

# Fort Bend Independent School District

## Goodman Elementary

### 2024-2025 Campus Improvement Plan

Includes TEA Targeted Improvement Plan Requirements



# Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Goodman elementary will provide high quality instruction, celebrate diversity, and promote a safe learning environment for all students through measurable actions and systems to be implemented by all stakeholders.

# Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District’s Profile of a Graduate.

Goodman Elementary strives to be an exemplary campus focused on student centered practices and inclusiveness in a safe and supportive learning environment.

# Value Statement

LGE strives to grow all scholars beyond what we can imagine!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Goodman Elementary is located in FBISD, in Fresno, TX. The student population is 870 students, and it is a K-5th grade campus. 50.4% of the students are female, and 49.5% of the students are male. 65% of the students are Hispanic, 30.2% are African American, 2.29% are multi-Racial, 1.6% White 0.3% American Indian/Alaskan, 0.2% Native Hawaiian and 0.1% are Asian.

6.38% of our students are dyslexic and 1.94% of the students participate in the gifted and talented program. We have 12.90% of students in special education. 63.40% of our students are in the emergent bilingual program. 44.52% of our students are bilingual and 5.55% of the students are English as a second language. We are a school wide Title One program at 100%. 63.38% of our students are at risk and 0.97% of our students are in foster care. Our economic disadvantage total is 87.38% and our free and reduced meals percentage is 81.55% while the reduced-price meals are at 4.72%. We have eight homeless students on our campus, five of our students are doubled up, and two of our students are living in a hotel/motel. The campus also has 18 staff members serving as administrative support, 47 teachers, and 13 educational aides. The attendance rate averages at 94.25%. Our total parent participation rate has increased with active contacts.

The CNA process was completed by having all staff participate on a committee for one of the multiple measures of data. Staff were assigned dates/times for meeting and reviewing supporting data for identifying root causes and problem statements. Each committee shared their findings with the entire staff for discussion and revisions, and afterwards, adopted the CNA. The CNA/CIP are located on the school's website at <https://www.fortbendisd.com/lge> Alongside the CNA, the PFE policy was reviewed and revised to encompass the vision, mission, and revised goals of the campus. The PFE is available in both English and Spanish and shared on the school's website at <https://www.fortbendisd.com/lge> . It was also distributed to families during Open House and Title 1 Parent Night. The PFE policy is also accessible to families in the school's front office.

### Demographics Strengths

#### Demographics Strengths

This campus has a diverse student population including a mix of ethnicities, nationalities and cultural backgrounds which can foster a rich learning environment and enhance cultural competence among students. Another demographics strength is that the campus has consistent programs to serve our bilingual, economically disadvantaged, GT, and special education students.

The last TPAC (Title 1 Parent Advisory Council) was held on April 22 and May 6, 2024 at 4pm. The members were: Dr. Sutton – Principal Agnes Rangel – Parent Ed. S. Watkins - SCR Crystal Jean Baptiste – Parent Erika Franco – Parent Glendy Gutierrez – Parent Diana Gutierrez – Parent Maria Mendoza – Parent Leanette Anderson – Parent Crystal Pryor – Parent Catherine Valdez – Parent

### Stakeholders Involved in Developing CNA/CIP:

Dr. Jonathan Sutton \_ Principal  
Lakiva Scott- Assistant Principal  
Gilberto Elissetche Assistant Principal  
Shavonda Watkins SCR-Title I and Literacy Interventionist  
Lakisha Wells Classroom Teacher 4th grade Math/Science-Team Leader Classroom Teacher  
Pamela Coleman classroom teacher fifth Math/Science Classroom Teacher  
Maria Ibarra classroom teacher fifth ELA/S.S Classroom Teacher  
Lartricia Hicks classroom teacher fifth ELA/S.S Classroom Teacher  
Tereka Davenport ELA Instructional Coach  
Tammy Hunter Math Instructional Coach  
Grissel Baylon Bil.Specialist  
Latorya Credit Math Interventionist  
Newsome Kinder Classroom Teacher  
Agnes Rangel Parent Coordinator  
Mallory Allen Music Teacher  
Lakeytra Ross Counselor Non-classroom Professional  
Alex Soler business partner Business Representative

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

**Problem Statement 1:** Bilingual students are not performing to the desired level of proficiency.

**Root Cause:** Goodman has a growing number of new comers who are facing difficulties with language development and who have no prior schooling.

# Student Learning

## Student Learning Summary

STAAR scores for the campus per content:

Math - 47% Did not meet, 26% approaches, 17% meets, and 10% masters

Reading - 39% Did not meet, 29% approaches, 23% meets, and 10% masters

Science - 64% Did not meet, 23% approaches, 8% meets, and 5% masters

STAAR Interim Data per content:

STAAR Math Raw scores- 42% "likely passed", 40% "zone of uncertainty", 9% "likely did not passed"

STAAR Reading Raw scores- 53% "likely passed", 38% "zone of uncertainty", 8% "likely did not passed"

STAAR Science-38% "likely passed", 50% "zone of uncertainty", 12% "likely did not passed"

STAAR Math Raw scores (Spanish) - 25% "likely passed", 75% "zone of uncertainty", 16% "likely did not passed"

STAAR Reading Raw scores (Spanish)- 25% "likely passed", 46% "zone of uncertainty", 29% "likely did not passed"

Primary grades (K-2) BAS results- 20.5% on grade level, 79.5% below grade level

Primary grades (K-2) Ren360 results- 37.5% at or above, 15.4% on watch, 20.6% intervention, 26.5% urgent intervention

## Student Learning Strengths

Student Learning Strengths REN360 data scores shows an increase from BOY to MOY for reading and math:

(Reading) BOY to MOY= +3

(Math) BOY to MOY= +4

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** All primary grades are below grade level in BAS reading scores. Ren360 scores do not correlate with BAS scores.

**Root Cause:** Consistent guided reading and small group instruction must be happening with fidelity in all classrooms daily.

**Problem Statement 2:** Learning expectations are not clearly explained to students.

**Root Cause:** Teacher exemplars are needed to explain the expected outcome to then be better understood and shared with students.

**Problem Statement 3:** Parents are not kept informed about child's grades and academic progress.

**Root Cause:** Parents lack knowledge on how to access student grades and there is a need for improved parent/teacher communication.

**Problem Statement 4:** Students are performing below grade level in math according to TX-KEA (K), Ren360, district assessments, STAAR interim (3-5), and STAAR data.

**Root Cause:** There is a need for proper implementation of the CRA model during Tier 1 instruction and effective implementation of guided math.

**Problem Statement 5:** Students overall performance in science is slowly decreasing.

**Root Cause:** There is a need to vertically align science instruction and provide more opportunities for effective science lesson planning in PLC.

**Problem Statement 6:** Bilingual students are not performing to the desired level of proficiency.

**Root Cause:** Goodman has a growing number of new comers who are facing difficulties with language development and who have no prior schooling.

# School Processes & Programs

## School Processes & Programs Summary

### School Processes & Programs Summary

Goodman Elementary has clearly defined scheduled block of time that teachers utilize regarding providing daily reading, math, science, stem, and extracurricular intervention and enrichment support. Campus CST data as well as campus formative assessments demonstrate that tasks are aligned to the TEKS. Teachers on campus utilize digital learning management systems, such as Ren 360 to identify tiered intervention support for the students. This data enables the teachers to also identify student areas of focus for interventions. Once students have been identified as needing additional support, clear SST processes on campus help to identify additional support that the students may need.

Many students at Goodman Elementary participate in the additional extracurricular activities on campus. Some of these are the soccer, National Honor Society, Student Council, and step team. In our classrooms at Goodman Elementary student ownership of learning practices such as checklists, rubrics, and student-centered learning intentions and success criteria were evident within our campus CST walks and campus walks. We will continue to provide the additional extracurricular support to the students. We want to continue to engage our students at Goodman Elementary and will focus on offering additional opportunities for the students in the areas of literacy, mathematics, fine arts, and stem. Additional learning experiences both on campus and off campus will enrich the students at Goodman in the areas of literacy, mathematics, fine arts, and stem. During the school year, teachers were provided with ongoing professional development sessions that were based on high quality resources, data driven instruction and intervention.

During the school year, new staff is supported individually by an instructional coaches. Teachers work with students based on their needs as well as their personality.

## School Processes & Programs Strengths

### School Processes & Programs Strengths Strengths:

Student mentoring program to allow students someone to confide in and talk to PBIS Reward System has decreased discipline. Students are motivated to make better choices. Increase in student academic scores due to small group interventions. After School Program support students in making better choices to keep up their grades and behavior to stay in class. Science provides students with more hands-on experiences and can support with targeting their academic needs. Literacy and math Intervention system were placed during the day to supports with closing the gap as well as supporting students meeting grade level TEKS. Teachers walk away from PD with intentional and specific strategies to instantly use in class. PD Sessions are intentional and address a wide variety of needs (academically and behaviorally). Staff that are present are active participants in PD sessions. Consequences for problem behaviors are defined clearly and consistently. (Schoolwide and classroom) Students experience high rates of academic success for families to receive training on behavioral support/positive parenting strategies.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students including Vista students aren't engaged in enrichment/ancillary assignments .

**Root Cause:** There is a need to intentionally plan for enrichment/ancillary programs to support differentiation activities to help meet the needs of students including Vista students.

**Problem Statement 2:** 28% of parents do not feel there are enough extracurricular activities, clubs, and/or organizations available to interest students.

**Root Cause:** Campus has insufficient sponsorship from staff and stakeholders to sponsor, create or provide resources for students to participate in additional extracurricular activities.



# Perceptions

## Perceptions Summary

### Perceptions Summary:

Parents and community partners are involved in the educational process and information is provided to parents. Stakeholders are included in decision making process for the campus and are informed on how they can be part of the process. During quarterly after school events, there has been an opportunity for community partnerships to participate and share information. Parents indicated on the K12 Survey of their positive perception of the campus and its culture. At this time, parents feel welcome entering their child's school. We have also received more community partnerships this year in comparison to the past; therefore, increasing our community and engagement. However, they feel that their child doesn't always take advantage after school clubs. They also feel that they aren't always in the know regarding community organizations that provide support to the campus. They would like for teachers to show students how lessons relate to life outside of the school. It would also be appreciated for feedback to be given to students in a timely manner.

## Perceptions Strengths

### Perceptions Strengths:

Parents feel as if they receive more communication Parents feel more welcome on campus. Schoolwork is meaningful and relevant. My child is being prepared to do well in the next grade or after graduation. Student receive the individual support they need to prepare for the future. My child is excited to go to school. There is a teacher, counselor, or other staff member to whom a student can go to for help with a school problem. Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent survey indicates the campus needs to continue to reach out to parents and the community to establish a more consistent communication system.

**Root Cause:** There is a need to commit to and provide additional systematic ways of communication to all stakeholders.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District 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
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

By June 2025, Goodman will improve tier I instruction as it relates to supporting emergent bilingual students through professional learning on designing tier one instruction that allows access to the content, progress monitoring EB performance on formative and summative assessments, and targeted language development opportunities in order to close the academic achievement gap between emergent bilingual and non-emergent bilingual students as evidenced through the indicators of success.

**Performance Objective 1:** By June 2025, LGE will improve the effectiveness of Tier I instruction in ELAR, math, and science through the use of aligned curriculum, data driven instruction, and student ownership of learning practices as evidenced through the indicators of success.

## **High Priority**






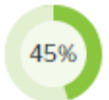
### **HB3 Goal**







**Indicators of Success:** STAAR, BAS, CLI, TELPAS, Attendance, MAP, Benchmarks, interim Assessments, Checkpoints







By June 2025, LGE will increase student performance on MAP in reading and math by at least 25% from the BOY to EOY assessment.

By June 2025, LGE will increase student performance on STAAR in reading, math, and science by at least 25% from the 23-24 school year.







By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25% .







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Small group instruction and learning stations will take place in reading, math, and science 4-5 times per week to close achievement gaps for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase student performance on MAP in reading and math by at least 20% from the BOY to EOY assessment.</p> <p>By June 2025, LGE will increase student performance on STAAR in reading, math, and science by at least 15% from the 23-24 school year with project base learning tools.</p> <p>By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 20% .</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Specialist, Content Leads, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Integrate science explorations at least once a week that are aligned with the 5E model to give all students hands-on experiences with science concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 24-25 school year using project base learning tools. .</p> <p><b>Staff Responsible for Monitoring:</b> administration, coaches, specialist, teachers, content leads</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Integrate sheltered instruction strategies daily across content to improve the language development for all students. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase student performance on MAP in reading and math by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading, math, and science by at least 25% from the 22-23 school year By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25% . <b>Staff Responsible for Monitoring:</b> Administration, Coaches, Specialist, Content Leads, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement daily interventions/enrichment through flexible grouping to close achievement gaps for all students. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase student performance on MAP in reading and math by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading, math, and science by at least 25% from the 24-25 school year using project base learning tools. <b>Staff Responsible for Monitoring:</b> administration, coaches, specialist, teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				








Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Implement student ownership of learning for all students through the use of rubrics, checklists, and feedback protocols 3-4 times per week. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE5will increase student performance on MAP in reading and math by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading, math, and science by at least 25% from the 24-25 school year. By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25%. <b>Staff Responsible for Monitoring:</b> Administration, Coachers, Teachers, Paras, Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Implement weekly productive PLC systems and structures that supports the use of best practices in instruction and assessment allowing for collaborative planning, unit planning, concept mapping, improving teacher clarity, the co-creation of summative and formative assessments and the use of EAA protocols (DDI) and micro-teaching tools. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE5will increase student performance on MAP in reading and math by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading, math, and science by at least 25% from the 24-25 school year in collaborations with PLCs and district Learning Walks. By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25%. <b>Staff Responsible for Monitoring:</b> Administration, Coachers, Teachers, Paras, Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 - <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		Formative			Summative
		Oct	Dec	Feb	June
					



Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Implement tutorials in the fall and spring to close achievement gaps for Tier 2 and 3 students. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE5will increase student performance on MAP in reading and math by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading, math, and science by at least 25% from the 24-25 school year. By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25%. <b>Staff Responsible for Monitoring:</b> Administration, Coachers, Teachers, Paras, Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Hand to Mind , The Story Box - 211 Title I-A - \$10,000	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Implement fall and spring Saturday Camps for students to reteach difficult skills, provide enrichment experiences, and close achievement gaps in content areas. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE5will increase student performance on MAP in reading and math by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading, math, and science by at least 25% from the 24-25 school year. By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25%. <b>Staff Responsible for Monitoring:</b> Administration, Coachers, Teachers, Paras, Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Hand to Mind, The story Box - 211 Title I-A - \$5,000	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 9 Details		Reviews			
<b>Strategy 9:</b> Utilize supplemental print and digital materials daily to meet the differentiated needs of all students. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE5 will increase student performance on MAP in reading and math by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading, math, and science by at least 25% from the 24-25 school year. By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25%. <b>Staff Responsible for Monitoring:</b> Administration, Coachers, Teachers, Paras, Specialist, Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Sirius Math and Reading - 211 Title I-A - \$20,000		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 10 Details		Reviews			
<b>Strategy 10:</b> Engage all students in enriching experiences connected to ELAR, Math, Science, and Social Studies content through field trips during the fall and spring per grade level. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE5 will increase student performance on MAP in reading and math by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading, math, and science by at least 25% from the 24-25 school year. By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25%. <b>Staff Responsible for Monitoring:</b> Administration, Coachers, Teachers, Paras, Specialist, Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Funding Sources:</b> - 211 Title I-A - \$10,000		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 11 Details		Reviews			
<b>Strategy 11:</b> Provide content professional development, literature and digital professional resources, and conference opportunities for instructional staff and administration with emphasis on supporting LEP, SPED, and GT students. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE5 will increase student performance on MAP in reading and math by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading, math, and science by at least 25% from the 24-25 school year. By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25% <b>Staff Responsible for Monitoring:</b> Administration, Coachers, Teachers, Paras, Specialist, Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Funding Sources:</b> Region IV - 211 Title I-A - \$3,000		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 12 Details		Reviews			
<b>Strategy 12:</b> LGE will implement enrichment opportunities for identified GT students during the enrichment blocks. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase the number of Vistas and GT students by 15%. <b>Staff Responsible for Monitoring:</b> Administration, Coachers, Teachers, Paras, Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 13 Details	Reviews			
<b>Strategy 13:</b> ELA classrooms will implement the balanced literacy model to include reading workshop, writing workshop, phonics/word study, and interactive read alouds on a weekly basis. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE5 will increase student performance on MAP in reading and math by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading, math, and science by at least 25% from the 24-25 school year. By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25% <b>Staff Responsible for Monitoring:</b> Administration, Coachers, Teachers, Paras, Specialist, Interventionist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Dec	Feb	June
				
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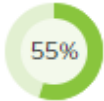

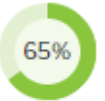
**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.







**Performance Objective 1:** By June of 2025, Goodman Elementary will improve student ownership of behavior practices through PBIS and restorative practices as demonstrated by empowering students to set and meet personal goals, implementing campus wide positive behavioral systems, and increasing awareness and supportive response of trauma informed instructional practices by staff as evidenced through the indicators of success.











**High Priority**

**Indicators of Success:** STAAR, BAS, CLI, TELPAS, Attendance, MAP, Benchmarks, Interim Assessments, Checkpoints

By June 2025, LGE will increase positive responses regarding bullying from 70% to at least 95% on the end of the year Title I Survey.  
By June 2025, LGE will decrease inappropriate physical contact by 50%..

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement PBIS framework including schoolwide expectations to improve the culture and climate for all students and staff.  <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase positive responses regarding bullying from 70% to at least 95% on the end of the year Title I Survey using counselor guiding lessons. By June 2025, LGE will decrease inappropriate physical contact by 50%.. <b>Staff Responsible for Monitoring:</b> Admin, Counselor, Instructional coaches, Interventionist, Teachers, Paraprofessionals  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Implement respect agreements for all stakeholders to improve the culture and climate for staff and students. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase positive responses regarding bullying from 70% to at least 95% on the end of the year Title I Survey. By June 2025, LGE will decrease inappropriate physical contact by 50%.. <b>Staff Responsible for Monitoring:</b> Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Implement behavioral and academic goal setting for all students every 3-6 weeks. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase positive responses regarding bullying from 70% to at least 95% on the end of the year Title I Survey. By June 2025, LGE will decrease inappropriate physical contact by 50% using counselor guided lessons. <b>Staff Responsible for Monitoring:</b> Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide monthly incentives for all students and staff to increase positive behaviors and attendance. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase positive responses regarding positive behavior from 70% to at least 95% on the end of the year Title I Survey. By June 2025, LGE will decrease inappropriate physical contact by 60%. <b>Staff Responsible for Monitoring:</b> Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> - 199 General Fund - \$2,000	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement circles and counseling supports to address the SEL needs of all students and staff. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase positive responses regarding positive behavior from 70% to at least 95% on the end of the year Title I Survey. By June 2025, LGE will decrease inappropriate physical contact by 60%. <b>Staff Responsible for Monitoring:</b> Admin, Counselor, Instructional coaches, Interventionists, Teachers, Paraprofessionals  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
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**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By June of 2025, Goodman Elementary will improve the retention rate of high-quality teachers and staff through mentorship, professional development, and PLC support to positively impact student achievement and culture and climate as evidenced through the indicator of success.










**High Priority**








**Indicators of Success:** Walkthrough Data, Staff Surveys, Culture/Climate Year at a Glance Calendar, PLC minutes, Staff Feedback Agendas and Minutes

By June 2025, the EOY staff retention rate will increase from 93% to at least 98%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement monthly staff socials to build stronger relationships across departments and grade levels. <b>Strategy's Expected Result/Impact:</b> By June 2025, the EOY staff retention rate will increase from 93% to at least 96%. <b>Staff Responsible for Monitoring:</b> Admin, Coaches, Specialist, Interventionist, Team Leaders, Teachers, Paras  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Embed differentiated and commonly shared professional development practices to increase the effectiveness of Tier 1 instruction. <b>Strategy's Expected Result/Impact:</b> By June 2025, the EOY staff retention rate will increase by 80%. <b>Staff Responsible for Monitoring:</b> Admin, Coaches, Specialist, Interventionist, Team Leaders, Teachers, Paras  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Dec	Feb	June
				






Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement a mentor program for Year 0- 1 teachers and include any experienced teachers needing additional support <b>Strategy's Expected Result/Impact:</b> By June 2025, the EOY staff retention rate will increase by 60%. <b>Staff Responsible for Monitoring:</b> Admin, Coaches, Specialist, Interventionist, Team Leaders, Teachers, Paras  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Incorporate collaborative planning for teachers that is aligned with curriculum, instructional models, and PLC practices. <b>Strategy's Expected Result/Impact:</b> By June 2025, the EOY staff retention rate will increase by 90%. <b>Staff Responsible for Monitoring:</b> Admin, Coaches, Specialist, Team Leaders, Teachers,  <b>Title I:</b> 2.4 - <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	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement productive PLC systems and structures to support teachers, such as using collaborative planning, unit planning, concept mapping, the EAA protocol, the micro-teaching tool, and the co-creation of summative and formative assessments in efforts to improve teacher clarity and student achievement. <b>Strategy's Expected Result/Impact:</b> By June 2025, the EOY staff retention rate will increase by 90%. <b>Staff Responsible for Monitoring:</b> Admin, Coaches, Specialist, Interventionist, Team Leaders, Teachers, Paras  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				



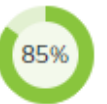



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement, support, and monitor the campus committees to increase staff voice, shared decision making, and collective efficacy. (Wellness, CPAC, Team Leader, College and Career, Multicultural, Hospitality, Attendance, PBIS) <b>Strategy's Expected Result/Impact:</b> By June 2025, the EOY staff retention rate will increase by 90%. <b>Staff Responsible for Monitoring:</b> Admin, Coaches, Specialist, Interventionist, Team Leaders, Teachers, Paras  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

**Performance Objective 1:** By June 2025, LGE will increase parent and community engagement. We are currently at Silver Status. The goal is to get to Platinum status of 4.5 or higher.

**Indicators of Success:** By June 2025, LGE will increase parent and community engagement by 25%. We are currently at Silver Status. The goal is to get to Platinum status of 4.5 or high.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Host content nights in the fall and spring to increase community engagement and impact student achievement. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase parent engagement by at least 25% from the previous school year. By June 2025, LGE will increase student performance on MAP in reading by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading by at least 25% from the 24-25 school year. By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25% . <b>Staff Responsible for Monitoring:</b> Admin, Counselor, Instructional coaches, Interventionists, Teachers, Parent Educator  <b>Title I:</b> 2.5, 2.6, 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Host 2-3 CPAC meetings to increase stakeholder engagement. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase parent engagement by at least 25% from the previous school year. By June 2025, LGE will increase student performance on REN in reading by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading by at least 25% from the 24-25 school year. By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25% . <b>Staff Responsible for Monitoring:</b> Admin, Counselor, Instructional coaches, Interventionists, Teachers, Parent Educator  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Host Title I Night (Fall and Spring) to engage the community in the progress of the campus, student achievement, and communicate a shared vision. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase parent engagement by at least 25% from the previous school year. By June 2025, LGE will increase student performance on REN in reading by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading by at least 25% from the 24-25 school year. By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25% . <b>Staff Responsible for Monitoring:</b> Admin, Counselor, Instructional coaches, Interventionists, Teachers, Parent Educator  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Host wellness activities in the fall and spring to increase awareness of health and well-being and to increase community engagement. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase parent engagement by at least 25% from the previous school year. By June 2025, LGE will increase student performance on REN in reading by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading by at least 25% from the 24-25 school year. By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25% . <b>Staff Responsible for Monitoring:</b> Admin, Counselor, Instructional coaches, Interventionists, Teachers, Parent Educator  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Host weekly parent classes (Language, academic, and student behavioral support) to impact student achievement and increase parent engagement. <b>Strategy's Expected Result/Impact:</b> By June 2025, LGE will increase parent engagement by at least 25% from the previous school year. By June 2025, LGE will increase student performance on REN in reading by at least 25% from the BOY to EOY assessment. By June 2025, LGE will increase student performance on STAAR in reading by at least 25% from the 24-25 school year. By June 2025, LGE will increase students' composite score to advanced high on TELPAS by at least 25% . <b>Staff Responsible for Monitoring:</b> Admin, Counselor, Instructional coaches, Interventionists, Teachers, Parent Educator  <b>Title I:</b> 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				



No Progress



Accomplished



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Discontinue

# State Compensatory

## Budget for Goodman Elementary

**Total SCE Funds:** \$9,683.00

**Total FTEs Funded by SCE:** 0

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

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the state eligibility criteria for being At-Risk and our educationally disadvantaged students. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students with additional staffing units designed to intervene directly with identified students (Literacy Intervention Teacher and Math Interventionist). We also fund tutorial supplemental pay for student tutorials in grades K-5 and transportation as part of our accelerated instruction to support students most at-risk. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

# Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$2,000.00
Sub-Total					\$2,000.00
211 Title I-A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Hand to Mind , The Story Box		\$10,000.00
1	1	8	Hand to Mind, The story Box		\$5,000.00
1	1	9	Sirius Math and Reading		\$20,000.00
1	1	10			\$10,000.00
1	1	11	Region IV		\$3,000.00
Sub-Total					\$48,000.00



# Addendums

LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
LULA BELLE C 139	LULA BELLE GOOI	00002623	INTERVENTIONIST MATH - ELEM T1	0.5	0	WASHINGTON	BERNICE	015312	1	199.11.1000.00.139.2024.30	30	A	190SEP
LULA BELLE C 139	LULA BELLE GOOI	00002623	INTERVENTIONIST MATH - ELEM T1	0.5	0	WASHINGTON	BERNICE	015312	1	211.11.1000.SP.139.2023.30.	30	A	190SEP
LULA BELLE C 139	LULA BELLE GOOI	00004087	PARENT EDUCATOR T1 (FT)	1	0	RANGEL	AGNES	0011FT	1	211.61.1000.PC.999.2023.24	24	A	187SEP
LULA BELLE C 139	LULA BELLE GOOI	00010681	INSTRUCTIONAL COACH LIT T1 ES	1	0	DAVENPORT	TEREKA	015332	1	211.13.1000.IC.139.2023.30.	30	A	210AUG
LULA BELLE C 139	LULA BELLE GOOI	00010682	INSTRUCTIONAL COACH MATH T1 ES	1	0	HUNTER	TAMMY	015329	1	211.13.1000.IC.139.2023.30.	30	A	210AUG
LULA BELLE C 139	LULA BELLE GOOI	00017777	INTERVENTIONIST MATH - ELEM T1	1	0	CREDIT	LATORYA	015312	1	211.11.1000.SP.139.2023.30.	30	A	187SEP
LULA BELLE C 139	LULA BELLE GOOI	00018564	TEACHER LIT INTRVN ELEM T1	1	0	WATKINS	SHAVONDA	010173	1	211.11.1000.SP.139.2023.30	30	A	187SEP

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P7	####

# Goodman Elementary School

Dr. Jonathan Sutton, Principal

Gilberto Elissetche, Assistant Principal

Nekiva Scott Assistant Principal

1100 W Sycamore  
Fresno, TX 77545  
281-634-5985

09/11/2023

Dear Parents and Guardians:

Fort Bend ISD has students and families that speak many different languages. In an effort to ensure that all of our families are able to be informed of the amazing things that are happening on our campus and throughout the district, we have multiple ways for you to be able to translate the information into your native language.

- Our Parent Newsletter is written in Smore which has a translation feature embedded in the newsletter
- The district web site can be translated into many languages
- All communication is available in English and Spanish
- Front office staff and bilingual teachers are available to help with translations and telephone calls.
- Translators are offered for ARD's if needed

If we have not met your need for translation, please reach out to the campus so that we can accommodate your needs.

Thank you,

Dr. Jonathan Sutton  
Principal

11/09/2023

Queridos padres y guardianes:

Fort Bend ISD tiene estudiantes y familias que hablan muchos idiomas diferentes. En un esfuerzo por garantizar que todas nuestras familias puedan estar informadas sobre las cosas maravillosas que están sucediendo en nuestro campus y en todo el distrito, tenemos varias formas para que usted pueda traducir la información a su idioma nativo.

- Nuestro boletín para padres está escrito en Smore, que tiene una función de traducción integrada en el boletín.
- El sitio web del distrito se puede traducir a muchos idiomas.
- Toda la comunicación está disponible en inglés y español.
- El personal de recepción y los maestros bilingües están disponibles para ayudar con las traducciones y las llamadas telefónicas.
- Se ofrecen traductores para ARD si es necesario.

Si no hemos satisfecho su necesidad de traducción, comuníquese con el campus para que podamos satisfacer sus necesidades.

Gracias,

Dr. Jonathan Sutton  
Principal

