

Fort Bend Independent School District

Colony Bend Elementary

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Colony Bend has an enrollment of approximately 540 students in grades PK-5. We are a neighborhood school in an older neighborhood that is beginning to see the influx of younger families with school age children. For the 2024-25 school year, we have 5 FLaSH units and a Behavior Support Services program.

For the 2024-25 school year, Colony Bend will have 40 teachers, 20 instructional aides, and 11 admin/front office/admin support.

Enrollment Fall 2024

PK-34

Kinder-80

First Grade-58

Second Grade 70

Third Grade-86

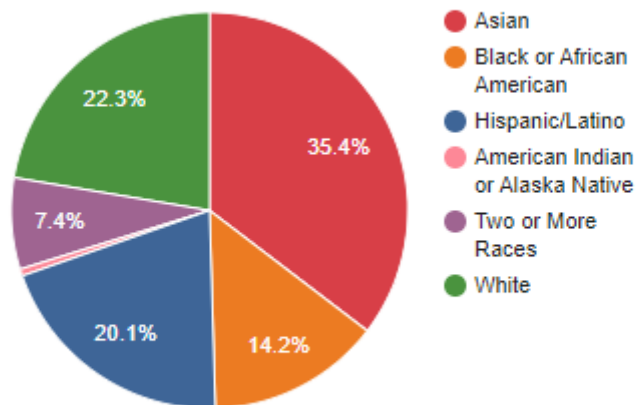
Fourth grade-86

Fifth Grade 85

FLaSH Program-38

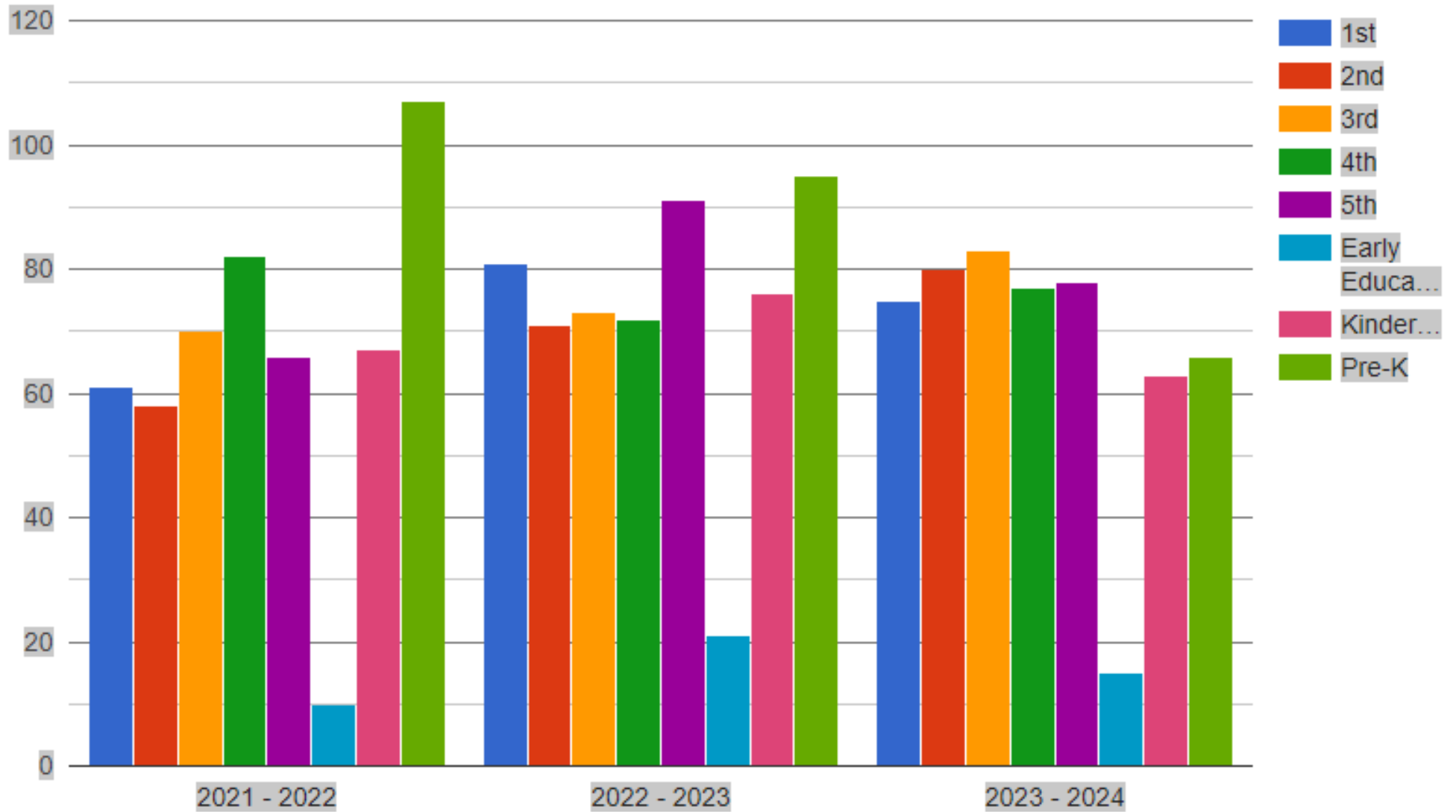
BSS program-8

Fall Enrollment by Ethnicity 2024



Campus: Colony Bend EL

Fall Enrollment by Grade by Year 2024



Campus: Colony Bend EL

Fall Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses

	2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023			Eco Dis
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	
079907117 - Colony Bend EL	170	551	30.85%	186	500	37.20%	207	521	39.73%	235	580	40.52%	244
079907 - Fort Bend ISD	170	551	30.85%	186	500	37.20%	207	521	39.73%	235	580	40.52%	244

Total Days Absent	Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance	Percent In Attendance	Total Days Absent
Campus	2022 - 2023	2022 - 2023	2022 - 2023	2022 - 2023	2022 - 2023	2022 - 2023
(079907117) - Colony Bend EL	4,300.5	88,273.0	700.0	93,273.5	506.682	95.4%
Campus Total	4,300.5	88,273.0	700.0	93,273.5	506.682	95.4%

Student Mobility Rate Report for All User Accessible Campuses for All Students

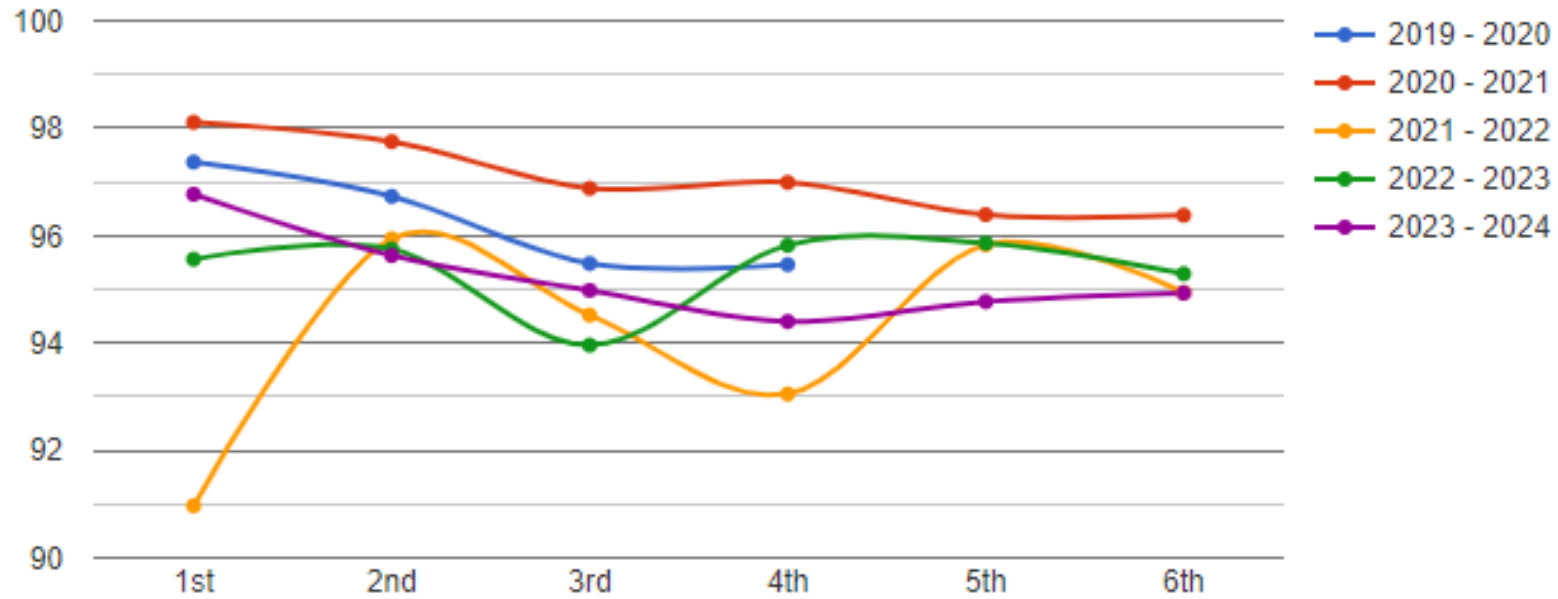
	2021 - 2022 (Covid-19 Remote)			2022 - 2023	
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students
Campus Summary	82	396	20.71%	54	244
Colony Bend EL	82	396	20.71%	54	244

Total Enrollment (First Column)	532	
Total Incidents (Last Column)	99	
	Number	Percentage
Students with 1 discipline incident	31	5.8%
Students with 2 discipline incidents	7	1.3%
Students with 3 discipline incidents	4	0.7%
Students with 4 discipline incidents	2	0.3%
Students with 5 discipline incidents	1	0.1%
Students with 6-10 discipline incidents	4	0.7%
Students with 11 or more discipline incidents	0	0%

Total ISS/OSS Days Data
(Use the most recent data emailed on May 28, 2024)

Total # of days ISS	11
Total # of days OSS	0

Percentage in Attendance by Year



Campus: Colony Bend EL

Fall Special Education Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses

	2019 - 2020			2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024		
	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent	SPED Pop	Total Pop	Percent
907117 - Colony Bend EL	82	551	14.88%	67	500	13.40%	58	521	11.13%	86	580	14.83%	99	537	18.44%
907 - Fort Bend ISD	82	551	14.88%	67	500	13.40%	58	521	11.13%	86	580	14.83%	99	537	18.44%

Top 3 discipline actions taken (list in order)

Demographics Strengths

The CBE population is very diverse which is a great advantage to our students. They are able to learn about other cultures from their classmates. Students are also grouped into classrooms heterogeneously which allows students of all levels to work together in the same setting. Our special education program promotes the idea of students being with their same age peers as much as possible which allows students to observe positive role models on a daily basis.

CBE has a long standing history in the community and has a reputation of having experienced and skillful teachers and staff.

CBE Teachers Level of Experience

Beginning Teachers 0

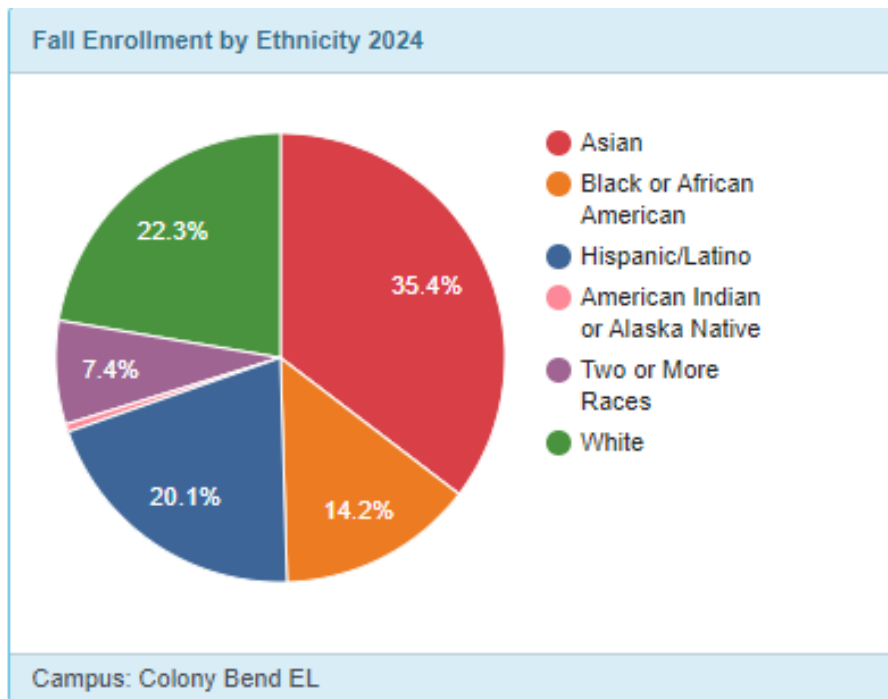
1-5 years experience-7

6-10 years experience 11

11-20 years experience 13

21-30 years experience 8

Colony Bend is a very diverse campus. Over 30 different languages are spoken by the families in our community.



Problem Statements Identifying Demographics Needs

Problem Statement 1: CBE special education numbers are constantly changing making correct staffing and adequate delivery of students services a challenge.

Root Cause: With a high number of special education students for a relatively small school, and six self contained units, FLaSH and BSS, that house students from all over the district, our numbers are constantly changing. Students within CBE are qualifying for services throughout the year necessitating a change in the special education schedule and the amount of coverage required.

Problem Statement 2: Daily attendance numbers are lower and the amount of students tardy to school has increased.

Root Cause: There has been a definite trend that daily attendance, or arriving on time, does not seem a priority for many families. Also, with a large population of students who have families in other countries, extended travel has become the norm. Families need additional training on the importance of daily attendance and on time arrival.

Problem Statement 3: GT numbers are extremely low for a campus of our size and with our demographics. We have only 18 identified GT students even though a large number of students were tested and parents were given opportunities to learn about the GT program.

Root Cause: Students have a lack of exposure to activities or experiences that involve higher level thinking skills and students have limited opportunities to explore creative outlets.

Problem Statement 4: Our 23-24 Learning walk data showed a trend of lack of rigor.

Root Cause: In PLC and teacher planning, staff can drill down into the specific TEKS that students are struggling to master.

Student Learning

Student Learning Summary

	23-24 EOY Ren Math							
	Total Students	Raw Score	District Benchmark				Growth Performance	
			Urgent Intervention	Intervention	On Watch	At Above Benchmark	Did Not Meet Growth	Met Growth
COLONY BEND ELEMENTARY	381	988	2.89%	7.35%	5.77%	83.99%	31.99%	68.01%
Economic Disadvantage	167	975	4.19%	11.38%	9.58%	74.85%	37.04%	62.96%
American Indian/Alaskan Native	1	985	0%	0%	0%	100%	0%	100%
Asian	132	1020	2.27%	4.55%	1.52%	91.67%	27.91%	72.09%
Black/African American	43	946	2.33%	16.28%	11.63%	69.77%	41.46%	58.54%
Hispanic	79	961	1.27%	8.86%	8.86%	81.01%	35.44%	64.56%
Two or More Races	30	1001	0%	6.67%	13.33%	80%	25%	75%
White	96	980	6.25%	6.25%	4.17%	83.33%	32.98%	67.02%
Currently Emergent Bilingual	126	985	4.76%	11.11%	3.97%	80.16%	33.06%	66.94%
First Year of Monitoring	6	1031	0%	0%	0%	100%	33.33%	66.67%
Second Year of Monitoring	2	1053	0%	0%	0%	100%	50%	50%
Third Year of Monitoring	3	1079	0%	0%	0%	100%	0%	100%
Special Ed Indicator	78	954	10.26%	17.95%	15.38%	56.41%	37.18%	62.82%

	23-24 EOY Ren Reading							
	Total Students	Raw Score	District Benchmark				Growth Performance	
			Urgent Intervention	Intervention	On Watch	At Above Benchmark	Did Not Meet Growth	Met Growth
COLONY BEND ELEMENTARY	445	963	11.24%	7.42%	7.19%	74.16%	27.36%	72.64%
Economic Disadvantage	199	937	18.59%	11.56%	9.55%	60.30%	35.05%	64.95%
American Indian/Alaskan Native	2	845	0%	50%	0%	50%	50%	50%

	23-24 EOY Ren Reading							
	Total Students	Raw Score	District Benchmark				Growth Performance	
			Urgent Intervention	Intervention	On Watch	At Above Benchmark	Did Not Meet Growth	Met Growth
Asian	157	978	5.73%	5.73%	7.64%	80.89%	26.80%	73.20%
Black/African American	53	934	13.21%	11.32%	9.43%	66.04%	27.45%	72.55%
Hispanic	94	941	14.89%	5.32%	9.57%	70.21%	27.66%	72.34%
Two or More Races	35	985	11.43%	8.57%	2.86%	77.14%	24.24%	75.76%
White	104	969	15.38%	8.65%	4.81%	71.15%	28.43%	71.57%
Currently Emergent Bilingual	155	934	12.90%	12.90%	10.97%	63.23%	27.52%	72.48%
First Year of Monitoring	6	1025	0%	0%	0%	100%	16.67%	83.33%
Second Year of Monitoring	2	1057	0%	0%	0%	100%	50%	50%
Third Year of Monitoring	3	1085	0%	0%	0%	100%	0%	100%
Special Ed Indicator	89	929	26.97%	19.10%	8.99%	44.94%	30.34%	69.66%

	TELPAS Kindergarten					TELPAS Grade 1					TELPAS Grade 2			
	Total Students	TELPAS Composite Rating				Total Students	TELPAS Composite Rating				Total Students	TELPAS Composite Rating		
		Advanced High	Advanced	Intermediate	Beginning		Advanced High	Advanced	Intermediate	Beginning		Advanced High	Advanced	Inter
COLONY BEND ELEMENTARY	26	0%	34.62%	42.31%	23.08%	24	62.50%	12.50%	25%	0%	24	12.50%	41.67%	
Economic Disadvantage	13	0%	15.38%	53.85%	30.77%	10	50%	10%	40%	0%	15	0%	40%	
American Indian/Alaskan Native	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	18	0%	38.89%	38.89%	22.22%	8	62.50%	25%	12.50%	0%	16	12.50%	43.75%	
Black/African American	1	0%	0%	100%	0%	-	-	-	-	-	-	-	-	-

	TELPAS Kindergarten					TELPAS Grade 1					TELPAS Grade 2			
	Total Students	TELPAS Composite Rating				Total Students	TELPAS Composite Rating				Total Students	TELPAS Composite Rating		
		Advanced High	Advanced	Intermediate	Beginning		Advanced High	Advanced	Intermediate	Beginning		Advanced High	Advanced	Inter
Hispanic	5	0%	20%	60%	20%	9	66.67%	11.11%	22.22%	0%	3	0%	66.67%	
Two or More Races	-	-	-	-	-	-	-	-	-	-	1	0%	100%	
White	2	0%	50%	0%	50%	7	57.14%	0%	42.86%	0%	4	25%	0%	
Currently Emergent Bilingual	26	0%	34.62%	42.31%	23.08%	24	62.50%	12.50%	25%	0%	24	12.50%	41.67%	
Special Ed Indicator	1	0%	0%	0%	100%	3	0%	0%	100%	0%	2	0%	50%	

	Spring 2024 STAAR Grade 3 Mathematics						Spring 2024 STAAR Grade 4 Mathematics						Spring 2024 STAAR Grade 5 Mathematics				
	Total Students	Scale Score	STAAR Overall Performance Level				Total Students	Scale Score	STAAR Overall Performance Level				Total Students	Scale Score	STAAR Overall Performance Level		
			Did Not Meet	Approaches	Meets	Masters			Did Not Meet	Approaches	Meets	Masters			Did Not Meet	Approaches	M
COLONY BEND ELEMENTARY	84	1480	22.62%	32.14%	30.95%	14.29%	76	1602	18.42%	22.37%	19.74%	39.47%	73	1667	17.81%	27.40%	30
Economic Disadvantage	41	1441	31.71%	39.02%	19.51%	9.76%	33	1577	24.24%	24.24%	18.18%	33.33%	33	1601	36.36%	27.27%	18
American Indian/Alaskan Native	1	1360	0%	100%	0%	0%	-	-	-	-	-	-	-	-	-	-	-
Asian	28	1544	10.71%	25%	39.29%	25%	29	1641	6.90%	20.69%	20.69%	51.72%	32	1714	9.38%	25%	28
Black/African American	12	1409	41.67%	33.33%	16.67%	8.33%	8	1452	50%	37.50%	12.50%	0%	5	1588	20%	40%	
Hispanic	13	1410	53.85%	23.08%	23.08%	0%	13	1663	15.38%	7.69%	15.38%	61.54%	13	1564	38.46%	46.15%	7
Two or More Races	9	1477	11.11%	44.44%	33.33%	11.11%	6	1510	16.67%	33.33%	50%	0%	8	1685	25%	12.50%	37

	Spring 2024 STAAR Grade 3 Mathematics						Spring 2024 STAAR Grade 4 Mathematics						Spring 2024 STAAR Grade 5 Mathematics					
	Total Students	Scale Score	STAAR Overall Performance Level				Total Students	Scale Score	STAAR Overall Performance Level				Total Students	Scale Score	STAAR Overall Performance Level			
			Did Not Meet	Approaches	Meets	Masters			Did Not Meet	Approaches	Meets	Masters			Did Not Meet	Approaches	Meets	Masters
White	21	1485	14.29%	38.10%	33.33%	14.29%	20	1592	25%	25%	15%	35%	15	1674	13.33%	20%	46.67%	20%
Currently Emergent Bilingual	25	1459	28%	32%	32%	8%	28	1603	21.43%	14.29%	21.43%	42.86%	25	1615	24%	32%		
First Year of Monitoring	-	-	-	-	-	-	2	1735	0%	0%	50%	50%	-	-	-	-	-	-
Second Year of Monitoring	2	1683	0%	0%	50%	50%	-	-	-	-	-	-	-	-	-	-	-	-
Third Year of Monitoring	-	-	-	-	-	-	3	1690	0%	0%	33.33%	66.67%	-	-	-	-	-	-
Special Ed Indicator	21	1395	47.62%	23.81%	23.81%	4.76%	16	1432	62.50%	25%	6.25%	6.25%	17	1514	58.82%	29.41%	5.88%	5.88%

	Spring 2024 STAAR Grade 3 Reading Language Arts						Spring 2024 STAAR Grade 4 Reading Language Arts						Spring 2024 STAAR Grade 5 Reading Language Arts					
	Total Students	Scale Score	STAAR Overall Performance Level				Total Students	Scale Score	STAAR Overall Performance Level				Total Students	Scale Score	STAAR Overall Performance Level			
			Did Not Meet	Approaches	Meets	Masters			Did Not Meet	Approaches	Meets	Masters			Did Not Meet	Approaches	Meets	Masters
COLONY BEND ELEMENTARY	84	1510	10.71%	19.05%	47.62%	22.62%	76	1613	9.21%	21.05%	32.89%	36.84%	73	1665	8.22%	19.18%	32.87%	32.87%
Economic Disadvantage	41	1459	17.07%	26.83%	46.34%	9.76%	33	1563	15.15%	24.24%	39.39%	21.21%	33	1617	18.18%	18.18%	33.33%	33.33%
American Indian/Alaskan Native	1	1487	0%	0%	100%	0%	-	-	-	-	-	-	-	-	-	-	-	-
Asian	28	1540	7.14%	10.71%	53.57%	28.57%	29	1638	3.45%	17.24%	44.83%	34.48%	32	1699	6.25%	18.75%	28.12%	28.12%
Black/African American	12	1429	25%	33.33%	33.33%	8.33%	8	1501	25%	37.50%	12.50%	25%	5	1598	20%	0%		

	Spring 2024 STAAR Grade 3 Reading Language Arts						Spring 2024 STAAR Grade 4 Reading Language Arts						Spring 2024 STAAR Grade 5 Reading Language Arts					
	Total Students	Scale Score	STAAR Overall Performance Level				Total Students	Scale Score	STAAR Overall Performance Level				Total Students	Scale Score	STAAR Overall Performance Level			
			Did Not Meet	Approaches	Meets	Masters			Did Not Meet	Approaches	Meets	Masters			Did Not Meet	Approaches	Meets	Masters
Hispanic	13	1474	7.69%	23.08%	61.54%	7.69%	13	1663	0%	15.38%	38.46%	46.15%	13	1629	7.69%	30.77%	38.46%	46.15%
Two or More Races	9	1537	11.11%	22.22%	33.33%	33.33%	6	1614	16.67%	16.67%	16.67%	50%	8	1656	12.50%	0%	0%	0%
White	21	1529	9.52%	19.05%	42.86%	28.57%	20	1589	15%	25%	25%	35%	15	1649	6.67%	26.67%	26.67%	35%
Currently Emergent Bilingual	25	1462	12%	28%	56%	4%	28	1574	14.29%	25%	35.71%	25%	25	1626	12%	28%	28%	28%
First Year of Monitoring	-	-	-	-	-	-	2	1649	0%	0%	50%	50%	-	-	-	-	-	-
Second Year of Monitoring	2	1631	0%	0%	50%	50%	-	-	-	-	-	-	-	-	-	-	-	-
Third Year of Monitoring	-	-	-	-	-	-	3	1709	0%	0%	0%	100%	-	-	-	-	-	-
Special Ed Indicator	21	1447	28.57%	14.29%	42.86%	14.29%	16	1455	37.50%	31.25%	25%	6.25%	17	1527	35.29%	35.29%	17.65%	17.65%

	Spring 2024 STAAR Grade 5 Science				
	Total Students	STAAR Overall Performance Level			
		Did Not Meet	Approaches	Meets	Masters
COLONY BEND ELEMENTARY	73	36.99%	31.51%	21.92%	9.59%
Economic Disadvantage	33	54.55%	24.24%	15.15%	6.06%
Asian	32	40.62%	18.75%	25%	15.62%
Black/African American	5	40%	60%	0%	0%
Hispanic	13	53.85%	30.77%	15.38%	0%
Two or More Races	8	12.50%	50%	25%	12.50%
White	15	26.67%	40%	26.67%	6.67%
Currently Emergent Bilingual	25	56%	28%	8%	8%

	Spring 2024 STAAR Grade 5 Science				
	Total Students	STAAR Overall Performance Level			
		Did Not Meet	Approaches	Meets	Masters
Special Ed Indicator	17	64.71%	29.41%	0%	5.88%

COLONY BEND EL (079907117) - FORT BEND ISD - FORT BEND COUNTY

[Prev Year](#) | [Next Year](#)

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	83%	87%	67%	77%	94%	-	96%	-	83%	45%	-	88%	85%	82%	88%
	2022	76%	82%	92%	*	100%	94%	-	89%	-	*	64%	-	89%	100%	85%	79%
At Meets Grade Level or Above	2023	50%	60%	71%	67%	62%	78%	-	79%	-	50%	36%	-	72%	70%	62%	60%
	2022	51%	61%	77%	*	71%	88%	-	74%	-	*	36%	-	74%	82%	63%	58%
At Masters Grade Level	2023	20%	26%	37%	44%	46%	39%	-	33%	-	17%	9%	-	40%	30%	21%	24%
	2022	30%	39%	52%	*	29%	65%	-	63%	-	*	18%	-	51%	53%	37%	42%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	79%	81%	67%	77%	83%	-	92%	-	67%	55%	-	84%	75%	74%	84%
	2022	71%	77%	78%	*	64%	82%	-	89%	-	*	27%	-	79%	76%	67%	71%
At Meets Grade Level or Above	2023	45%	53%	59%	33%	54%	56%	-	79%	-	33%	36%	-	60%	55%	47%	60%
	2022	43%	51%	47%	*	21%	71%	-	48%	-	*	9%	-	45%	53%	26%	42%
At Masters Grade Level	2023	19%	26%	27%	11%	23%	33%	-	38%	-	0%	9%	-	26%	30%	21%	28%
	2022	21%	28%	23%	*	14%	29%	-	30%	-	*	9%	-	28%	12%	11%	17%

Student Learning Strengths

- *Teachers, in grade K-3, have implemented the phonics curriculum with fidelity resulting in improvement basic reading skills.
- *Flight Time, campus intervention time, has become more focused with students receiving Tier 2 and Tier 3 instruction daily.
- *Team planning has been prioritized with one day a week being protected as "planning day",resulting in better alignment in teacher lessons.
- *

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At least half of our special education and LEP students are not making a year's growth in reading and math according to BOY, MOY, EOY REN data.

Root Cause: Our SPED population is currently is over 90 students and our LEP students number around 225. These students come with a range of abilities and language acquisition requiring intervention to be individualized.

Problem Statement 2: Fifth grade STAAR science scores were lower than expected (63%) with only 9% of students reaching mastery.

Root Cause: Science has not been taught with fidelity in the lower grades, leaving a science knowledge/exposure gap by the time students reach fifth grade.

Problem Statement 3: Math scores for REN and STAAR indicated that the majority of students are struggling with math concepts and did not make a year's growth.

Root Cause: Not enough focus on math TEKS and intervention on math concepts in the lower grades.

School Processes & Programs

School Processes & Programs Summary

CBE has approximately 540 students however, the number of student identified as GT is low. Even after efforts to educate families on the GT process and increasing the number of students who took the GT test, the numbers remain surprisingly low.

Fort Bend ISD Gifted and Talented Program Equity
Students participating in Gifted and Talented
1st - 12th Grade

117 Colony Bend Elementary

Student Group	2022-2023					2023-2024				
	Total Served		Total Enrollment		% of Total Served/ % of Total Enrollment	Total Served		Total Enrollment		% of Total Served/ % of Total Enrollment
	# Served	% of Total Served	# Enrolled	% of Total Enrollment		# Served	% of Total Served	# Enrolled	% of Total Enrollment	
Asian	11	57.9%	141	36.3%	1.59	12	66.7%	136	34.6%	1.93
Black or African-American			41	10.6%				43	10.9%	
Hispanic	2	10.5%	64	16.5%	0.64	2	11.1%	82	20.9%	0.53
White	4	21.1%	104	26.8%	0.79	3	16.7%	101	25.7%	0.65
Other	2	10.5%	38	9.8%	1.07	1	5.6%	31	7.9%	0.70
EcoDis	5	26.3%	158	40.7%	0.65	5	27.8%	165	42.0%	0.66
EB/EL	3	15.8%	111	28.6%	0.55	3	16.7%	127	32.3%	0.52
SpEd			61	15.7%				76	19.3%	

* Source: OnPoint Fall PEIMS Enrollment, 2022-2023 retrieved 3/24/2023 and 2023-2024 retrieved 3/28/2024.

** Data masked to protect student privacy

FBISD AAC Data Team

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Thursday, March 28, 2024

CST, PBIS, SAS data, PLC structures

CBE Student Indicators 2023-24		
At Risk	271	50.5%
Dyslexia	33	6.1%
Gifted and Talented	18	3.4%
IEP Continuer	0	0.0%
Immigrant	75	14.0%
Intervention Strategy	36	6.7%
Migrant	0	0.0%
Preschool Program for Children <u>With</u> Disabilities	22	4.1%
Section 504	11	2.0%
Special Education	99	18.4%

CBE Economic Disadvantage Indicator 2023-24		
Free	200	82.0%
Reduced	22	9.0%
Other	22	9.0%
Total Economic Disadvantage	244	45.4%
Regular	198	36.9%
Special Education	46	8.6%

School Processes & Programs Strengths

CBE has a variety of programs to support students in their educational journey such as GT, Dyslexia support, Literacy Intervention, Math Intervention, and Special Education.

CBE Parent Survey (Spring Semester, 2023-24 School Year) (2)

56 Responses 06:33 Average time to complete Active Status

1. There is frequent, two-way communication between school staff and families at CBE.

Strongly agree	25
Agree	24
Disagree	4
Strongly disagree	3
Don't Know	0



3. CBE values input provided by families.

Strongly agree	21
Agree	25
Disagree	3
Strongly disagree	0
Don't Know	7



4. CBE uses family input to improve instruction, programs, activities, and services provided.

Strongly agree	18
Agree	23
Disagree	3
Strongly disagree	0
Don't Know	11



Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Math scores are lower than expected on REN and STAAR.

Root Cause: A half time math specialist is limited in the number of students she is able to meet with on the campus. This increases the number of students teachers are working with to remediate math skills with in the classroom.

Perceptions

Perceptions Summary

A 10-question, campus-created parent survey was administered twice (near the conclusion of each semester) over the 2023-24 school year. At the end of the second semester, there were a total of 56 survey respondents. Results of the survey are disseminated below:

Question 1: There is frequent, two-way communication between school staff and families at CBE.

Strongly agree: 45%

Agree: 43%

Disagree: 7%

Strongly Disagree: 5%

Don't Know: 0%

Examples of parent suggestions for improvement (question 2): consistent teacher newsletter with upcoming events included, increased parent-teacher interaction, and faster response time to parent emails.

Question 3: CBE values input provided by families.

Strongly agree: 38%

Agree: 45%

Disagree: 5%

Strongly Disagree: 0%

Don't Know: 13%

Question 4: CBE uses family input to improve instruction, programs, activities, and services provided.

Strongly agree: 33%

Agree: 42%

Disagree: 5%

Strongly Disagree: 0%

Don't Know: 20%

Examples of parent suggestions for improving how parents get input (question 5): additional surveys as needed and mid-year evaluations for teachers.

Question 6: Discipline is enforced fairly for all students at CBE.

Strongly agree: 16%

Agree: 39%

Disagree: 11%

Strongly Disagree: 0%

Don't Know: 34%

Question 7: Please rate the overall quality of the Gifted and Talented program and services at CBE based on your experiences this school year.

Excellent: 13%

Good: 9%

Fair: 7%

Poor: 4%

Don't Know / Not Applicable: 68%

Question 8: Please rate the overall quality of Special Education services at CBE based on your experiences this school year.

Excellent: 20%

Good: 14%

Fair: 5%

Poor: 2%

Don't Know / Not Applicable: 59%

Question 9: Please rate the overall quality of English Language Learner services at CBE based on your experiences this school year.

Excellent: 9%

Good: 9%

Fair: 5%

Poor: 0%

Don't Know / Not Applicable: 77%

Examples of parent suggestions in improving programs and services (question 10): additional communication about student progress and additional staffing for special education.

A 10-question, district-created staff survey was administered twice (near the conclusion of each semester) over the 2023-24 school year in regard to school climate and performance as it relates to both the principal and assistant principal. At the end of the second semester, there were a total of 54 survey respondents. Results of the survey are disseminated below:

Principal Stacy Brown

Question 1: The administrator treats me with respect.

Strongly Disagree: 7%

Disagree: 6%

Neutral: 4%

Agree: 28%

Strongly Agree: 56%

Question 2: The administrator appears to have a strong understanding of instruction.

Strongly Disagree: 5%

Disagree: 2%
Neutral: 9%
Agree: 45%
Strongly Agree: 38%

Question 3: The administrator supports me in my work with students by providing clear goals and expectations.

Strongly Disagree: 4%
Disagree: 4%
Neutral: 13%
Agree: 40%
Strongly Agree: 40%

Question 4: The administrator is approachable.

Strongly Disagree: 8%
Disagree: 2%
Neutral: 4%
Agree: 35%
Strongly Agree: 52%

Question 5: The administrator is visible throughout the building.

Strongly Disagree: 2%
Disagree: 5%
Neutral: 5%
Agree: 38%
Strongly Agree: 49%

Question 6: The administrator involves teachers in decision making and problem solving in a variety of ways.

Strongly Disagree: 5%

Disagree: 5%

Neutral: 11%

Agree: 47%

Strongly Agree: 31%

Question 7: The campus morale is high.

Strongly Disagree: 13%

Disagree: 11%

Neutral: 22%

Agree: 38%

Strongly Agree: 16%

Question 8: If I had to decide today about working at this campus next school year (24-25), I would:

Stay at this campus: 85%

Move to another campus: 11%

Leave the district: 4%

Question 9: The administrator often recognizes teachers for a job well-done.

Strongly Disagree: 4%

Disagree: 2%

Neutral: 18%

Agree: 33%

Strongly Agree: 44%

Question 10: The administrator communicates effectively and in a professional manner.

Strongly Disagree: 2%

Disagree: 2%

Neutral: 16%

Agree: 44%

Strongly Agree: 36%

Question 11: The administrator addresses discipline and safety issues in a timely and equitable manner.

Strongly Disagree: 5%

Disagree: 9%

Neutral: 18%

Agree: 42%

Strongly Agree: 25%

Question 12: The administrator addresses parent concerns fairly and with consistency.

Strongly Disagree: 4%

Disagree: 4%

Neutral: 17%

Agree: 49%

Strongly Agree: 26%

Question 13: The administrator interactions with students, staff, is respectful and professional.

Strongly Disagree: 4%

Disagree: 4%

Neutral: 6%
Agree: 48%
Strongly Agree: 39%

Question 14: The administrator supports a positive campus climate.

Strongly Disagree: 2%
Disagree: 4%
Neutral: 15%
Agree: 46%
Strongly Agree: 33%

Question 15: The administrator listens attentively to understand my needs.

Strongly Disagree: 8%
Disagree: 0%
Neutral: 6%
Agree: 46%
Strongly Agree: 40%

Assistant Principal Bradley Hooper

Question 1: My Assistant Principal supports a positive campus culture.

Strongly Disagree: 2%
Disagree: 0%
Neutral: 8%
Agree: 47%
Strongly Agree: 43%

Question 2: My Assistant Principal communicates effectively and in a professional manner.

Strongly Disagree: 4%

Disagree: 2%

Neutral: 4%

Agree: 42%

Strongly Agree: 49%

Question 3: My Assistant Principal has a strong understanding of instruction.

Strongly Disagree: 2%

Disagree: 2%

Neutral: 9%

Agree: 57%

Strongly Agree: 30%

Question 4: My Assistant Principal addresses discipline and safety issues in a timely and equitable manner.

Strongly Disagree: 4%

Disagree: 8%

Neutral: 12%

Agree: 26%

Strongly Agree: 27%

Question 5: My Assistant Principal is visible throughout the building.

Strongly Disagree: 6%

Disagree: 0%

Neutral: 4%

Agree: 35%

Strongly Agree: 28%

Mid-year and end-of-year comparisons and reflections:

	Mid-Year	End of Year
Highest 3 Indicators (combined Strongly Agree and Agree)	1 st : The Administrator treats me with respect. (92.6%)	1 st : The administrator is visible throughout the building (87.2%)
	2 nd : The administrator communicates effectively and in a professional manner. (87.8%)	2 nd : The administrator interactions with students, staff is respectful and professional (87.04%)
	3 rd : The administrator supports a positive campus climate. (87.8%)	3 rd : The administrator has a strong understanding of instruction. (83.63%)
Lowest 3 Indicators (combined Strongly Agree and Agree)	1 st : The administrator addresses parent concerns fairly and with consistency. (65.8%)	1 st : The administration addresses parent concerns fairly and with consistency. (75.48%)
	2 nd : The administrator communicates effectively and in a professional manner. (63.4%)	2 nd : The administrator addresses discipline and safety issues in a timely and equitable manner. (67.27%)
	3 rd : Campus morale is high. (59.4%)	3 rd : The campus morale is high. (54.54%)

	Reflections and actions Mid year
Highest	<p>Why are these indicators scoring the highest?</p> <p><i>The staff really values the collaborative approach that we use to make decisions-everything from the building schedule to duty schedules are worked out with staff input.</i></p> <p><i>Admin attempts to be available at all times for questions, concerns, and just chit-chat to help staff feel valued and heard.</i></p> <p><i>Admin works in all areas of the building to ensure that staff sees there is no job that staff is asked to do that admin won't do.</i></p> <p><i>Admin works to handle parent concerns on the front end and save teachers from a back and forth discussion with an upset parent, even to the point of giving out direct office numbers so parents can contact admin directly with concerns.</i></p> <p>What are you doing/will you do to maintain this satisfaction?</p> <p><i>Continue to spend time interacting with the staff and making communication with them a priority.</i></p> <p><i>Really listening to their input and having a collaborative decision-making process.</i></p> <p><i>Respecting staff members for the professionals they are and valuing their contributions to the campus.</i></p>
Lowest	<p>What is your draft plan to improve these indicators?</p> <ul style="list-style-type: none"> -more positive recognition for staff -improvement in the admin-teacher-parent communication cycle -help staff clearly understand the reason for behavior consequences

	Reflections and actions End of Year
Highest	<p>Why are these indicators scoring the highest? What are you doing/will you do to maintain this satisfaction?</p> <p><i>*Admin make a conscious effort to be out and about during the day, assisting where needed and being available for staff.</i></p> <p><i>*Admin strive to be professional at all times with students and staff. Some days and situations are more challenging than others.</i></p> <p><i>*Admin attend all trainings provided to us so we are aware of what the teachers are hearing in regards to curriculum and instruction. We also listen to the teachers when they express concerns about curriculum/instruction and try to make as much of an adjustment as possible to benefit our Colony Bend students. All information received by admin is distributed to the staff in a timely manner.</i></p>
Lowest	<p>What is your draft plan to improve these indicators?</p> <p>-more positive recognition for staff throughout the year and remembering to celebrate even the small accomplishments</p> <p>-improvement in the admin-teacher-parent communication cycle-admin needs to make teachers more aware of the communication between admin and parents and how incidents are being handled.</p> <p>-help staff clearly understand the reason for behavior consequences and the limits to the consequences set forth by the district student code of conduct</p> <p>-campus morale always seems to be a challenge. It is unclear what the root cause of this low score on every survey. Staff will report that “morale is low” but campus admin are limited in adjustments that can be made to district expectations or the lack of parental involvement. More clarification is needed as to what is in campus control to improve morale. 85% of the staff indicated they will stay at CBE.</p>

Perceptions Strengths

Parent Survey:

Parent communication, utilizing parent feedback,

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents and staff report on surveys that the way discipline is handled seems unfair or unclear.

Root Cause: Often discipline consequences are confidential and admin may not provide enough clarity around those consequences or contact with families.

Priority Problem Statements

Problem Statement 1: At least half of our special education and LEP students are not making a year's growth in reading and math according to BOY, MOY, EOY REN data.

Root Cause 1: Our SPED population is currently is over 90 students and our LEP students number around 225. These students come with a range of abilities and language acquisition requiring intervention to be individualized.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Math scores are lower than expected on REN and STAAR.

Root Cause 2: A half time math specialist is limited in the number of students she is able to meet with on the campus. This increases the number of students teachers are working with to remediate math skills with in the classroom.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: By May of 2025, Colony Bend Elementary will improve the effectiveness of math and science instruction through targeted instruction addressing identified TEKS and aligned curriculum as evidenced through the indicators of success.

Indicators of Success: Formative Evidence: .

From BOY to MOY, increase the percentage of classrooms aligned to the instructional model to 85% compliance.

From MOY to EOY, increase the percentage of classrooms aligned to the instructional model to 100% compliance.

From BOY to EOY, ensure that grade level PLC & SST meetings maintain focus on targeted TEKS with 100% compliance.

For grades K-5, from BOY to EOY, ensure that all classrooms are implementing science curriculum with 100% compliance.

Summative Evidence:

By January 2025, 100% of students will show a 1.5 year's growth in math and as evidenced by MAP testing, DLAs.

By May 2025, 80% of students will show a year's growth in reading and math as evidenced by MAP

By June 2025, increase Math STAAR results with the "Meets Grade Level" designation by 10%


By June 2025, increase Math STAAR results with the "Masters Grade Level" designation by 10%









By June 2025, increase Reading STAAR results with the "Meets Grade Level" designation by 10%.

By June 2025, increase Reading STAAR results with the "Masters Grade Level" designation by 10%.

By June 2025, T-TESS and campus walkthrough data will indicate 100% compliance with implementation of the instructional model.

By June 2025, (for grades K-3), T-TESS and campus walkthrough data will indicate 100% compliance with the implementation of the science curriculum.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided training in the summer and throughout the school year on the correct implementation of the new science curriculum. Teachers will focus on following the district scope and sequence for delivering instruction. Strategy's Expected Result/Impact: Students will show growth at each checkpoint based on data. Staff Responsible for Monitoring: classroom teachers, administration, content specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Interventionist and materials for specialists - 199 General Fund SCE - \$7,517	Formative			Summative
	Oct	Dec	Feb	June
	N/A	N/A		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive follow up training on the math instructional model. Strategy's Expected Result/Impact: Students will receive math instruction in a way that impacts student learning and growth., Staff Responsible for Monitoring: Teachers, specialists, admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Teachers will focus on the scope and sequence for delivering math and reading instruction. Strategy's Expected Result/Impact: By following the scope and sequence, students will receive instruction in a timely manner. Staff Responsible for Monitoring: teachers, specialists, admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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







Performance Objective 2: By May of 2025, Colony Bend Elementary will improve the effectiveness of math instruction for students receiving special education services through the implementation of targeted TEKS instruction carried out with fidelity, as evidenced through the indicators of success.

Indicators of Success: Formative Evidence:

- From BOY to EOY, ensure Special Education students are receiving all services according to their IEP with 100% compliance.
- From BOY to EOY, hold regular meetings with the campus Special Education team to assess student progress and instructional practices.
- From BOY to EOY, ensure that case managers are following district protocols for student progress monitoring, holding ARD meetings for students that fail any academic subject with 100% compliance.

Summative Evidence:

- By January 2025, 100% of students will show a 1.5 year's growth in math as evidenced by MAP testing.
- By May 2025, 100% of students will show a 1.5 year's growth in reading as evidenced by MAP testing.
- By January 2025, 100% of students will show a 1.5 year's growth in math as evidenced MAP testing.
- By May 2025, 100% of students will show a 1.5 year's growth in reading and math as evidenced by MAP testing.







Strategy 1 Details		Reviews			
Strategy 1: Special Education teachers will work with general education classroom teachers to ensure that students receiving special education services with have exposure to targeted TEKS and grade level curriculum. Strategy's Expected Result/Impact: Students will have steady, measurable growth in the areas addressed by targeted math and science TEKS. Staff Responsible for Monitoring: special education and general education teachers, administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
		N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

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

Performance Objective 3: By May of 2025, Colony Bend Elementary will improve the effectiveness of responsive instruction through effective SST meetings, involving the review of relevant data showing students progress on designated TEKS, as evidenced by the indicators of success.

Indicators of Success: Formative Evidence:
From BOY to EOY, ensure that grade level PLC meetings have a focus on breaking down the targeted TEKS and are aligned with the district curriculum with 100% compliance.
From BOY to EOY, ensure that grade level PLC meetings include a Special Education representative with 100% compliance., at least once a month.
From BOY to EOY, ensure that grade level PLC and SST meetings include both formal and informal data sources with 100% compliance.

Summative Evidence:
By January 2025, 100%of students will show a 1 .5 year's growth in reading and math as evidenced by MAP testing.
By May 2025, 100% of students will show a 1.5 year's growth in reading and math as evidenced by MAP testing.
By June 2025, increase Math STAAR results with the "Meets Grade Level" designation by 10%.
By June 2025, increase Math STAAR results with the "Masters Grade Level" designation by 10%.
By June 2025, increase 5th grade Science STAAR results with the "Meets Grade Level" designation by 10%
By June 2025, increase 5th grade Science STAAR results with the "Masters Grade Level" designation by 10%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: Teachers will participate in PLCS biweekly and engage in a discussion of student data and progress towards mastery of selected grade level TEKS in math and science. Strategy's Expected Result/Impact: Teachers will follow district scope and sequence and curriculum with additional focus on selected math and science TEKS. Students will show a years growth on those TEKS. Staff Responsible for Monitoring: Administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	N/A			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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 May 2025, Colony Bend Elementary will empower students to take ownership of their behavior by providing PBIS and classrooms systems to reduce negative behaviors that are a direct result of lack of social/emotional skills through the implementation of the campus mentoring program, grade level PBIS meetings, and the school wide use of Eagle Buck incentives and Eagle Buck celebrations.

Indicators of Success: Formative Evidence:

From BOY to EOY, all grade levels will have participated in at least four PBIS refresher meetings.



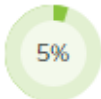
From BOY to EOY, at least 30% of CBE staff members will be mentoring a student indicated as needing additional support.








From BOY to EOY, all of CBE staff will be involved in the distribution of Eagle Bucks as incentives for positive behaviors.

Summative Evidence:

By June 2025, 95% of students with a discipline referral on record will have an in-person discussion regarding the behavior with Assistant Principal or other administrator.

By June 2025, via survey, 90% of staff will strongly agree or agree with the statement "My Assistant Principal/Associate Principal addresses discipline and safety issues in a timely and equitable manner." (up from 87% in May 2024).

Strategy 1 Details	Reviews			
Strategy 1: Mr. Hooper will meet with all grade levels in August, October, January, and March to review PBIS expectations. Strategy's Expected Result/Impact: Students and teachers across the building will be aligned with behavior expectations and there will be fewer behavior incidents of behavior after return from long breaks. Staff Responsible for Monitoring: Administrators, counselor, staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Once a quarter, Mr. Hooper will meet with students new to CBE and review behavior expectations and provide a check in on how things are going since their arrival at CBE. Strategy's Expected Result/Impact: Students new to the campus will feel welcome and will understand the expectations for their behavior. Staff Responsible for Monitoring: Administration, instructional staff, ADA ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	N/A	N/A		

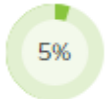
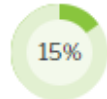




Strategy 3 Details	Reviews			
Strategy 3: CBE will introduce a mentoring program to support students who are struggling with academics, behavior, and have social/emotional needs. Strategy's Expected Result/Impact: Students will be matched with an adult that can provide one on one attention and support to the student. Staff Responsible for Monitoring: Mr. Hooper, Ms. Hartman-CBE counselor, CBE staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff.

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 May of 2025, Colony Bend Elementary will improve the effectiveness of community and parent engagement through the implementation of varied communication systems and feedback opportunities as evidenced by the indicators of success.

- Indicators of Success:** Formative Evidence
- From BOY to EOY, CBE Administration will hold a minimum of 3 in-person feedback and informational sessions for parents, with at least one virtual meeting, with 100% compliance.
 - From BOY to EOY, CBE students with GT services will be provided an opportunity to participate in a minimum of 1 GT fun night, 1 GT field trip, and completion of GT projects with 100% compliance.
- Summative Evidence
- By June 2025, via survey, 87% of parents will agree or strongly agree with the statement "There is frequent, two-way communication between school staff and families." (Up 4% from the 2022-23 school year).
 - By June 2025, via survey, 90% of parents will agree or strongly agree with the statement "The school respects and values input provided by families." (Up 4% from the 2022-23 school year).
 - By June 2025, via survey, 80% of parents will agree or strongly agree with the statement "The school uses family input to improve instruction, programs, activities, and services provided (Up 6% from the the 2022-23 school year).
 - By June 2025, via survey, 84% of parents will rate the Gifted and Talented program as "Excellent" or "Good." (up 6% from the 2022-23 school year).

Strategy 1 Details	Reviews			
Strategy 1: CBE Administration will hold 4 feedback/informational sessions for parents of which at least one related to the gifted and talented program. Strategy's Expected Result/Impact: Allowing parents to feel and community members more informed about school curriculum, programming, and current events relevant to school functions. Staff Responsible for Monitoring: CBE Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Feb	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Colony Bend Elementary

Total SCE Funds: \$6,130.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The allotted money will be used to hire an interventionist, provide our specialists, Dyslexia, Math and Literacy Intervention, the materials they need for their students.

Campus Funding Summary

199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist and materials for specialists		\$7,517.00
Sub-Total					\$7,517.00