidality, and Self-harm has increased dramatically.

**Root Cause 4:** Societal issues and the student population specific to Mary Grimes produces a concentration of students with increased mental health needs.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Students lack access to and knowledge of post-high school education and training opportunities.

**Root Cause 5:** Primary focus on graduation

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Students are aging out before moving on to outside agency or employment.

**Root Cause 6:** Individual Education Plans are not written as an aggressive timeline to meet self care and independent goals.

**Problem Statement 6 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

## 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

### **Parent/Community Data**

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

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

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Guiding Objectives

Revised/Approved: July 14, 2025

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** Students participating in MOU and FSW will demonstrate work-ready behavior, such as, but not limited to, toileting, functional communication, vocational stamina, and socially appropriate behavior, as shown by 20% of our students attaining employment or a post-education transition plan by the end of the school year.

**High Priority**

**Evaluation Data Sources:** IEP and Transition plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Having clear expectations for each program, including grooming. Send home a self-care/dress code checklist to be used each morning. Share expectations with parents, stressing the goals of the programs (employment or connections with community/state transition services). Research different outside agencies such as TWC and Metrocare Services.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in students meeting their self-care goals.</p> <p><b>Staff Responsible for Monitoring:</b> MOU and FSW teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	Review cells are empty			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

## Goal 1 Problem Statements:

Perceptions
<p><b>Problem Statement 2:</b> Students are aging out before moving on to outside agency or employment. <b>Root Cause:</b> Individual Education Plans are not written as an aggressive timeline to meet self care and independent goals.</p>

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

**Goal 2:** By the end of the school year, the Algebra I STAAR EOC will increase from 74 to 80% at Approaches and higher.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Approaches: 74%

Meets: 21%

Masters: 0%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase number of tutorial sessions from 1 per week to 2-3 times per week based on 2025-2026 assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase performance for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Admin and teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				

**Goal 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Our DR students are performing low in STAAR EOC exams. <b>Root Cause:</b> Students are struggling to meet expectations on the English 1 and English 2 EOC exams.</p>
<p><b>Problem Statement 2:</b> Low attendance affects graduation rates and number of credits earned. <b>Root Cause:</b> Students are under the impression that attendance at Grimes isn't mandatory.</p>

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

**Goal 3:** By the end of the school year, the Biology STAAR EOC will increase from 33 % to 70% at Approaches and higher.

**High Priority**

**Evaluation Data Sources:** Approaches: 33%

Meets: 17%

Masters: 0%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase tutorial sessions from 1 per week to 2 times per week based on assessment data from 2025-2026.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance on STAAR Biology EOC and increased participation in tutorials</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Our DR students are performing low in STAAR EOC exams. <b>Root Cause:</b> Students are struggling to meet expectations on the English 1 and English 2 EOC exams.</p>
<p><b>Problem Statement 2:</b> Low attendance affects graduation rates and number of credits earned. <b>Root Cause:</b> Students are under the impression that attendance at Grimes isn't mandatory.</p>

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

**Goal 4:** By the end of the school year, the English I STAAR EOC will increase from 9% to 50% at Approaches and higher.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Approaches: 9%

Meets: 5%

Masters: 0%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase tutorial sessions from 1 per week to 3-4 times per week based on assessment data from 2025-2026</p> <p><b>Strategy's Expected Result/Impact:</b> Increase performance on E1 EOC and increased participation in tutorials</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use disaggregated data from STAAR E1 and E2 scores to develop and implement strategies across all subject area tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers addressing designated strategies in all Eng, Alg, Bio, and US tutorials will increase exposure and application of targeted weak areas.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

#### Goal 4 Problem Statements:

#### Student Learning

**Problem Statement 1:** Our DR students are performing low in STAAR EOC exams. **Root Cause:** Students are struggling to meet expectations on the English 1 and English 2 EOC exams.

**Problem Statement 2:** Low attendance affects graduation rates and number of credits earned. **Root Cause:** Students are under the impression that attendance at Grimes isn't mandatory.

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

**Goal 5:** By the end of the school year, the English II STAAR EOC will increase from 31% to 60% at Approaches and higher.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Approaches: 31%

Meets: 14%

Masters: 14%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase tutorial sessions from 1 per week to 3-4 times per week based on assessment data from 2025-2026.  <b>Strategy's Expected Result/Impact:</b> Increased performance on E2 EOC and increased participation in tutorials  <b>Staff Responsible for Monitoring:</b> Admin and teachers</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,                      Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use disaggregated data from STAAR E1 and E2 scores to develop and implement strategies across all subject area tutorials.  <b>Strategy's Expected Result/Impact:</b> Teachers addressing designated strategies in all Eng, Alg, Bio, and US tutorials will increase exposure and application of targeted weak areas.  <b>Staff Responsible for Monitoring:</b> Teachers and admin</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,                      Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 5 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Our DR students are performing low in STAAR EOC exams. **Root Cause:** Students are struggling to meet expectations on the English 1 and English 2 EOC exams.

**Problem Statement 2:** Low attendance affects graduation rates and number of credits earned. **Root Cause:** Students are under the impression that attendance at Grimes isn't mandatory.

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

**Goal 6:** By the end of the 2025-2026 school year, Grimes will increase in the CCMR percentage from 27% to 85%.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** State Accountability Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor each student through Student Diploma Data, Graduate Sheet, and Texas College Bridge Data.  <b>Strategy's Expected Result/Impact:</b> Students will graduate College, Career, and Military Ready.  <b>Staff Responsible for Monitoring:</b> Lead Administrator, Teacher/Advisors</p> <p><b>TEA Priorities:</b>            Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 1:** Optimize Engaging and Diverse Learning

**Goal 7:** By the end of the 2025-2026 school year, Grimes will increase its overall campus graduation rate from 84% to 90%.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Grimes Student Sheet and Graduate Sheet. In 2024-2025, Grimes had 182 students graduate out of 216 enrolled students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor each student through Student Diploma, Student Data, Graduate Sheet, Student Worksheets, and Daily Progress Sheets.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet all requirements for graduation, including CCMR through Texas College Bridge completion.</p> <p><b>Staff Responsible for Monitoring:</b> Lead Administrator, Teacher/Advisors</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, 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 8:** By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** TELPAS scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Emergent Bilingual students will have support from Rebecca Illescas from the Multilingual department.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their proficiency levels and pass necessary STAAR EOC tests.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, Multilingual tutor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</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 1:** Optimize Engaging and Diverse Learning

**Goal 9:** Grimes will increase the percentage of students scoring at the 60th percentile or higher on the Algebra I MAP growth test from 33 % to 50%.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Fall, Winter, Spring MAP Achievement Overview report.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students who need to retest for the Algebra STAAR EOC will take the Algebra I MAP test if they are enrolled at the time of the Fall, Winter, or Spring administrations. These students will have the opportunity to participate in STAAR tutorials 3 times per week for 60 minutes each time.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will score in the 60th percentile or higher and increase overall performance on Algebra I STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> 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 10:** Grimes will increase the percentage of students scoring at the 60th percentile or higher on the Reading MAP Growth test from 20 % to 50%

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Reading MAP Achievement Overview Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students who need to retest for the E1/E2 STAAR EOC will take the Reading MAP test if they are enrolled at the time of the Fall, Winter, or Spring administrations. These students will have the opportunity to participate in STAAR tutorials 4 times per week for 60 minutes each time.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will score in the 60th percentile or higher and increase overall performance on E1/E2 STAAR EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Goal 1:** Throughout the school year, teachers will work with counselors to determine a process for meeting the mental health needs of our students.

**High Priority**

**Evaluation Data Sources:** List of students in need of counselor reviewed and documented during weekly meetings.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Document needs and student requests for counselor services throughout the year during weekly meetings. Entrance and exit survey data will be reviewed at appropriate times of the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Mental and emotional needs of students will be addressed resulting in safe, effective instructional environment.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Campus Admin</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Mental health has declined. Overdoses, suicidality, and Self-harm has increased dramatically. <b>Root Cause:</b> Societal issues and the student population specific to Mary Grimes produces a concentration of students with increased mental health needs.</p>

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

**Goal 2:** 75% of training for MOU/FSW staff will be a hands-on practical format to apply the methods needed to emotionally and physically meet the needs of MOU/FSW students.

**High Priority**

**Evaluation Data Sources:** meeting and staff development agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-planned agendas for Staff Development days will have a hands-on format for staff application and practice of struggling needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have the confidence and tools to address student personal care.</p> <p><b>Staff Responsible for Monitoring:</b> MOU/FSW paraprofessionals and teachers and admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, 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:** We will secure one partnership in MOU/FSW and diploma by the end of the Fall and Spring Semester to aid in community engagement and student enrichment.

**Evaluation Data Sources:** Calendar of talks, meetings, and community events

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Reach out to Brookhaven/Dallas College to bring in a speaker/advisor 1x per semester to discuss certifications and degrees offered at Dallas College Bring in potential employers/trainers in industries nearby such as HVAC, car dealer/auto mechanic/welding/cosmetology, to talk to students about career readiness opportunities that provide paid training. Wednesday circle topic: post-high school plans/opportunities/next actual steps. <b>Strategy's Expected Result/Impact:</b> Students will have a clear post-high school plan. <b>Staff Responsible for Monitoring:</b> Diploma teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> For MOU/FSW, contact local resources such as the Chamber of Commerce, Rotary Club, as well as local churches and businesses to support. Research and invite representatives from outside agencies to speak with students and families. <b>Strategy's Expected Result/Impact:</b> Community support and increase in the number of families connected to outside agencies. <b>Staff Responsible for Monitoring:</b> MOU/FSW teachers and admin</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 1 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** MOU/FSW: Students are aging out instead of attaining employment. **Root Cause:** Students come to Mary Grimes without sustainable job training.

**Perceptions**

**Problem Statement 2:** Students are aging out before moving on to outside agency or employment. **Root Cause:** Individual Education Plans are not written as an aggressive timeline to meet self care and independent goals.

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

**Goal 1:** The mental health and emotional needs will be addressed on a routine basis not just as needed.

**High Priority**

**Evaluation Data Sources:** Entrance and Exit surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> At the end of 1st semester, implement changes based on survey feedback.                      Adjust orientation forms to include an enter/exit survey.                      Have all returning and new students fill out enter survey on 1st day.                      Students fill out the exit portion when they enter the last credit club to see what they still need before they graduate and assess whether we met their individual needs.                      Advisors/diploma team reads and enter surveys within 1 week of orientation  <b>Strategy's Expected Result/Impact:</b> Earlier support for students  <b>Staff Responsible for Monitoring:</b> Diploma teachers</p> <p><b>TEA Priorities:</b>                      Connect high school to career and college, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Document needs and student requests for counselor services throughout the year during weekly meetings.                      Entrance and exit survey data will be reviewed at appropriate times of the year.  <b>Strategy's Expected Result/Impact:</b> Document needs and student requests for counselor services throughout the year during weekly meetings. Entrance and exit survey data will be reviewed at appropriate times of the year.  <b>Staff Responsible for Monitoring:</b> Diploma teachers and admin</p> <p><b>TEA Priorities:</b>                      Connect high school to career and college, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1 Problem Statements:**

**Student Learning**

**Problem Statement 2:** Low attendance affects graduation rates and number of credits earned. **Root Cause:** Students are under the impression that attendance at Grimes isn't mandatory.

**School Processes & Programs**

**Problem Statement 1:** Mental health has declined. Overdoses, suicidality, and Self-harm has increased dramatically. **Root Cause:** Societal issues and the student population specific to Mary Grimes produces a concentration of students with increased mental health needs.

**Perceptions**

**Problem Statement 1:** Students lack access to and knowledge of post-high school education and training opportunities. **Root Cause:** Primary focus on graduation

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

**Goal 1:** All MOU and FSW classes will utilize transportation services to go to job sites, as well as community outings at least once every nine weeks.

**Evaluation Data Sources:** Community-Based Initiative Calendar

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Secure CFB transportation for the school year for single class outings. Secure additional vehicles from the district, allowing more classes to leave campus more often. Create an equitable vocational schedule every 9 nine weeks - all classes get to go out</p> <p><b>Strategy's Expected Result/Impact:</b> Organized planned activities to increase community engagement for students.</p> <p><b>Staff Responsible for Monitoring:</b> teachers and admin</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Goal 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> MOU/FSW: Students are aging out instead of attaining employment. <b>Root Cause:</b> Students come to Mary Grimes without sustainable job training.</p>

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

**Goal 2:** Each 9 week period, create and share with the district counseling department, a list of students who need home visits. Add to "Student Concerns" in Agenda "Chronic Absent" along with interventions already done.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hold a monthly Grimes Grad Team meeting that includes an attendance plan that can be tracked in the diploma student data sheet. In addition, home visit referrals will be tracked .                      Make referrals during Grimes Grad Team meetings once per 9 weeks.  <b>Strategy's Expected Result/Impact:</b> Earlier interventions for students at risk.  <b>Staff Responsible for Monitoring:</b> Diploma teachers &amp; Admin</p> <p><b>TEA Priorities:</b>                      Connect high school to career and college, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Low attendance affects graduation rates and number of credits earned. <b>Root Cause:</b> Students are under the impression that attendance at Grimes isn't mandatory.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Mental health has declined. Overdoses, suicidality, and Self-harm has increased dramatically. <b>Root Cause:</b> Societal issues and the student population specific to Mary Grimes produces a concentration of students with increased mental health needs.</p>
Perceptions
<p><b>Problem Statement 1:</b> Students lack access to and knowledge of post-high school education and training opportunities. <b>Root Cause:</b> Primary focus on graduation</p>

# State Compensatory

## Budget for Grimes Education Center

**Total SCE Funds:** \$587,000.00

**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, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

# Title I

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

### 1.1: Description of CNA Process

Not applicable as not a Title 1 campus.

### 1.2: Location for Evidence of Multiple Meetings Held

Not applicable as not a Title 1 campus.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Not applicable as not a Title 1 campus.

### 2.2: Stakeholders 1114(b)(2)

Not applicable as not a Title 1 campus.

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

Not applicable as not a Title 1 campus.

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

Not applicable as not a Title 1 campus.

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

Not applicable as not a Title 1 campus.

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

### **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

Not applicable as not a Title 1 campus.

# 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