

**Birdville Independent School District**  
**Collegiate Academy Of Birdville**  
**2021-2022 Campus Improvement Plan**

# Table of Contents

Priority Problem Statements	3
Comprehensive Needs Assessment Data Documentation	3
Goals	5
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	6
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	9
Goal 3: All students and staff will learn and work in a safe and responsive environment.	11
Addendums	13

# 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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups



- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

#### **Employee Data**

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

#### **Parent/Community Data**

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

# Goals





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** All students will make two year's progress in reading and mathematics literacy between the beginning and end of year based on Renaissance data.

**HB3 Goal**





**Evaluation Data Sources:** Renaissance data - lexiles, IRL, quantiles

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Literacy Program with Reading Across the Curriculum and targeted skill development each week based on the Brockton High model from South Boston.</p> <p><b>Actions:</b> Required reading in each class each week. Rotation of skills to develop each week. Teachers provided with strategies for skill development to choose from each week.</p> <p><b>Staff Responsible for Monitoring:</b> Gerard, All teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement Numeracy Program with variation of Brockton model focusing on numeracy skills.</p> <p><b>Actions:</b> Required numeracy component for each subject each week. Rotation of skills to address each week. Teachers provided with strategies for skill development to choose from each week.</p> <p><b>Staff Responsible for Monitoring:</b> Gerard, all instructors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Address reading regression through summer reading assignments: Freshmen - I Am Malala; Sophomores - Born a Crime; Juniors - Hillbilly Elegy.</p> <p><b>Actions:</b> Assess student reading skills with Renaissance and compare to last year's scores.</p> <p><b>Staff Responsible for Monitoring:</b> April May</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Assess math regression with Renaissance; compare to last year's scores.</p> <p><b>Actions:</b> Create a plan to address any regression using IXL and Edgenuity.</p> <p><b>Staff Responsible for Monitoring:</b> Emma Scarpelli</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Assess student deficits in Reading, Math, Science, and SS during Bridge; make summer assignments to address deficits. <b>Actions:</b> Give assessments during Bridge. <b>Staff Responsible for Monitoring:</b> May, Gerard, Gomez <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Enroll students who did not meet standard for 8th grade STAAR Math in double-blocked class for remediation and Accelerated Instruction. <b>Actions:</b> Create double-blocked class. Enroll target students in class and IXL. <b>Staff Responsible for Monitoring:</b> Emma Scarpelli, Gerard <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**Performance Objective 2:** Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will develop self-advocacy and problem-solving skills. We will administer student surveys each 6 weeks to measure growth.</p> <p><b>Actions:</b> 1. Train students on technology problem-solving including use of Help, submitting heat ticket, calling help line, etc.                      2. Implement "Ask three then me."                      3. Train students on Costa's levels of questions.                      4. Improve use of AVID Tutorials and shift to Study Groups with juniors.</p> <p><b>Staff Responsible for Monitoring:</b> Diehl, Martinez, Beshel, Mata  <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement Character Counts lessons through AVID and English classes.</p> <p><b>Actions:</b> Implement all Character Counts lessons through alternating courses.</p> <p><b>Staff Responsible for Monitoring:</b> Mata; Martinez, Beshel, Diehl, May  <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Increase the number of students meeting college, career and military readiness requirements.





- a) Increase the number of students who will meet progress monitoring targets for college readiness standards as specified by HB3.
- b) Increase the number of students who will meet progress monitoring targets for career readiness standards as specified by HB3.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase percentages of freshmen completing TSI Reading and Writing to 85%. Increase percentage of freshmen completing TSI Math to 50%.</p> <p><b>Actions:</b> Create and staff TSI Reading course and Math course.</p> <p><b>Staff Responsible for Monitoring:</b> Gerard, Scarpelli</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Incorporate test prep weekly into AVID classes, with each student working on the next portion of a test he/she needs to complete.</p> <p><b>Actions:</b> Assign each student materials for the next level of testing he/she needs to complete in Edgenuity and Khan. Students will work 45 minutes weekly on preparation for their next test.</p> <p><b>Staff Responsible for Monitoring:</b> Gerard, May, Scarpelli, Mata</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) by 10% as compared to the prior school year, through improved student retention, recruitment, and days in attendance.





**Evaluation Data Sources:** daily/weekly/six week attendance; TCC attendance report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly attendance reviews in AVID; students will email their parents with weekly attendance information and copy the instructor.</p> <p><b>Actions:</b> Weekly attendance review; have students communicate attendance to parents.</p> <p><b>Staff Responsible for Monitoring:</b> Martinez, Beshel, Diehl</p> <p><b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.

**Evaluation Data Sources:** Record of scheduled CI meetings.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase frequency of Go to Gembah (classroom observations) to once per six weeks with growth targeting after each visit. <b>Actions:</b> schedule observations and conferences <b>Staff Responsible for Monitoring:</b> Gerard	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systematize student data review, goal-setting, and CI discussions through AVID. At least once every 3 weeks students will review results and set goals. Students will have Stats for each class to monitor learning goals. <b>Actions:</b> Each student will have Stats for each class. Goal-setting will occur each 3 weeks in AVID <b>Staff Responsible for Monitoring:</b> All teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement development of Kaizen in student body. <b>Actions:</b> Instruct all students in meaning of Kaizen. Schedule student discussions of Kaizen accomplishments through classes and House meetings. Complete Plus/Delta on use of Kaizen each six weeks. <b>Staff Responsible for Monitoring:</b> Gerard	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Every 3 weeks hold CI meetings; incorporate plus/deltas into planning.



**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Increase family participation and input opportunities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase parent representation on Parent Advisory Council. <b>Actions:</b> Increase recruiting. Set dates in advance for parent planning. Have all parents on Council complete background checks. Include parents for field trips as chaperones/sponsors. <b>Staff Responsible for Monitoring:</b> Gerard	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Offer ongoing parent education through Parent University on topics of need as identified by the parents. <b>Actions:</b> Schedule Parent U. meetings. Request topics of interest at Open House. Instruct parents on opening topics at Open House. <b>Staff Responsible for Monitoring:</b> All staff	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Addendums

**Birdville Independent School District**

**Haltom High School**

**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	14
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	18
Goal 3: All students and staff will learn and work in a safe and responsive environment.	22
Campus Funding Summary	24
Addendums	25

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student Demographics (Snapshot):

Total Students: 2,691

9th Grade: 782 (29.06%)

### Demographics Summary Student Demographics (Snapshot- based on 2018 - 19 TAPR):

Total Students: 2,691

9th Grade: 782 (29.06%)

10th Grade: 731 (27.16%)

11th Grade: 559 (20.77%)

12th Grade: 619 (23.00%)

Female: 1,269 (47.16%)

Male: 1,422 (52.84%)

Hispanic: 1,584 (58.86%)

American Indian/Alaskan Native: 13 (0.48%)

Asian: 206 (7.66%)

African American/Black: 234 (8.70%)

Hawaiian or Other Pacific Islander: 2 (0.07%)

White: 590 (21.92%)

Two or More Races: 62 (2.30%)

Special Education: 269 (10.00%)

Economically Disadvantaged: 1,840 (68.38%)

Limited English Proficiency (LEP): 436 (16.20%)

English as a Second Language (ESL): 432 (16.05%)

Gifted and Talented (GT): 287 (10.67%)

Career and Technical Education (CTE): 1,877 (69.75%)

At Risk: 1,325 (49.24%)

**Staff Demographics:**

Total Staff: 238

Teachers: 193 (81.09%)

Professional Support: 29 (12.18%)

Campus Admin: 7 (3.5%)

Educational Aides: 16 (6.72%)

**Graduation Rate:**

2017-2018 Graduation Rate: 91.9%

2017-2018 Dropout Rate: 1.5%

2018-2019 Graduation Rate: 93.6%

2018-2019 Dropout Rate : 1.4%

10th Grade: 731 (27.16%)

11th Grade: 559 (20.77%)

12th Grade: 619 (23.00%)

Female: 1,269 (47.16%)

Male: 1,422 (52.84%)

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Professional Support: 29 (12.18%)

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2017-2018 Dropout Rate: 1.5%

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2018-2019 Dropout Rate : 1.4%

### **Demographics Strengths**

Graduation Rate is trending upwards: 2011 - 83.6% to 2019 - 93.6%

Dropout Rate is trending downwards: 2011 - 9.0% to 2019 - 1.4%

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

**Problem Statement 1:** Students at Haltom High School read below grade level on average. **Root Cause:** We have an increasing population of students who are English Learners (EL), Economically Disadvantaged and/or Special Education (SPED) and we need to provide increased opportunities to engage these students in literacy activities.



# Student Learning

## Student Learning Summary

ALL Testers

### Algebra I Biology English I English II US History Approaches

001- Haltom HS

2017	74%	88%	54%	56%	94%
2018	78%	88%	61%	61%	90%
2019	68%	87%	60%	65%	96%

### Algebra I Biology English I English II US History Meets

001- Haltom HS

2017	27%	58%	36%	38%	73%
2018	36%	66%	40%	41%	74%
2019	27%	63%	44%	49%	79%

### Algebra I Biology English I English II US History Masters

001-Haltom HS

2017	8%	18%	5%	3%	41%
2018	13%	30%	5%	5%	47%
2019	9%	23%	8%	4%	52%

### Algebra 1 Biology US History ELAR

#### STAAR SPED Percentage

2018 Meets	20%	23%	25%	9%
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## Algebra 1 Biology US History ELAR

### STAAR SPED Percentage

001-Haltom High School	Masters	8%	5%	8%	5%
	2019 Meets	18%	20%	29%	7%
	Masters	4%	3%	10%	0%

### Student Learning Strengths

Increase in Approaches for all students from 2018-2019 school year in English 2 and US History

Increase in Meets performance for all students from 2018-2019 school year in English 1, English 2 and US History

Increase in Masters performance for all students from 2017-2019 school year in U.S. History and English 1

Advanced Placement Calculus BC scores increased from 2014-2019 will an average score of 2.56 to 4.11 (on a score scale from 1-5)

Earned academic distinctions for the 2017-2018 school year in Mathematics and Science

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Math performance is below target level for the majority of student groups at Haltom High School. **Root Cause:** Students are under performing in Reporting Category 3 of the STAAR End of Course (EOC) assessment for Algebra I, and the percentage of students achieving "meets" and "masters" has decreased by 2% or higher in all student groups except for Special Education (SPED).

# School Processes & Programs

## School Processes & Programs Summary

All staff are certified to teach in the areas that they are teaching.

The resignation/retirements from 2014-15 to current:

2014-15 to 2015-16: 26

2015-16 to 2016-17: 16

2016-17 to 2017-18: 13

2017-2018 to 2018-19: 30

The amount of first year teachers from 2014-2015 to current:

2014-15 to 2015-16: 9

2015-16 to 2016-17: 5

2016-17 to 2017-18: 4

2017-18 to 2018-19: 14

## School Processes & Programs Strengths

-We serve our SPED students through Inclusion, Access and Omega programs based on their learning needs.

-Alignment of Lesson Plan format to focus on learning objectives and formative assessment.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Staff members need increased opportunities to learn from each other. **Root Cause:** Teachers are given limited opportunities to observe peers' teaching and

use of strategies. Teacher led professional development occurs, but time limitations inhibit depth of presentation and learning.

# Perceptions

## Perceptions Summary

We have identified that all students and staff are in need of ongoing SEL support due to the impact of COVID 19.

HHS began the 2020-21 school year with a full day of SEL for all staff, and students engaged in SEL learning the first 2 days of school.

We have committed to ongoing SEL support for all staff and students.

## Perceptions Strengths

HHS is implementing Character Strong for all F2F learners, staff and administrators in addition to online SEL lessons for remote learners.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students need access to curriculum that meets their social emotional needs. **Root Cause:** Students have been adjusting to online and blended learning due to COVID 19 and need increased and ongoing Social Emotional Learning support.

# 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
- Campus goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data

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

- Completion rates and/or graduation rates data

## **Employee Data**

- State certified and high quality staff data

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** We will achieve a 5% (minimum) growth on the EOC tests at the "meets" or "masters" level for every identified at-risk student group (SPED, EB and White students).

**Evaluation Data Sources:** Campus and District summative assessment data





Final STAAR EOC testing data

PLC meeting notes

Individual student monitoring

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators and Department Chairs (DC) will coach and support Professional Learning Community (PLC) Leads and teachers to clearly define and monitor campus and district instructional expectations.</p> <p><b>Actions:</b> Ongoing targeted professional learning opportunities</p> <p>Consistent administrator presence at Professional Learning Community (PLC) meetings for STAAR EOC tested subjects</p> <p>Ongoing reinforcement and coaching of strategies and instructional expectations</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Leaders of Learners (LOL) Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will conduct classroom observations with feedback consistently throughout the year.</p> <p><b>Actions:</b> Consistent administrator classroom observations with timely and specific feedback</p> <p>Learning walks for teachers to observe strategies and "best practices" of peers</p> <p>Increased observations and feedback in classes with special populations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Dean</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus Professional Learning Communities (PLC) will engage in thorough data digging processes to identify and discuss ways to close gaps in learning.</p> <p><b>Actions:</b> Identification and communication of students needing additional intervention</p> <p>Focused Professional Learning Community (PLC) meetings in STAAR EOC tested subjects</p> <p>Common assessments and data disaggregation in STAAR EOC tested subjects</p> <p>Administrator support at STAAR EOC PLC meetings</p> <p>Classroom observations to ensure effective instructional strategies are taking place</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students who were coded as "absent" or "other" during Sp 2021 testing (or who have failed an EOC in the past) will engage in ongoing accelerated instruction (AI) in alignment with the requirements of HB4545.</p> <p><b>Actions:</b> Students coded "absent" or "other" will take a BOY assessment to determine AI needs</p> <p>Identified students will be provided with ongoing accelerated instruction opportunities before/during/after school and on select Saturdays</p> <p>Staff will continuously track progress of identified students to ensure progress in meeting 30 hour requirement per subject needed</p> <p>An incentive program will be established to encourage student engagement and participation</p> <p>Communication with identified students and parents will be ongoing through EOY or until student passes applicable EOC</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Academic Dean, Principal, ESSER Tutors/Teachers</p> <p><b>Title I Schoolwide Elements:</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 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$141,525</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 2:** We will provide increased College Career & Military Readiness (CCMR) opportunities for all students and closely monitor graduation potential of current seniors (providing early interventions as necessary).

**HB3 Goal**

**Evaluation Data Sources:** CCMR End of Year (EOY) data

Individual Graduation Committee (IGC) documentation

Graduation Rate





Documentation of military recruiters and college visits (virtual, face-to-face)

Edgenuity documentation

Other intervention documentation

Parent/Student communication documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will promote and communicate opportunities for 10 - 12th grade students to participate in PSAT &amp; SAT testing and we will provide multiple opportunities for all students to practice test content.</p> <p><b>Actions:</b> Communication of PSAT &amp; SAT testing to 10 - 12th students through multiple platforms</p> <p>Khan Academy PSAT &amp; SAT practice embedded in Buff Time bi-weekly</p> <p>Individualized communication for testing to students and parents identified through Collegeboard's AP Potential reports</p> <p>10th - 12th Grade PSAT &amp; SAT participation rates</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Dean, Counselors, Graduation Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> AVID seniors (100%) will be accepted to college or military and AVID seniors will be exposed to college and military opportunities on an ongoing basis.</p> <p><b>Actions:</b> AVID seniors will participate in face-to-face and virtual college visits</p> <p>HHS campus will promote a "college going" atmosphere</p> <p>AVID teachers will ensure students have completed college entry requirements</p> <p>Multiple colleges and recruiters will be invited to speak to AVID seniors about opportunities after graduation</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator &amp; Site Team, Academic Dean, Graduation Counselor, Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will identify and provide early interventions for seniors in danger of not graduating and HHS Graduation Coach will conduct frequent meetings with all students in the 2021-22 cohort who are in a credit deficient.</p> <p><b>Actions:</b> Appropriate teachers, assistant principals and counselors will be notified of identified students in an effort to provide additional targeted support</p> <p>Students will be supported and monitored through the Individual Graduation Committee (IGC) process as needed</p> <p>Students will be provided additional support (as needed) for external school factors inhibiting school performance</p> <p><b>Staff Responsible for Monitoring:</b> Graduation Coach, Academic Dean, Assistant Principals, Counselors, Teachers</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**Performance Objective 3:** We will reduce the percentage of Special Education students who receive In School Suspension (ISS) and Out of School Suspension (OSS) due to disciplinary issues.

**Evaluation Data Sources:** Skyward Discipline Data reports

Discipline Training agendas from campus professional learning

Discipline Flow Chart

Classroom Walkthrough Data & Checklists

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will use CHAMPS campus-wide and provide increased professional learning opportunities for staff to learn classroom management strategies and effective disciplinary techniques.</p> <p><b>Actions:</b> CHAMPS posted and evidence of use in all classrooms</p> <p>Ongoing professional learning of CHAMPS and other classroom management techniques</p> <p>Campus-wide use of HHS discipline flow-chart</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Assistant Principals, Department Chairs, Office Support Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.





**Performance Objective 1:** We will continuously train core staff on literacy building strategies that benefit all students.

**Evaluation Data Sources:** Student work samples and artifacts

Professional Learning agendas with a Literacy focus

Classroom observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will be trained on the annotation and quickwrite process throughout the year and will submit student artifacts.</p> <p><b>Actions:</b> Beginning of Year (BOY) professional learning on the annotation and quickwrite process</p> <p>Ongoing AVID training on the annotation and quickwrite process</p> <p>Implementation of an annotation and quickwrite schedule for all departments requiring submission of artifacts 2x per year</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean, AVID Elective Teachers, Department Chairs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will conduct classroom observations with feedback consistently throughout the year to ensure instructional strategies are being implemented campus-wide.</p> <p><b>Actions:</b> Consistent administrator classroom observations with timely and specific feedback</p> <p>Learning walks for teachers to observe strategies and "best practices" of peers</p> <p>Increased observations and feedback in classes with special populations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Dean</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers will engage students in annotation and quickwrite activities a minimum of two times per year.</p> <p><b>Actions:</b> Student artifacts</p> <p>Focused professional learning opportunities for staff</p> <p>Classroom observations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Dean, Department Chairs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** All teachers will participate in ongoing professional learning of strategies and best practices to support and grow literacy in Emergent Bilinguals (EB) and all students.

**Evaluation Data Sources:** Professional Learning agendas with a Sheltered Instruction focus

Ongoing collaboration opportunities with district Multilingual Services Department

Classroom observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will collaborate with the Multilingual Services department to ensure all teachers are trained in sheltered instruction.</p> <p><b>Actions:</b> Targeted professional learning throughout year focusing on building reading/writing/listening/speaking skills in English Learners (EL) and all students</p> <p>Ongoing monitoring of the academic progress of EL students</p> <p>Increased technology use with EL students in an effort to build familiarity with Texas English Language Proficiency Assessment System (TELPAS) testing process</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, TELPAS/EL Administrator, Academic Dean</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will conduct classroom observations with feedback consistently throughout the year to ensure strategies are being implemented campus-wide.</p> <p><b>Actions:</b> Consistent admin classroom observations with timely and specific feedback</p> <p>Learning walks for teachers to observe strategies and "best practices" of peers</p> <p>Increased observations and feedback in classes with special populations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Dean</p>	Formative			Summative
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**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 3:** We will promote the ASPIRE program to all students using multiple platforms in an effort to provide additional academic enrichment opportunities outside of the school day for reading and math.

**Evaluation Data Sources:** Artifacts of communication (flyers, emails, social media posts, etc...)

ASPIRE student participation counts BOY/MOY/EOY

ASPIRE student academic performance



**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Social emotional learning will be a priority for all students and staff.





**Evaluation Data Sources:** Character Strong data

Social Emotional Learning (SEL) survey data

Buff Time lesson plan agendas

Online lesson plan documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will continuously engage students in Social Emotional Learning (SEL) lessons throughout the year.</p> <p><b>Actions:</b> Teachers will commit to using the Character Strong curriculum each Friday during Buff Time.</p> <p>Teachers will engage students in the Character Strong curriculum on a weekly basis.</p> <p>Student groups will help to promote Character Strong as part of school culture.</p> <p><b>Staff Responsible for Monitoring:</b> Crisis Counselors, Counselors, Administrators, Academic Dean, Character Strong team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - ESF</p> <p><b>Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue





**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** We will maintain ongoing communication with parents in a thorough and timely manner.

**Evaluation Data Sources:** Parent contact documentation

Social media documentation

Automated call/text/email blast documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will communicate important information with parents and the HHS community in a timely manner through the use of multiple platforms.</p> <p><b>Actions:</b> All school communication will be posted on multiple social media platforms in an effort to reach a larger audience.</p> <p>Text/Email/Phone call blasts will be utilized and sent in English and Spanish (when possible)</p> <p>HHS website will be updated frequently</p> <p><b>Staff Responsible for Monitoring:</b> Designated Admin, Campus Media Specialist</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Campus Funding Summary

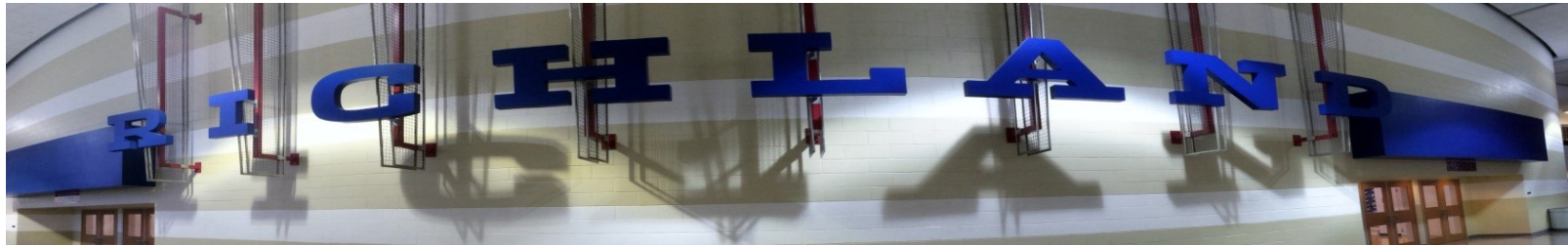
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Intervention Personnel		\$0.00
2	2	1	Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	ESSER Tutors		\$141,525.00
<b>Sub-Total</b>					<b>\$141,525.00</b>
<b>Grand Total</b>					<b>\$141,525.00</b>

# Addendums

**Birdville Independent School District**

**Richland High School**

**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Demographics	3
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	13
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	20
Goal 3: All students and staff will learn and work in a safe and responsive environment.	22
State Compensatory	25
Budget for Richland High School	26
Personnel for Richland High School	26
Campus Funding Summary	26
Addendums	27

# Comprehensive Needs Assessment

## Needs Assessment Overview

Due to Covid-19 shutdown, many students and families are struggling with how to best navigate school. At the start of the 2020-2021 school year, we had 60% of students face-to-face and 40% online.

# Demographics

## Demographics Summary

The student population at Richland High School has continued to change significantly over the last five years both ethnically and socio-economically. There has been an increase in Hispanic population has shown the greatest increase and now represents 35% of our student population and that increase brings additional students classified as LEP.

The percentage of our students classified as economically disadvantaged has grown to 46%.

Our At-Risk percentage has risen to 39%.

10% of our population is classified as SPED.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 Richland High School did not meet the target with a TELPAS progress rate of **32%**. In 2020-2021 Richland High School did not meet the target with a TELPAS progress rate of **33%**. In comparing the progress rate from 2019 and 2021, Richland demonstrated a **1% point increase** in students' English Language Proficiency Status.

## Demographics Strengths

The percentage of students classified as GT is 11.3%

CTE participation is at 72.7%

CCMR Recognition due to PSAT and Dual Credit enrollment and the number of students that complete the TSAI on campus.

We have increased to two Crisis Counselors.

We have increased diversity of teachers to 19.6%

Our student to teacher ratio is 15.6 to 1



## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Increase in LEP, SPED, and newcomer populations require additional supports for students who are struggling with language and knowledge acquisition simultaneously. **Root Cause:** Lack of designated staff to address language acquisition and lack of training for teachers to address knowledge acquisition obstacles in the classroom.

**Problem Statement 2:** Continuing changes in demographics have resulted in increases in the percentage of student population that needs additional support in language acquisition and additional support in academics. **Root Cause:** Lower levels of reading skills and math skills in the general population seem to be connected to lower exposure to early reading and learning associated with lower socio-economic population.

**Problem Statement 3:** The increase of the percentage of students who are identified as At-Risk has increase based on absenteeism, course failures, and STAAR failures and is strongly connected to effects of COVID related effects on populations and inconsistent instructional delivery. **Root Cause:** Inconsistent instructional delivery for all populations during 18+ months of COVID.

# Student Learning

## Student Learning Summary

Many aspects of student performance indicate the pandemic had a profound effect on student performance during the 2020-2021 School year.

- Increased number of students failed one or more courses resulting in a loss of credit
- Decreased number of students in "Approaches" "Meets" and "Masters" category for STAAR in tested areas
- Increased number of students were not eligible for participation in UIL at progress reporting time throughout the school year for 2020-2021
- Increased attendance issues due to varied platforms and lack of continuity for direct instruction
- Increased number of qualifying scores on AP exams

All state and national tests were given in to students that were both in person learners and on line learners.

For the 2021-2022 school year, the campus will use campus, district, and state tests to help identify areas of need and gaps that exist due to 18+ months of inconsistent classroom practices that were necessary to achieve in person and on line learning simultaneously.

## Student Learning Strengths

Campus wide implementation of Character Strong Curriculum allowed for more connections for students social emotional health, safety and well being. Teachers adapted instructional methods for reaching many students in various formats for the 2020-2021 school year while focusing on the health and well being of RHS community.

AP tests were given district wide face to face allowing for a consistent testing environment for all students.

Campus wide focus on best practices for classroom instruction will provide needed consistency and support for instruction. Utilizing processes that were working prior to the pandemic and strengthening direct instruction with campus identified areas for targets that include:

- Plan, DO, Study, Act
- Data collection and goal setting by students
- Literacy strategies for every content
- PLC process

## School Processes & Programs

### School Processes & Programs Summary

2021 Current STAAR Data indicates our incoming freshman have many gaps in learning 8th grade material needed for success in 9th grade courses. This same trend is true for each co-hort of students.

Tier 1 instruction needs to be strengthened. Re-Calibration of Best Tier 1 Practices that include: Workshop Model, PDSA, Student Centered Goals and Goal tracking, and literacy strategies across contents.

All PLC work and professional learning will focus on these re-calibration practices.

Our campus exhibits confidence in our community as referenced by campus surveys.

Character Strong focuses on Social Emotional Needs of students and is a campus wide focus.

### School Processes & Programs Strengths

AP program options remain a strong offering at RHS with increased success with qualifying scores for the 2020-2021 school year.

CTE options allow for students to be transported each period to the BCTAL along with CTE options at RHS. These options are available to any student at RHS.

The Royal Time Advisory are now using Character Strong curriculum to guide students and teachers through SEL lessons.

Students and teachers are publicly recognized for positive influences and student achievement. We have awards assemblies for students throughout the year.

Every month we recognized "Spirit of the Royal Nation" and recognize students based on: kindness, empathy, leadership, courage, acceptance, and honor.

We also recognize teachers with the following Royal Roaming Awards monthly recognition nominated by peers:

- Circle of Life (mentored others)

- This Land (improved our community)
- Hakuna Matata (exhibited grace under pressure)
- I just can't wait to be King! (shown leadership)

2021 Graduation Rate is 98.1 % and all measurable domains were met in Domain III for STAAR Accountability measures.

Teacher and Student safety surveys are administered.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Students in all cohorts have learning gaps due to inconsistent instructional practices during COVID. **Root Cause:** Instructional focus shifted from best practices to meeting the needs of students in various platforms creating gaps in foundational understanding of content.

**Problem Statement 2:** The instructional progress of using best practices slowed down over 2020-2021 due to a perceived holding pattern of expectations. **Root Cause:** The target changed multiple times.

# Perceptions

## Perceptions Summary

The mascot change during the 2020-2021 school year allowed for a unification of school spirit. Community and student input was designed into every aspect of the process from choosing the mascot to naming the mascot. The mascot change has had a positive impact on students and staff. The inclusive process allowed for a fresh start and for our students to create the narrative for Rocky the Royal.

Richland High School offers a variety of course options that coincide with offering multiple endorsements by many students. Students have access to Career and Technology resources and classes each period of the day.

Our campus is well maintained. Student survey information gives us areas to focus on for growth

- 48% of students "like" school
- 61% of students feel classrooms/lab/gyms/fields at school are in good quality
- 70% of students say the rules for behavior are clear

There is a campus expectation of contacting parents for positive reinforcement.

Social media is used to communicate school news and accomplishments.

## Perceptions Strengths

Our new mascot allows for intentional focus on the family as members of a Lion Pride are many and each contribute to the health of our school community. The student centered approach allowed for the voice of our students excitement for this new era of Richland High School to be the roar that was heard. Our students and staff embrace this new Royal Tradition and promote our the legacy of our school.

The new branding has not caused any major disruption and there have been zero office referrals concerning controversy of the new mascot versus old.

Richland High School offers a variety of course options that coincide with offering multiple endorsements by many students. Students have access to Career

and Technology resources and classes each period of the day.

Our campus is well maintained. Survey results from students and parents indicate a safe and welcoming environment.

Results from Surveys Conducted:

- 83% of students "know an adult at school who I can talk to if I need help"
- 83% of students are involved in clubs, organizations, teams, or groups at school
- 83% of students say they are skilled in technology used at school

There is a campus expectation of contacting parents for positive reinforcement.

Social media is used to communicate school news and accomplishments.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Teachers qualitative data indicate a greater array of non education issues inhibiting classroom performance. The data show an increased need for SEL programming to address these concerns. **Root Cause:** Students face increasing pressures from social media which contributes to increases in anxiety, bullying and suicide rates.

# 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

## Employee Data

- Campus department and/or faculty meeting discussions and data







# Goals

**Goal 1:** Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading between the beginning and end of year.

**Evaluation Data Sources:** Secondary: Lexile levels from Renaissance Reading Screener

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the literacy plan through established priorities for system-wide literacy practices.</p> <p><b>Actions:</b> a) Use PG-SLO tasks to implement district reading and writing strategies.</p> <p>b) Guide the instruction of teachers through lunch and learns and additional on-site training during the professional work day.</p> <p>c) Use the PLCs to collaborate and discuss results that were successful for additional implementation as well as those that need improvement and redesign.</p> <p>d) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Academic Dean Principal Department Chairs Literacy Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Build capacity to implement the district recalibration focus on Tier 1 instruction.</p> <p><b>Actions:</b> a. Provide professional development on recalibration of Tier 1 instruction</p> <p>b. PG-SLO goals aligned with both campus and district recalibration plan.</p> <p>c. Monitor implementation of strategies utilizing walk-throughs and teacher provided artifacts as supporting documentation.</p> <p>d. Provide timely and meaningful feedback to teachers and additional intervention training as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Academic Dean Principal Department Chairs Literacy Committee</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Align processes that encourage and facilitate personalized learning for students.</p> <p><b>Actions:</b> A. Utilize Canvas and Aware to its fullest capacity.            B. Use of IEP, 504, and ESL accommodations to individualize instruction.            C. RtI Tier 3 additional services are provided through reading classes and Edgenuity.            E. Monitor, support and provide feedback to support campus implementation of personalized learning.            F. Student data collection in classrooms (online or paper)            G. Monitor Accelerated Instruction Tutorials and progress</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals            Academic Dean            Principal            Department Chairs</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Identify GT students to provide opportunities for rigorous learning beyond advanced coursework.</p> <p><b>Actions:</b> a) Utilize Duke Tip List and known high achieving students, etc. to develop a base for PSAT, 8/9, and Khan Academy future National Merit contenders.</p> <p>b) Offer SAT/ACT Preparation course.</p> <p>c) Use Lexile levels to guide assignments for individualized instruction.</p> <p>d) Develop an AP course recruitment program by reaching out to students identified as potentially successful AP students by College Board with personalized and targeted teacher invitations and promotion.</p> <p><b>Staff Responsible for Monitoring:</b> Tracey Besgrove            Amy DeWeese            Jennifer Cruze</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.





**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

**Evaluation Data Sources:** STAAR, PBMAS, and CBA results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments.</p> <p><b>Actions:</b> a. Align special education instructional practices to the literacy plan and Tier I priorities.</p> <p>b. Increase opportunities for collaboration between general education and special education teachers.</p> <p>c. Train all teachers on effective strategies to use with students receiving special education services.</p> <p>d. Require special education representation on LOL teams.</p> <p>e. Continue and expand the use of IXL to identify and remediate basic skills for Special Education students to accelerate growth in Math, English, and Science.</p> <p>f. Increase the number of students in special education taking CTE offerings that include industry based certifications.</p> <p><b>Staff Responsible for Monitoring:</b> Derek Hinton Denise Jones Counselors Dee Pollack</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a collaborative process that requires general education and special education teachers to monitor student progress on a regular and consistent basis.</p> <p><b>Actions:</b> a. Use of Aware Monitoring lists for all Special Education students and their case managers.</p> <p>b. Fifth Period Royal Time teacher will also serve as a progress monitor and will communicate with the teacher of record.</p> <p><b>Staff Responsible for Monitoring:</b> Derek Hinton Special Education Department Chair - Denise Jones Gen ed teachers and Special Ed teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement system-wide instructional practices appropriate for ELs to increase TELPAS progress rate by 3 % on English Language Proficiency Status.</p> <p><b>Actions:</b> a. Improve communication between new-comer program teacher and EA with sheltered teachers.</p> <p>b. Use of IXL for sheltered students in Math and ELAR.</p> <p>c. Training in SIOP and ESL Certification allowing for collaboration with district leadership on curriculum and resources.</p> <p>d. Creation of ESL files to collect and maintain data on ESL students and parental contact outside of the LPAC.</p> <p>e. Provide quality training for all instructional staff to engage and support English learners</p> <p>f. Monitor language proficiency and academic performance data to identify where additional support is needed.</p> <p>g. Communicate TELPAS testing schedule and writing window to teachers with clear instructions and deadlines.</p> <p>h. Clarify appropriate writing samples to be collected in all subjects</p> <p>i. TELPAS testing occurs over the window and allows for completion of all parts of TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Tracey Besgrove ESL Teacher Gen ed teachers of EL students</p> <p><b>Funding Sources:</b> ESL Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Evaluate current RtI processes and make adjustments in order to achieve system coherency</p> <p><b>Actions:</b> a) Conduct a study to determine current campus RtI practice and implementation of the campus academic RtI plan with a strategy to assist online learners.</p> <p>b) Identify gaps in the implementation of the campus academic RtI plan.</p> <p>c) Develop a corrective action plan for the campus. ie: online tutorials for struggling learners.</p> <p>d) Revise and edit components of the campus academic RtI plan as identified in the gap analysis.</p> <p>e) Periodically review campus RtI intervention to ensure compliance with the campus academic RtI plan.</p> <p><b>Staff Responsible for Monitoring:</b> Jennifer Muirhead Amy DeWeese Tracey Besgrove Jennifer Cruze</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$79,338</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue implementation of the district and campus continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.</p> <p><b>Actions:</b> a. Aggregate walk-through data and work with department chairs to disseminate information to teachers.</p> <p>b. Use the PG-SLO process to model and demonstrate effective use of PDSA.</p> <p>c. Identify and/or generate model classrooms as a living teacher resource exemplifying effective use of the continuous improvement model and response to data.</p> <p>d. Collect evidence and artifacts from classroom walk-throughs regarding successful use of continuous improvement in improving student outcomes and PG-SLO goals.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Academic Dean Instructional Coach Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Engage parents and community in the educational process.</p> <p><b>Actions:</b> a. Improved and expanded surveys of parents to assist in the educational process.  b. Counselors visits and parent nights  d. Utilize Royal Time during 5th period to contact parents regarding grades, attendance and progress.  e. Use of Remind and social media to improve communication with parents  f. Work with PTSA to increase parental involvement  g. Continue alumni programs such as distinguished alumni and Hall of Fame to increase affiliation and involvement</p> <p><b>Staff Responsible for Monitoring:</b> Jennifer Cruze  Assistant Principals  Darlene Tate  Shelley Marshall  Amy Strickland</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a campus administered survey of student perceptions.





**Evaluation Data Sources:** Character Strong Lessons and Character Dares  
 Character Strong Surveys  
 Gallup Student Poll

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify and deploy district-approved programs that teach social-emotional skills</p> <p><b>Actions:</b> a. Implement Character Strong during Royal Time                      b. Continue Hope Squad with curriculum focusing on peer intervention                      c. Character Strong Lessons and Curriculum throughout the school during Royal Time</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Darlene Tate                      Shelley Marshall                      All Teachers                      Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.

**Evaluation Data Sources:** Student Discipline Referrals and DAEP Placements





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the district behavioral RtI plan</p> <p><b>Actions:</b> a) Behavioral RtI committee including stakeholders from parents, teachers, administrators.</p> <p>b) Provide training on the district behavior RtI plan.</p> <p>c) Identify needed support systems.</p> <p>d) Provide a menu of options of Restorative Discipline systems for campus implementation.</p> <p>e) Utilize Restorative Discipline systems at Richland High School.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Counseling Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the behavioral RtI plan with fidelity.</p> <p><b>Actions:</b> a) Offer a variety of options that reduces the amount of time the student is not in class.</p> <p>b) Using counseling strategies and discussing with teachers about different options they can use to keep students on task and motivated.</p> <p>c) Train campus leaders to implement the behavior RtI plan.</p> <p>d) Evaluate the implementation of the behavior RtI plan.</p> <p>e) Monitor the assignment of students to DAEP and their subsequent behavioral progress.</p> <p>f) Continued implementation of Behavioral RtI.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Counseling Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance. Our goal is 96%.

**Evaluation Data Sources:** Attendance Data


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop an implement a campus-wide program to incentivize student and staff attendance.</p> <p><b>Actions:</b> a) Promote attendance through competition and rewards.</p> <p>b) Coordination with a student support specialists to work with students on an individual basis to determine root cause.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Attendance Clerks Graduation Coach Truancy Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and deploy continuous improvement processes in classroom instruction.</p> <p><b>Actions:</b> a) Use of PG-SLO tasks, data collection and collaborative discussions to foster the improvement cycle.</p> <p>b) Use of CBA Data Protocols, Interim Assessments within PLCs to assess and improve instruction specific to TEKS and student learning needs.</p> <p>c) Administration team has created a system to collect data and reflect upon the process for safety initiative, monitoring literacy, and improving professional development. The team meets periodically to use the PDSA cycle for course correction.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals PLC's Department Chairs Academic Dean</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.


**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes on campus.


**Evaluation Data Sources:** End of Year Lexiles and Performance ELA EOCS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foster a culture of continuous improvement across the campus to improve student achievement and increase student and staff well being.</p> <p><b>Actions:</b> a) Using survey data, the administration will demonstrate responsive action to teacher concerns in a timely manner. The administration will utilize continuous improvement strategies and model these to the staff during professional development and lunch and learns.                      b) Utilize Character Strong to improve teacher relationships and increase morale.                      c) Utilize student survey data to direct SEL programming through the classroom and Royal Time. Monitor Royal Time to ensure fidelity by all teachers.                      d) Utilize the PG-SLO system to create a feedback loop for teachers to monitor and assess instruction and improve student performance.                      e) Encourage all staff members to join PTA</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Asst Principals                      Department Chairs</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Survey of campus stakeholders - Safety  
Survey of campus stakeholders - Character Strong


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p><b>Actions:</b> a) Continue with COVID safety protocols that include: 225 hand - sanitizers, classroom and bathroom sanitation with backpack sanitizer.</p> <p>b) Implement district provided safety resources including security guards, additional cameras in cafeteria and hallways</p> <p>c) Use of Navigate 360 for all safety drills</p> <p>d) Conduct safety drills each month and document</p> <p>e) School Safety Committee will meet each month</p> <p>d) Variety of student clubs and organizations to be inclusive of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counseling Staff All Faculty All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				


**Goal 3:** All students and staff will learn and work in a safe and responsive environment.


**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 25% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 25%.


**Evaluation Data Sources:** Workers' compensation claims and days missed due to accidents

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus-wide program that promotes an accident-free work environment.</p> <p><b>Actions:</b> a) Have all staff review all Covid safety protocols and procedures.</p> <p>b) Review and update the campus accident prevention plan and related department safety plans during bi-annual safety meetings with faculty.</p> <p>c) Require staff to review district plan and related department plans through the Safe Schools platform</p> <p>d) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments: Stop the Bleed, Evacu-chairs</p> <p>e) Continue Safety Committee meetings per district plan.</p> <p>f) Review and report claim information per the district plan</p> <p>g) Perform campus/building safety walk throughs as required by district plan</p> <p>g) Teachers encouraged to be spectators rather than participants in physical competitions with students</p> <p>h) Use of district provided stools and ladders for safety compliance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Chairs</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** The campus will meet all compliance requirements for improvement planning.

**Evaluation Data Sources:** College Readiness Data and Health Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deliver current and accurate information regarding college readiness.</p> <p><b>Actions:</b> a) Create and employ counseling and guidance programs which include student and parent involvement. Sessions to include: Lexiles, college admission process, financial aid, scholarships and college testing (TSI).</p> <p>b) Create and disseminate information comparing and contrasting Advanced Placement with Dual-credit courses to help students and parents make informed decisions for college preparedness.</p> <p>c) Offer college night with an interactive board of experts to answer questions and share information with students and parents. Possible variation could be panel discussion via Zoom</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and maintain a campus-wide coordinated health program.</p> <p><b>Actions:</b> a) Social Emotional learning with staff and students utilizing Character Strong lessons focused on a sense of belonging. Utilize survey data to monitor progress.</p> <p>b) Provide SEL support for all learners</p> <p>c) Implement Life Lines Suicide prevention curriculum</p> <p><b>Staff Responsible for Monitoring:</b> Principal Crisis Counselor Nurses</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# State Compensatory

## Budget for Richland High School

Total SCE Funds:

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

--

## Personnel for Richland High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Darlene Tate	Student Assistance Counselor	1
Jenai Alvarez	Graduation Coach	1
Jennifer Linebaugh	Reading Interventionist	1
Shelley Marshall	Student Assistance Counselor	1
Stacey Hayley	Bilingual/ ESL EA	1
Yvette Rieser	ESL Teacher	1

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$0.00
1	2	3	ESL Personnel		\$0.00
1	2	4	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	ESSER Tutors		\$79,338.00
<b>Sub-Total</b>					<b>\$79,338.00</b>
<b>Grand Total</b>					<b>\$79,338.00</b>

# Addendums



**Birdville Independent School District**  
**Birdville High School**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
School Processes & Programs	3
Priority Problem Statements	4
Comprehensive Needs Assessment Data Documentation	5
Goals	7
Goal 1: All students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	8
Goal 2: Students will utilize a system with efficient and effective operations to support and improve the learning organization.	12
Goal 3: All students and staff will learn and work in a safe and responsive environment.	14
Campus Funding Summary	18
Addendums	19

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Here is a demographics summary for Birdville High School: Student Enrollment = 2074, Asian = 3%, African American = 9%, Hispanic = 31%, Native American = 1%, Pacific Islander = 0%, Multiracial = 3%, White = 53%, 9th grade = 520, 10th grade = 538, 11th grade = 490, 12th grade = 526, Female = 47.9%, Male = 52.1%, LEP = 6.2%, At Risk = 48%, Econ = 36%, Dyslexia = 6.1%, GT = 14.9%, SPED = 8.1%, ADA = 94.9%.

### Demographics Strengths

Stable enrollment over the years... consistently around 2,000 - 2,100 each year

Ethnicity breakdown has remained consistent over the past 5 years

# School Processes & Programs

## School Processes & Programs Summary

Programs and processes in place at Birdville High School are: Leaders of Learners program, CIR / Rigor Walks, Continuous Improvement, BOLD Literacy, CORE Value program, Canvas Learning Management System.

## School Processes & Programs Strengths

Our Leaders of Learners team is a strength for our campus. This group of teacher leaders help to monitor the Continuous Improvement initiatives on our campus through LOL training provided by our district and also from campus visits to other high performing schools within our campus comparison group.

Our CORE Value program is a strength for our campus, and this year we are adding the Character Strong curriculum. We recognize students each six weeks at our "Outstanding Students of the 6 Weeks" breakfast recognition ceremony... and students are recognized for exhibiting a particular CORE value of the 6 weeks. Family members attend these recognition ceremonies and this program has grown into a positive strength for our campus over the past several years.

Another strength is our special services programs. We serve students with OHI, auditory/visual/deaf impairments, intellectual & learning disabilities, and autism. We have a program called "Birdville Buddies" where we partner a general education student with a special education student and it is a highlight of our campus, without a doubt! This program grows in popularity every year (indicated by the increasing number of students that want to join Birdville Buddies) and we are so thankful for the inclusive environment this program has brought to our campus.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** BOLD Literacy is a continuing initiative this year that needs to build through increased training of our staff. **Root Cause:** Students reading below grade level

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

## 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
- Professional development needs assessment data

## Parent/Community Data

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

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: September 10, 2021





**Goal 1:** All students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** Increase STAAR Performance under Student Achievement Domain of the state accountability system by 2 points over previous year. (2018 = 58, 2019 = 61, 2021 = 62)

**Evaluation Data Sources:** Domain 1 performance in 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Tier 1 Priorities in each content area.</p> <p><b>Actions:</b> Action A. Implement a process for monitoring implementation of tier 1 priorities</p> <p>Action B. Develop and implement a plan to increase leadership density throughout the system around Tier 1 priority implementation.</p> <p>Action C. Allocate necessary resources to implement Tier 1 priorities</p> <p>Action D. Use screener data to provide differentiated Tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Department Chairs, and PLC Facilitators</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Embed literacy instruction in all content areas within Canvas learning platform.</p> <p><b>Actions:</b> Action A. All teachers receive Canvas training specific to their content areas.</p> <p>Action B. Use screener data and teacher feedback to make decisions on next steps.</p> <p>Action C. Tier 1 Priorities used in all content areas to enhance literacy instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Department Chairs, and PLC Facilitators</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>







Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Align and revise the comprehensive professional learning plan to address the needs of teachers for effective instructional delivery in both remote &amp; face-to-face learning environments.</p> <p><b>Actions:</b> Action A. Support the staff in accomplishing their personalized learning goals established in T-TESS.</p> <p>Action B. Allocate resources to support the professional learning plan.</p> <p>Action C. Provide a system for teachers to share or evidence their professional learning that align with Tier 1 priorities.</p> <p>Action D. Support teacher growth through collaborative walks focused on rigor</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Department Chairs, and PLC Facilitators</p> <p><b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs.</p> <p><b>Actions:</b> Action A. Utilize case managers and/or ESL team for making decisions regarding programming, assessment, supports, and accommodations for all students receiving specialized services.</p> <p>Action B. Allocate resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus SPED Case Managers, Diagnostician, ESL Team</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Personnel - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize resources from ESSER funds to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas</p> <p><b>Actions:</b> Tutoring with targeted students before school, during Hawk Time, and after school</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and Instructional Coach</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$41,556</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Goal 1:** All students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 2:** Increase Academic Growth under School Progress Domain of the state accountability system by 5 points over previous accountability data year. (2018 = 67; 2019 = 72)





**Evaluation Data Sources:** Domain 2 performance in 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish and monitor a system of continuous improvement for the classroom</p> <p><b>Actions:</b> Action A. Implement a coordinated plan for training teachers on classroom continuous improvement through PLCs and Departments lead by our LOL team</p> <p>Action B. Continue CI implementation process with classroom mission statements, PDSA, and student data folders.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Department Chairs, Leaders of Learners Team, and PLC Facilitators</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize resources from ESSER funds to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas</p> <p><b>Actions:</b> Tutoring with targeted students before school, during Hawk Time, and after school</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and instructional coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** All students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** Increase Relative Performance (% Eco Dis) under School Progress Domain of the state accountability system by 3 % points over previous accountability data year. (2018 = 35.9%, 2019 = 38.0%, 2021 = 39.9%)

**Evaluation Data Sources:** Domain 2 performance in 2022





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor students served through special programs by following the district's framework to ensure equitable and responsive learning environments to close learn gaps.</p> <p><b>Actions:</b> Action A. Investigate schools from our comparison group that have been successful in closing performance gaps to identify structures, strategies, processes or procedures that may be replicated within our campus</p> <p>Action B. Provide targeted learning opportunities to increase student performance for historically under-performing student groups</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Department Chairs, Leaders of Learners Team</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize resources from ESSER funds to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas</p> <p><b>Actions:</b> Tutoring with targeted students before school, during Hawk Time, and after school</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and instructional coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** All students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 4:** Bring back the English Language Proficiency Status score under the Closing the Gaps Domain of the state accountability system to 100%. (2018 = 100%, 2019 = 100%, 2021 = 0%)

**Evaluation Data Sources:** Domain 3 performance in 2022





The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Birdville High School met the target with a TELPAS progress rate of 43%. In 2020-2021 Birdville High School did not meet the target with a TELPAS progress rate of 29%. In comparing the progress rate from 2019 and 2021, Birdville demonstrated a 14% point decrease in students' English Language Proficiency Status.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continuation of the CIR Plan (year four for our campus) for designing student tasks and assessments that are aligned with the rigor of the standards.</p> <p><b>Actions:</b> Action A. Utilize existing CIR team to train all staff with a focus on rigor based on the data from IPA.</p> <p>Action B. Utilize CIR rubrics to include student tasks that are aligned to the rigor of the standards.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers, CIR Team</p> <p><b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize resources from ESSER funds to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas</p> <p><b>Actions:</b> Tutoring with targeted students before school, during Hawk Time, and after school</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and instructional coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Students will utilize a system with efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** By the end of the current school year, 100% of classrooms will develop and monitor class mission statements which include components of character development using the CORE values.





**Evaluation Data Sources:** Campus survey data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recognize students exhibiting CORE values at the Outstanding Students of the 6 Weeks ceremonies.  <b>Actions:</b> A) Design student tasks that provide them with experiences to develop CORE values centered around the Character Strong curriculum.                       B) Design activities that will integrate CORE values throughout the campus centered around the Character Strong curriculum.                       C) Recognize students who exhibit the CORE values at every Outstanding Students of the 6 Weeks breakfast recognition ceremony and on a bulletin board near the Cafe                       D) Implement a Digital Citizenship and Safety Program                       E) Create a bulletin board that provides students an opportunity to receive and give encouragement to others  <b>Staff Responsible for Monitoring:</b> Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide classroom counseling lessons addressing relevant topics for our students through the Character Strong curriculum.  <b>Actions:</b> A) Conduct Red Ribbon activities during Red Ribbon Week in October                       B) Create opportunities for mentoring relationships and meaningful conversations through Hawk Time                       C) Worth the Wait                      &amp; Play it Safe programs led by campus clinic staff, contracted staff, and local PD address STDs and risks associated with sexual conduct                       D) Create a Students Serving Students organization/club on campus that consists of student leaders who can provide an outlet for their peers who are struggling with mental health  <b>Staff Responsible for Monitoring:</b> Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** Students will utilize a system with efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** All students will participate in school and community activities, including co- and extra-curricular, that extend their learning and enhance leadership development.





**Evaluation Data Sources:** Annual review of student participation data from current school year

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Integrate programs and create conditions to provide students the opportunity to develop their talents, passions, and strengths beyond the core curriculum</p> <p><b>Actions:</b> A) Create campus brochure of all campus clubs, organizations, and extracurricular programs and then promote these opportunities to students through our daily video announcements, daily e-newsletter and beginning of the year activities</p> <p>B) Develop students' concept of leadership and how school activities are the basis for developing those leadership skills</p> <p>C) Implement programs that provide students with opportunities to identify and develop their strengths in ways that enhance their thinking about engagement in the fabric of learning and discovery of one's talents and interests</p> <p>D) Lead Freshman classes in grade level meetings to orient to campus and encourage participation and understanding of campus culture (including Fish Camp)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create new student welcome packets and pair with a "friend" for first day's lunches</p> <p><b>Actions:</b> Student Council Committee will put packets together including campus brochure, local finds, maps, and other applicable resources</p> <p><b>Staff Responsible for Monitoring:</b> Student Council Sponsor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Reduce the number of recommendations or increase the number of commendations identified in district-wide safety audit as compared to prior audit results.





**Evaluation Data Sources:** Annual safety audit:

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Perform periodic school safety audits <b>Actions:</b> A) Scheduled safety audit for our campus through district's student services department  B) Share audit results with staff leadership team and other appropriate personnel  C) Prioritize concerns and develop a timeline to address these concerns <b>Staff Responsible for Monitoring:</b> Campus Administration, Security Officer, NRHPD Student Resource Officer	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the amount of time students are removed from the regular classroom due to disciplinary placements.

**Evaluation Data Sources:** Annual Report of Disciplinary Incidents:





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue our locally developed campus-wide behavior / discipline management RtI program</p> <p><b>Actions:</b> A) Train staff members on our campus wide behavior/discipline management RtI program</p> <p>B) Align campus discipline management programs with requirements of the district RtI plan.</p> <p>C) Conduct an evaluation of the implementation of the behavior RtI plan</p> <p>D) Monitor the assignment of students in the DAEP and their subsequent behavioral progress.</p> <p>E) Evaluate data from Tyler Pulse, Aware and screeners to identify academic trends of students assigned to ISS.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** Increase the percentage of students and staff who report feeling safe at school.





**Evaluation Data Sources:** Safety survey:

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collect perception data from students, staff and parents to identify strategies to improve campus safety.</p> <p><b>Actions:</b> A) Implement strategies to address areas of need.</p> <p>B) Conduct at least the minimum number of required emergency safety drills during the school year.</p> <p>C) Facilitate after hours test of emergency system to ensure system is fully operational for drills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Communicate current systems in place that provide a safe school environment.</p> <p><b>Actions:</b> A) Communicate the role of the Raptor system as a threshold security system.</p> <p>B) Communicate the importance of staff and students wearing IDs during Due Process and beginning of year Class and Staff meetings.</p> <p>C) Verify student schedule and/or ID for students leaving campus during 5th period for BCTAL.</p> <p>D) Administration, SRO and security will be visible during passing periods.</p> <p>E) Communicate the use of E-Hallpass to limit the number of students in hallways and know their location when outside of the classroom.</p> <p>F) Utilization of Navigate 360 program with all staff members</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** Reduce the number of accidents resulting in workers' compensation claims and lost work days each year.

**Evaluation Data Sources:** Quarterly review of workers' compensation program

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the district-wide safety program <b>Actions:</b> A) Provide district training for staff  B) Administer safety surveys for campus personnel  C) Monitor the implementation of safety procedures <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	ESSER Tutors		\$41,556.00
<b>Sub-Total</b>					<b>\$41,556.00</b>
<b>Grand Total</b>					<b>\$41,556.00</b>

# Addendums

**Birdville Independent School District**  
**Shannon High School**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Demographics	3
Student by Program	3
Other Student Information	4
Special Services	4
Staff Information	5
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	12
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	20
Goal 3: All students and staff will learn and work in a safe and responsive environment.	23
State Compensatory	25
Budget for Shannon High School	26
Personnel for Shannon High School	26
Campus Funding Summary	26
Addendums	27

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Shannon high school is BISD's alternative campus serving our community's most at-risk population, 74.38%. Shannon high school has a mobility rate of 66%. The attendance rate is 82%.

Student Demographics	Count	Percent
Gender		
Female	<a href="#">63</a>	44.37%
Male	<a href="#">79</a>	55.63%
Ethnicity		
Hispanic-Latino	<a href="#">57</a>	40.14%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	<a href="#">2</a>	1.41%
Black - African American	<a href="#">11</a>	7.75%
Native Hawaiian - Pacific Islander	0	0.00%
White	<a href="#">68</a>	47.89%
Two-or-More	<a href="#">4</a>	2.82%

Student by Program	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	<a href="#">17</a>	11.97%
Career and Technical Education (CTE)	<a href="#">64</a>	45.07%
Free Lunch Participation	<a href="#">77</a>	54.23%
Reduced Lunch Participation	<a href="#">7</a>	4.93%
Other Economically Disadvantaged	0	0.00%
Gifted and Talented	<a href="#">2</a>	1.41%
Special Education (SPED)	<a href="#">41</a>	28.87%

<b>Student by Program</b>	<b>Count</b>	<b>Percent</b>
Title I Participation	<u>6</u>	4.23%
Dyslexia	<u>19</u>	13.38%
Homeless Statuses		
Homeless Status Total	<u>8</u>	5.63%
Shelter	0	0.00%
Doubled Up	<u>7</u>	4.93%
Unsheltered	<u>1</u>	0.70%
Hotel/Motel	0	0.00%

<b>Other Student Information</b>	<b>Count</b>	<b>Percent</b>
At-Risk	<u>119</u>	83.80%
Economically Disadvantaged	<u>84</u>	59.15%
Title I Homeless	<u>6</u>	4.23%
Immigrant	0	0.00%
Limited English Proficient (LEP)	<u>17</u>	11.97%
Migrant	0	0.00%
Military Connected	<u>2</u>	1.41%
Foster Care	<u>1</u>	0.70%
CTE Single Parent/Pregnant Teen	<u>2</u>	1.41%
Section 504	<u>25</u>	17.61%
Intervention Indicator	<u>6</u>	4.23%
IEP Continuer	<u>18</u>	12.68%

<b>Special Services</b>	<b>Count</b>	<b>Percent</b>
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<u>3</u>	7.32%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	<u>8</u>	19.51%
Emotional disturbance	<u>11</u>	26.83%
Learning disability	<u>8</u>	19.51%
Speech impairment	0	0.00%
Autism	<u>10</u>	24.39%



<b>Special Services</b>	<b>Count</b>	<b>Percent</b>
Developmental delay	0	0.00%
Traumatic brain injury	<u>1</u>	2.44%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	0	0.00%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	<u>10</u>	24.39%
Resource Room	<u>1</u>	2.44%
VAC	<u>13</u>	31.71%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<u>17</u>	41.46%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School		

<b>Staff Information</b>	<b>Count</b>	<b>Percent</b>
Administrative Support	<u>10</u>	22.73%
Teacher	<u>26</u>	59.09%
Educational Aide	<u>8</u>	18.18%
Auxiliary	0	0.00%

## Demographics Strengths

### Demographics Strengths:

Although Shannon high school's mobility rate is 66% and well above the district and state mobility rate, the increase in attendance from 82.% in 2015 to 86.3% in 2018 shows a statistically significant improvement. In fall 2019, the attendance rate dropped from 86.3% to 84%. In the spring 2020, the country went on lockdown due to the pandemic and students worked remotely from home for the rest of the 2019-2020 school year making it difficult to accurately take attendance. During the 2020-2021 school year, students had the option of remaining remote learners or return to a face to face setting. The majority of our students returned to campus, but still struggled due to our status as 100% at-risk populated campus. Shannon students share a characteristic that indicates the need for a smaller, more supportive environment.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 100% of Shannon students are at-risk. **Root Cause:** Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.

# Student Learning

## Student Learning Summary

Shannon High School met the Alternative Standard under the new A-F Accountability System. Overall, Shannon received an overall rating of an 84 in domain 1 and was not scored in Domain 2. In domain 3, however, the Federal Accountability standards required a higher threshold to meet minimum standards. This requirement to at least demonstrate "Meets" resulted in Shannon earning only 4 points out of 30. It is significant to note that we did receive all 4 possible points towards graduation.

## Student Learning Strengths

Shannon High School students performed very well in Domain 1. This domain is further broken down into three subheadings. They are:

1. STAAR Performance
2. College, Career, & Military Readiness, and
3. Graduation Rate

Out of the three components, Student Performance was a relative strength, in terms of solid growth, for Shannon students, scoring an 84 out of 100. Our graduation rate, as indicated in both Domain 3 demonstrated significant growth; so much so that Shannon earned all 4 possible points for Graduation in Domain 3.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Shannon students continue to struggle with earning "Meets" **Root Cause:** Shannon students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.

# School Processes & Programs

## School Processes & Programs Summary

Shannon High School operates a Flex Blended model of instruction. Data analysis drives every instructional decision in our classrooms. Our teachers create student-centered-classrooms that give students voice and choice over how they demonstrate mastery of their learning. We provide a daily, 45 minute mentoring period to determine and ensure our students social and emotional needs are being addressed. Our faculty is committed to designing rigorous, relevant, and authentically engaging instruction to create an intrinsic level of motivation in our students. Our campus is blessed to have an incredibly gifted Dean of Instruction who works with our teachers daily, leading data analysis, collegial coaching, and collaborative conversations that challenge our teachers to operate at their highest instructional levels.

## School Processes & Programs Strengths

Shannon teachers understand and embrace the challenges faced by our at-risk population. The principal and Dean work hard to support the efforts our teachers so that they are empowered to create and deliver outstanding instruction and support to their students. Our small class size, an extended, 85 minute class period, and 4 quarter master schedule model provide our students with the tools and structure they need to realize academic success.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students new to Shannon bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause:** Numerous factors present insurmountable challenges to our students long before they considered attending Shannon. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

# Perceptions

## Perceptions Summary

Shannon High School is proud to graduate large number of students every year who, with our interventions and support, would likely have dropped out of school. The culture we have established is one that encourages, affirms, and celebrates every success our students experience. We are a campus of family members who give all we have to demonstrate an authentic and sincere care for our students' success. We support one another, fight for one another, and refuse to give up on one another. We believe that our students have the potential to be successful if we provide the unyielding commitment to doing whatever it takes to challenge and support our students resulting in not only earning their diploma, but providing them with real-world skills to ensure they are not only college, career, and/or work-place ready, but future ready.

## Perceptions Strengths

Shannon students are given endless opportunities to realize success and graduate. 100% of our instructional and support staff are dedicated to ensuring that our environment is ripe with multiple opportunities for students to flourish. Our students demonstrate a willingness to take risks due to the safe environment we create in our classrooms. Shannon High School is highly attentive, not only to academics, but to the social and emotional needs of our students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Shannon students bring with them a well developed sense of student apathy. They are unmotivated and disengaged. **Root Cause:** A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

# 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

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data

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





- Annual dropout rate data
- Attendance data

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading between the beginning and end of the year.

**Evaluation Data Sources:** Secondary: Lexile levels and classroom formative assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1.1.1 Facilitate instructional processes that customize a literacy plan in a Blended/personalized setting for Shannon students</p> <p><b>Actions:</b> a) Focused, data-driven intervention class</p> <p>b) Teachers implement reading, writing, thinking and discussion strategies in all content areas</p> <p>c) Implement the district literacy plan</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups in all EOC testing areas as measured by STAAR/EOC and TEA Interim assessments.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** STAAR EOC scores, TEA Interim scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1.2.1 Implement a collaborative process that requires the monitoring of student progress on a regular and consistent basis</p> <p><b>Actions:</b> a) PLCs conduct data digs on multiple data sets            b) Teachers use data to design instructional pathways            c) Progress monitor frequently and provide feedback to students            d) Students will have conversations about their data by creating digital or hard copy data folders</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, Academic Counselor, Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.





**Evaluation Data Sources:** District & Campus surveys. Youth Truth survey will be used. We plan to survey each of the 4 quarters. Campus Crisis Counselor will be visiting mentoring classrooms with SEL lessons and support.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1.3.1 Identify and deploy a district-approved program that teaches social-emotional skills</p> <p><b>Actions:</b> a) Teachers received training regarding a new curriculum for social-emotional (Character Strong)                      b) Teachers will implement the new Character Strong SEL lessons during the designated mentoring period                      c) Implement strategies from Trauma-Informed Classroom training</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean, SAC, Mentor Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Student Assistance Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.

**Evaluation Data Sources:** Skyward Discipline Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1.4.1 Implement the district's Behavioral RtI plan with fidelity</p> <p><b>Actions:</b> a) Train campus staff to implement the behavior RtI plan                      b) Implement the strategies, specific to the program (SHS &amp; District SPED Programs)                      c) Conduct quarterly evaluations of each program's implementation</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Analyze the data from each survey</p> <p><b>Actions:</b> Students/staff will collaborate during their mentoring period/PLC time, discussing the overall climate in the building. Students and staff will offer suggestions as to what SHS might do differently, to decrease the number of Tier 2 &amp; 3 behaviors in our building.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Faculty &amp; Staff, students</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 5:** Close achievement gaps that exist for all under-performing groups as measured by Student Success Status.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR/EOC performance data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Math and English teachers will disaggregate formative assessments to identify which special population(s) demonstrate(s) underperformance when compared with other populations.</p> <p><b>Actions:</b> Teachers will design instruction that addresses the deficiencies found from the disaggregated data.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Dean of Instruction</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 6:** Close achievement gaps that exist for all under-performing groups as measured by through Student Quality Status.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Accountability

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Business teachers will identify, recruit, and prepare students to earn industry certifications.  <b>Actions:</b> Business teachers will collaborate with CTE Coordinator to assist in identifying and providing instruction for our students to earn new industry certifications.  <b>Staff Responsible for Monitoring:</b> CTE Coordinator, Business teachers, Dean of Instruction, Principal  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 7:** To address the special learning needs from our Hispanic, White, and Economically Disadvantaged student populations, as indicated in our Closing the Gaps from Domain 3, teachers will create data-driven and targeted instruction.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR/EOC performance, classroom formative and summative data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will disaggregate data to design personalized instruction. This disaggregation of data will occur during PLC time, and monitored weekly by our Dean of Instruction.</p> <p><b>Actions:</b> Identify specific TEKS deficiencies and learning gaps necessary to design instruction. (Lowest SE's)</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Dean, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 8:** Identified students will receive 30 hours of targeted tutorial support to address learning gaps as required in HB 4545

**Targeted or ESF High Priority**





**Evaluation Data Sources:** AI tutorials through EOC prep classes, before and after school tutorials, and Saturday School tutorials.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Shannon teachers will serve as HB 4545 tutors for all our AI students.  <b>Actions:</b> Teachers will analyze prior performance data to create personalized lessons that address learning gaps. Identified students are provided with AI tutoring through our locally-developed EOC Prep classes.  <b>Staff Responsible for Monitoring:</b> HB 4545 tutors (SHS core teachers), Dean of Instruction, Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction  <b>Funding Sources:</b> ESSER Tutors - ESSER - \$5,370</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 9:** The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Shannon High School was not rated as there were fewer than 20 students enrolled. In 2020-2021 Shannon High School met the target with a TELPAS progress rate of 45%.

**Evaluation Data Sources:** TELPAS data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will continue to use SIOP and other Best Practice, research-based strategies to improve student performance for Emergent Bilinguals/English Learners</p> <p><b>Actions:</b> Teachers will use listening, speaking, reading, writing, and thinking strategies, through our campus-wide Zero Excuses Literacy program across all content areas. Teachers will also embed Tier 1, 2, and 3 priorities for all students as indicated.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Dean of Instruction, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** Daily attendance and graduation rate

Strategy 1 Details	Reviews			
<p><b>Strategy 1: 2.1.1</b> Develop and implement a district-wide program that incentivizes student and staff attendance.</p> <p><b>Actions:</b> a) Communicate requirements for developing campus plans to incentivize improved student and staff attendance                      b) Collect and review campus plans against district-designed criteria                      c) Develop and implement a system to track student attendance and review progress with principals on a six-weeks basis                      d) Reward students with perfect attendance                      e) Review attendance and communicate with the graduation coach and counselor for a plan to keep students focused on graduation</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use formal and informal staff meetings, (ie., PLC, SLT, Suggestion committee, SAB, etc.) to identify and improve operations and outcomes in every department.

**Evaluation Data Sources:** Meeting minutes, session notes and feedback





Strategy 1 Details	Reviews			
<b>Strategy 1: 2.2.1</b> Develop and deploy continuous improvement processes <b>Actions:</b> a) Require every department to establish a SMART goal to improve efficiency and/or effectiveness of at least one department process b) Develop and deliver continuous improvement training for department leaders c) Daily PLC to review and ensure data-driven instruction and continuous improvement protocols are present in every lesson design <b>Staff Responsible for Monitoring:</b> Principal and Dean	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 3:** Teachers have created Professional Goals & Student Learning Objectives to focus on key personal/professional and student needs.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** T-TESS process & student formative performance





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Using the updated T-TESS template, teachers and principal/appraiser will meet throughout the year to check progress <b>Actions:</b> Informal walkthroughs and one-on-one meetings <b>Staff Responsible for Monitoring:</b> Principal <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** District Survey, Campus survey (Campus Climate Survey) & Youth Truth)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 3.1.1A Review perception data from students, staff and parents to identify strategies to improve campus safety.</p> <p><b>Actions:</b> a) Increase the visibility of school counselors, SRO, and administrators                      b) Conduct monthly principal's advisory council meetings                      c) Add a suggestion box for staff</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Students and staff will maintain a heightened and purposeful state of attentiveness to identify and report/respond to any possible threat to the safety of this building and its occupants.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Student surveys, anecdotal data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff and students will wear ID's at all times when they are in the building.  <b>Actions:</b> Exterior and classroom doors are closed and locked. Smith Security is providing additional security for our building this year (2021-2022).  <b>Staff Responsible for Monitoring:</b> Principal, staff, students  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# State Compensatory

## Budget for Shannon High School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

--

## Personnel for Shannon High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Melissa Orman	Student Assistance Counselor	1

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Student Assistance Counselor		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	ESSER Tutors		\$5,370.00
<b>Sub-Total</b>					<b>\$5,370.00</b>
<b>Grand Total</b>					<b>\$5,370.00</b>

# Addendums



**Birdville Independent School District**

**BCTAL**

**2021-2022 Campus Improvement Plan**



***BCTAL***

**Birdville Center of Technology  
and Advanced Learning**

# Table of Contents

Comprehensive Needs Assessment	3
Priority Problem Statements	3
Comprehensive Needs Assessment Data Documentation	4
Goals	5
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student	6
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	8
Goal 3: All students and staff will learn and work in a safe and responsive environment	10
Addendums	14

# Comprehensive Needs Assessment

Revised/Approved: September 1, 2021

# 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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

- Student Achievement Domain

## **Student Data: Assessments**

- Postsecondary college, career or military-ready graduates
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

## **Student Data: Student Groups**

- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.

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

- Attendance data
- Discipline records

## **Employee Data**

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

## **Parent/Community Data**





- Parent engagement rate

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student

**Performance Objective 1:** All Birdville Center of Technology and Advanced Learning courses will promote learning by engaging in our Campus Culture of Literacy and preparing students with real-world hands-on experiences based on individual learning styles utilizing continuous improvement.





**Evaluation Data Sources:** Data collected from the Curriculum Review Instructional observations, differentiated instructional strategies, Career and Technology Lab experiences, internships, earned industry certification, and practicums related to content. Canvas courses/Lesson Plans. Literacy strategies observed and in lesson plans.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase the number of industry certifications earned by students in all BCTAL classes.</p> <p><b>Actions:</b> Collaborate with all teachers by program, in monthly meetings regarding courses aligned to industry-based certification exams to implement curriculum formative assessments in support of students' success on industry-based certification exams. Establish targets that students can obtain for each program. Teachers will set targets for expected outcomes based on student levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Career, and Technology Content Coordinator, District Career and Technology Director</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers and students will use classroom mission statements to guide and improve learning.</p> <p><b>Actions:</b> Collaborate with teachers on the development of a classroom mission statement to be created alongside students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Student work is analyzed and improved through the frequent, systematic use of the Plan-Do-Study-Act cycle.</p> <p><b>Actions:</b> Collaborate with teachers on how to use the Plan, Do, Study, Act cycle within their planning and instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student

**Performance Objective 2:** Provide Birdville Center of Technology and Advanced Learning teachers with courses aligned to industry-based certification exams with ongoing instructional and technical support to enhance teacher instructional readiness and student success on industry-based certification exams.





**Evaluation Data Sources:** Earned certifications, Canvas courses, Program Evaluations with Business Partners

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coordination between the BCTAL campus and District CTE to ensure appropriate courses are available for instructors. This is to include utilizing Canvas, eDynamics, and ICEV for courses where teachers need support and direction in the instruction of their content.</p> <p><b>Actions:</b> Meet with District CTE personnel in July to ensure instructors have the appropriate courses for content and technical support. Follow-up meetings on a monthly basis to discuss the success of courses being used and if they are aligning with industry-based certification exams. Teachers will be surveyed as to the effectiveness of the course materials once every six weeks and data will be shared with District CTE in those meetings that align with the six weeks dates.</p> <p><b>Staff Responsible for Monitoring:</b> Carol Adcock, Allison Vinson, and CTE Coordinators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student

**Performance Objective 3:** Collaborate with Birdville Center of Technology and Advanced Learning teachers of courses aligned to industry-based certification exams to implement curriculum formative assessments in support of students' success on industry-based certification exams.

**Evaluation Data Sources:** The percent of students experiencing success on industry-based certifications. Assessments used and percent of students increasing from pre to post test.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meet with all teachers during August staff development and assist in structuring a plan so that all students obtain one certification that is on Texas Education Agency accountability list where available, and/or two certifications that will aid the student in obtaining a job/career.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1: Literacy:** Birdville Center of Technology and Advanced Learning will practice literacy strategies learning in Professional Development across all content areas to provide support for our home campuses so that at least 90% of students show improvement in their reading levels.





**Evaluation Data Sources:** Passing rates on student certification exams as students will require to have the expected vocabulary and reasoning skills to pass these exams.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue with Curriculum Instructional Review (CIR) process to focus on evidence and effectiveness of rigorous literacy-based strategies and begin coaching BCTAL teachers in personalized learning opportunities.</p> <p><b>Actions:</b> a) A CIR team of 8 teachers will perform observation walks with 6 teachers.                      b) Committee members will collaborate with each teacher on what was observed and the take aways.                      c) The principal will participate alongside the CIR team and teachers to evaluate the CIR process as it progresses throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and CIR Facilitator and team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review a shared understanding of literacy best practices with teachers by providing ongoing training and support.</p> <p><b>Actions:</b> Deepen the understanding and implementation of literacy strategies and connect how by filling the gaps, increases certifications may result.</p> <p><b>Staff Responsible for Monitoring:</b> CIR Committee members, CTE Content Coordinators, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary including, Special Education, English Language Learners, and 504 students attending the Birdville Center of Technology and Advanced Learning.





**Evaluation Data Sources:** Progress monitoring of students every three weeks by the Special Ed EA's and teachers. Teacher documentation of interventions and assistance provided.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Review training on the implementation of accommodations for students requiring accommodations. 2) Beginning the first three weeks, and then every six weeks following, contact the home campus case manager to review information necessary for the student to achieve success and be supported in their everyday learning.</p> <p><b>Actions:</b> a) Teachers will be trained in the implementation of accommodations. b) Classroom walks will be conducted to monitor and address concerns. c) Meetings will be held monthly with all teachers/EAs to review student progress and information will be shared with the home campus. d) Special Ed EAs will be assigned to all students attending classes at the BCTAL.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment

**Performance Objective 1:** Create a positive, non-confrontational campus environment that will enhance learning and foster a positive, courteous campus atmosphere as evidenced by teacher/student attendance, student engagement and earned certifications.





**Evaluation Data Sources:** Student and Staff surveys (December and May), staff meetings and earned certifications.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p><b>Actions:</b> a) Review data from OHI and identify strategies to improve campus safety                      b) Identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being.                      c) Develop an enhanced Emergency Management System that engages community first responders                      d) Develop procedures documents for teachers, students, and parents to follow in any type of campus emergency situation.                      e) Continue to monitor all visitors who visit the BCTAL and ensure they have the appropriate ID.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment

**Performance Objective 2:** Reduce the number of accidents resulting in workers' compensation claims by 100% over the previous year and reduce the number of workdays lost each year due to accidents occurring on the job by 100%.





**Evaluation Data Sources:** Safety records report from Risk Management

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district program that promotes an accident-free work environment.</p> <p><b>Actions:</b> a) Review the District accident prevention plan.                      b) Require staff to review district plan using the Safe Schools platform.                      c) Continue the safety training sessions each semester.                      d) Perform classroom walks looking for unsafe situations/equipment weekly.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment

**Performance Objective 3:** Teachers will be trained on Stop the Bleed and will assist in the creation of the BCTAL COVID Protocols for all staff and students.





**Evaluation Data Sources:** Successful completion of safety training

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the week of staff development in August, all teachers will be trained on Stop the Bleed and COVID protocols for all students and staff.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment

**Performance Objective 4:** BCTAL teachers will be trained in Character Strong training.

**Evaluation Data Sources:** Successful completion of safety training

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers will be trained by district personnel on Character Strong training.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Addendums

**Birdville Independent School District**  
**Haltom Middle School**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**





# Mission Statement

**Mission:** ALL Tigers create a school where everyone feels safe, valued, and respected while growing our mind, body, and spirit.

## Vision

**VISION:** As a No Excuses University school, HMS employs the Six Systems to ensure all students develop their academic, social, and emotional potential to be successful at a university and career of their choice.

## Value Statement

**Motto:** “No Significant Learning Takes Place without a Significant Relationship” Dr. James Comer

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	6
Goals	7
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	8
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	14
Goal 3: All students and staff will learn and work in a safe and responsive environment.	16
Title I Schoolwide Elements	17
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	18
1.1: Comprehensive Needs Assessment	18
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	18
2.1: Campus Improvement Plan developed with appropriate stakeholders	18
2.2: Regular monitoring and revision	19
2.3: Available to parents and community in an understandable format and language	19
2.4: Opportunities for all children to meet State standards	19
2.5: Increased learning time and well-rounded education	20
2.6: Address needs of all students, particularly at-risk	20
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	20
3.1: Develop and distribute Parent and Family Engagement Policy	20
3.2: Offer flexible number of parent involvement meetings	21
Title I Personnel	22
Campus Funding Summary	23
Addendums	24

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Haltom Middle School is located in Haltom City, Texas which is just northeast of downtown Fort Worth. We have approximately 1000 students with 85% qualifying for Free/Reduced Lunch. Our student demographics are as follows: African American- 3%, American Indian-1%, Asian-4%, Hispanic-79%, White-13%, Two or More- 2%. Additionally, HMS has the following special population groups: Gifted and Talented 7%, Special Education 11%, ESL Students 40%, Mobility Rate 12%. We believe that having a positive and collaborative campus culture where everyone works together to do what is needed will help us meet the varied needs of our students. HMS is a No Excuses University school which means that the entire staff is committed to ensuring that all students are prepared to attend the college of their choice. Haltom staff values collaboration and effective professional learning communities (PLC's).

### Demographics Strengths

The diversity at HMS is a strength due to our ability to learn from each other and value different ways of thinking to become global learners. Additionally, due to our students' experiences our staff is able to draw from a variety of life lessons which enhances the learning platform.

# Student Learning

## Student Learning Summary

As measured by the most recent summative data, our students continue to be successful in 8th grade math and reading. Over 95% of our 8th grade students were successful on the state exam in 8th grade math, 98% of our students were successful on the state Algebra I exam, and 91% were successful on the 8th grade English exam. Furthermore 7th grade reading and writing made double digit gains on their state testing. Additionally, Haltom students made gains in all areas except for 6th grade reading. In addition to state testing, 99% of our students were successful in passing all of their core classes (Reading, Writing, Math, Social Studies, and Science). Along with success in math, all of our Fine Arts department continues to place very high at UIL competitions (Sweepstakes in band, choir, and theatre). Haltom Middle did not meet accountability system safeguards in the following performance areas: Writing- ELL students, Science- Special Education and ELL students, Social Studies- ELL and special education students. HMS students excel in mathematics. Specifically, 95% of all 8th graders passed the 8th grade state test. Additionally, HMS students consistently qualify for the state engineering competitions (TAME) each year. In addition to our strength in math, HMS has had a DUKE tip scholar every year.

**2021 All Subjects STAAR Scores (Approached, Meets, Masters): 63%; 34%, 14%**

### Combined Tests by Subject (Approached, Meets, Masters)

- ELAR: 61%; 32%; 14%
- Math: 65%; 38%; 17%
- Writing: 64%; 26%; 9%
- Science: 77%; 49%; 24%
- Social Studies: 49%; 17%; 6%

### By grade level Math/Reading (Approached, Meets, Masters)

- 6 grade math: 67%; 36%; 14%
- 7 grade math: 54%; 24%; 12%
- 8 grade math: 63%; 41%; 7%
- 6 grade reading: 57%; 26%; 11%
- 7 grade reading: 59%; 30; 13%
- 8 grade reading: 65%; 35%; 16%

## Student Learning Strengths

### Academic:

Most updated data:

- 77% pass rate on 8th grade science
- 94% on Algebra state test
- 2 students qualified for the state TAME (Texas Alliance Minorities in Engineering).
- Pre-AP classes offered in all core subjects
- Gateway to Technology offered for high school credit
- AP Spanish offered for College Credit (80% of students earned college credit)

### **Fine Arts:**

- 14 students made the All-Birdville/All Region Band
- All 3 band received straight first divisions at the Beach Within Reach Band Contest
- 21 straight years making UIL sweepstakes in Band
- Theatre Department excellent ratings in UIL and successful musical (Beauty and the Beast)
- Over 80% of our art students who participated in the highly-competitive *District Art Show* received 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place awards.
- 6 Students competed on the regional level at Jr VASE and those who participated earned all 4's, with one young artist also winning a silver medal in visual arts.
- At our district art show 16 students received 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place ribbons

# School Processes & Programs

## School Processes & Programs Summary

Haltom's focus for the year will be on improving our meets and masters on our state testing by providing high rigor, high relevance instruction. An emphasis will be placed on vertical collaboration and the use of technology to enhance instruction and create engagement while teaching hard to teach TEKS.

Administration Support - The administration team will work collaboratively with the faculty and staff to provide daily on-going support for the teachers, faculty, parents, students, and community. Open communication and collaboration will be modeled and supported and multiple forms of assistance will be given to whoever is in need.

Professional Learning Communities (PLC's) - The teachers and staff at Haltom will continue to participate in Professional Learning Communities (PLC's). Teachers will meet with their vertical teams and content teams to broaden their knowledge of the subjects, discuss and share instructional strategies, and data analysis with the goal of improving instruction.

Professional Learning will focus on getting to know our students, how to differentiate instruction, data analysis, technology tools, collaboration, and designing engaging lessons that meet the needs of our students. The Site Based Decision Making committee will assist in providing professional development to the faculty and staff based on needs of the campus.

The faculty and staff place value on knowing our students and designing engaging work that meets their needs. Our teachers pay attention to all content areas but give additional attention to reading, math, science, social studies, and writing. Student performance data on TEKS objectives are analyzed and used to guide instruction. Individual data based on the TEKS is used to design specific intervention plans to meet the needs of our students. Continuous progress monitoring and implementation of interventions will help us achieve excellence for the 2021-2022 school year.

The 2021-2022 school year will be challenging in terms of closing the academic gap due to COVID-19. HMS staff members are committed to ensuring the academic growth of each student. We will use continuous improvement tools to establish goals, track progress and evaluate effectiveness in all systems we have in place. Each staff member will be given a HMS Playbook that describes the strategies we will use to remain successful.

## School Processes & Programs Strengths

Mentoring new and experienced teachers is an on-going process at Haltom which fosters a sense of community and PLC. We have two academic coaches to meet the needs of our staff. Multiple opportunities for anonymous feedback to the administration ensures that staff voices are heard and valued at HMS.

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.

**Targeted or ESF High Priority**





**HB3 Goal**

**Evaluation Data Sources:** Lexile levels, Renaissance STAR, iStation (grade 7 diagnostic for reading difficulties), TEA Interims reading/ELA and mathematics (grades 6-8, E1, E2 and Algebra)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to build capacity to implement the District literacy plan at the campus level.</p> <p><b>Actions:</b> a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans.            b) Support campus staff to lead the implementation of the District literacy plan.            c) Establish Exemplar Classrooms to help teachers visualize practice in action.            d) Develop a schedule for Instructional Rounds for all staff in order for professional growth.            e) Continue utilizing literacy strategies in all core content classes.            f) Continue to have Instructional Walks each Tuesday morning with the academic coaches and campus administration.            g) Provide training and focus around the "HMS Playbook" in order for all staff members to implement the components described:  <a href="https://docs.google.com/document/d/1WmMlArqM03rtWzfleS_DSF7o36BtZ-QuQXF-53rOa98/edit">https://docs.google.com/document/d/1WmMlArqM03rtWzfleS_DSF7o36BtZ-QuQXF-53rOa98/edit</a></p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and academic coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.</p> <p><b>Actions:</b> a) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among campus administration and coordinators.            b) Provide intensive writing training to teachers in order for writing to be used across the curriculum.            c) Continue to collaborate with the LOL team each Friday morning to engage in the campus PDSA cycle:  <a href="https://docs.google.com/document/d/1SFagrP0OcfP_yOT7ij9v7vY6K9G-m8YIoFIDrFIXUPo/edit?usp=sharing">https://docs.google.com/document/d/1SFagrP0OcfP_yOT7ij9v7vY6K9G-m8YIoFIDrFIXUPo/edit?usp=sharing</a></p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to develop and implement system-wide instructional practices to support English learners.</p> <p><b>Actions:</b> a) Identify trends by conducting data analysis to determine progress in reading and English language development.  b) Develop collaborative strategic plans that align to campus improvement plans.  c) Continue to provide SIOP training to all new staff members.</p> <p><b>Staff Responsible for Monitoring:</b> HMS Admin Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize professional learning communities to ensure collaboration in implementing Tier 1 instruction to enhance student performance as appropriate to individual student needs.</p> <p><b>Actions:</b> a) Teachers will utilize backwards design to create rigorous, standards-based common assessments.  b) Teachers will analyze assessment data to identify individual student strengths and weaknesses and use the data to guide future instruction.  c) Teachers will provide structured, standards-based tutorials for students that do not meet the standard(s) on common assessments.  d) Each department PLC will conduct one "Positive Pop-in" to another teacher every 6 weeks beginning in October, focusing specifically on the positive ways the teacher is implementing Tier I instruction  e) Continue training for select teachers on Sheltered Instruction Observation Protocol  f) The use of AVID strategies evident in classrooms  g) Embedded ongoing professional development provided throughout year to help teachers enhance student performance  h) Implement Refining a Lesson Protocol and After Action Review Protocol in Science, Social Studies, Math, and English PLCs to improve Tier I instruction as well as intervention for Tier 2 and 3 students.  i) Teachers will be implementing higher-level questioning to improve Tier 1 instruction and increase the percent of Masters Level STAAR scores.  j) Provide training and focus around the "HMS Playbook" in order for all staff members to implement the components described:  <a href="https://docs.google.com/document/d/1WMMIArQM03rtWzfleS_DSF7o36BtZ-QuQXF-53rOa98/edit">https://docs.google.com/document/d/1WMMIArQM03rtWzfleS_DSF7o36BtZ-QuQXF-53rOa98/edit</a></p> <p><b>Staff Responsible for Monitoring:</b> HMS administration, department heads, and academic coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to refine and implement systemic approach to embed literacy instruction in all content areas</p> <p><b>Actions:</b> (A) Continue utilizing literacy strategies in all core content classes.            (B) Teachers will be trained to deliver literacy strategies across the curriculum.            (C) Utilize coaching model to assist classroom teachers with implementation of strategies (plan, observe, provide feedback, co-teach, repeat)            (D) Literacy coach will work with teachers individually, assist teachers in instruction of content area text, work with PLC department teams, demonstrate instructional strategies and provide ongoing support to teachers            (E) Campus-wide writing in all content areas            (F) Campus-wide use of close reading strategies in all content areas            (G) Targeted tutorials before school &amp; after school for specific groups of students who need additional support.            (I) Use nonfiction reading strategies such as signpost and vocabulary strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Tim Drysdale, Principal            Felicia Cherry, Brian Allen, John Deleon Leon , Asst. Principal            Derek Andersen , Literacy Coach            Ashley Zamora - Sebesta, Academic Coach            Heather Tysor, Dept. Head</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p><b>Actions:</b> a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support.            b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation.            c) Collect examples during campus walk-throughs.            d) Model examples of goal setting and digital data folders during LOL.            e) Students will use data folders in core subject areas to track progress on campus designed assessments.            f) Provide training and focus around the "HMS Playbook" in order for all staff members to implement the components described:  <a href="https://docs.google.com/document/d/1WMmIArqM03rtWzfleS_DSF7o36BtZ-QuQXF-53rOa98/edit">https://docs.google.com/document/d/1WMmIArqM03rtWzfleS_DSF7o36BtZ-QuQXF-53rOa98/edit</a>            g) Follow and adhere to the Continuous Improvement Six Weeks Timeline:  <a href="https://docs.google.com/document/d/1anwm91H8QM6dsDqWX9hrYQusL0iiVBHDY4B0wqSXDDE/edit?usp=sharing">https://docs.google.com/document/d/1anwm91H8QM6dsDqWX9hrYQusL0iiVBHDY4B0wqSXDDE/edit?usp=sharing</a></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p><b>Actions:</b> a) Continue to utilize a full time literacy coach to support students and staff .            b) Continue to employ two full time teachers to reduce the ratio of student/teacher            c) Employ two educational assistants to assist Tier II students in classrooms.            d) Continue to employ a parent liaison to help bring in parents and community members to form a partnership within the school.            e) Purchase interactive TVs and place them in each classroom.            f) Offer professional development opportunities for staff members to support their instructional methods.            g) Offer families and the community members opportunities to engage with campus activities.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2</p> <p><b>Funding Sources:</b> Literacy Coach - 211 - Title I - \$72,798, Educational Assistant - 211 - Title I - \$31,000, Professional Development - 211 - Title I - \$5,413, Tutoring - 211 - Title I - \$25,000, ESSER Tutors - ESSER - \$42,260, Classroom Teacher - 211 - Title I - \$70,866, Bilingual Liaison - 211 - Title I - \$28,745, Interactive TVs - 211 - Title I - \$15,000, Educational Assistant - 211 - Title I - \$31,000, Classroom Teacher - 211 - Title I - \$67,110, Substitutes - 211 - Title I - \$1,000, Family Engagement Activities - 211 - Title I - \$3,200</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**Performance Objective 3:** Students will display an awareness of social-emotional development as measured by a district-administered student survey.

**Evaluation Data Sources:** Social-Emotional Learning survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the district's curriculum for social-emotional learning (SEL).  <b>Actions:</b> a) Implementing SEL curriculum into the advisory time, Tiger Time.                      b) Utilize the SEL committee to assess and evaluate the effectiveness of the SEL program.                      c) Provide ongoing professional learning to all stakeholders on the SEL program.                      d) Use character lessons as the basis for identifying the Outstanding Citizen recipients.  <b>Staff Responsible for Monitoring:</b> Vanessa Pannell ~ Crisis Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**Performance Objective 4:** Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement with fidelity the behavioral RtI plan.</p> <p><b>Actions:</b> a) Provide training to staff in the implementation of the district's behavior RtI plan with established procedures.                      b) Conduct PBIS meetings with agendas and minutes and distribute to campus staff.                      c) Require each classroom to use CHAMPS with fidelity.                      d) Utilize SuccessEd to input behavioral RtI student plans and then use the data for the assignment of students to DAEP.                      e) Employ a Behavioral Interventionist EA to assist Tier II and Tier III students.                      f) Partner with local churches to provide mentoring after school with Tier III students.</p> <p><b>Staff Responsible for Monitoring:</b> HMS Admin Team</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 5:** Increase the number of students meeting college, career and military readiness requirements.


**Evaluation Data Sources:** Number of students enrolled in AVID, number of students enrolled in advanced courses, number of students enrolled in Career and College course


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide equitable access to CTE courses for students with a focus on at-risk students.</p> <p><b>Actions:</b> a) Increase the number of students enrolled in Gateway to Technology and AVID.                      b) Provide field trips to the BCTAL to allow students to visualize the learning environment.                      c) Schedule a "Career Day" and allow business partners to speak to students about the importance of CTE careers.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				


**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.


**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement our plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.</p> <p><b>Actions:</b> a) Provide incentives to improve student attendance.            b) Monitor student attendance and review progress with staff members on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance.            c) Create a system to celebrate campus attendance improvement during 6 weeks Award Assemblies.            d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.





**Performance Objective 2:** HMS will incorporate the 6 Exceptional systems of a No Excuses University Campus

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of the 6 Exceptional systems with fidelity.</p> <p><b>Actions:</b> a) Staff members will participate in a book study using the NEU book explaining the 6 systems. The first two systems (culture and collaboration will be our main focus this school year).                      b) All teachers will adopt a college of their choice and teach various facets to the students through the advisory period called "Tiger Time".                      c) Selected students will be nominated for Student of the Month Lunches once per six weeks based on our Tiger Values.                      d) Teachers will log onto NEU connect 2/month for lesson planning ideas                      e) Upload one stellar lesson to NEU connect by January 2022                      f) The Campus Leadership Team will continue to train staff on the "HMS Play Book" that defines and describes the six systems as detailed in the NEU book.</p> <p><b>Staff Responsible for Monitoring:</b> HMS Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

**Evaluation Data Sources:** safety survey of students, parents and staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p><b>Actions:</b> a) Identify and address safety and social emotional concerns.                      b) Conduct safety meetings to evaluate and problem solve district safety concerns.                      c) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.                      f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.</p> <p><b>Staff Responsible for Monitoring:</b> HMS Admin Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Enlist community and business partners to assist in providing support to students and families who are in need</p> <p><b>Actions:</b> A) Collaborate with PTA and ASPIRE to schedule and host school-wide events in order to increase parent involvement, such as parent education classes.                      B) Identify and communicate the needs of the student population and their families with community partners                      C) Design and implement a Family and Parent Engagement Policy                      D) Host a Title 1 Meeting</p> <p><b>Staff Responsible for Monitoring:</b> Tim Drysdale ~ Principal                      Edward Margenau ~ ASPIRE Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				



# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed through the input and involvement of the following:

**Parents: Melisa Smith**

Community Members:

Dr. William Howe, Pastor of Friendly Baptist Church

Teachers:

Heather Tysor

Samantha Stinson

Nicole Sanders

Amber Gilbert

David Holland

Tracy Condray

Angel Stout

Melinda Brown

Edith Torres

Chris Sebesta

Administrators:

Tim Drysdale

Brian Allen

John Deleon

Felicia Cherry

Other Campus and District Staff:

Ashley Zamora Sebesta

Derek Andersen

## **2.2: Regular monitoring and revision**

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

## **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, 83% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion

8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

**Parents:**

**Melisa Smith**

Teachers:

Heather Tysor

Samantha Stinson

Nicole Sanders

Amber Gilbert

David Holland

Tracy Condray

Angel Stout

Melinda Brown

Edith Torres

Chris Sebesta

Administrators:

Tim Drysdale ~ Principal

Brian Allen

John Deleon

Felicia Cherry

Other Campus and District Staff:

Vanessa Pannell ~ Counselor

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2021-22:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Monday only) on campus
- October Title I Meeting (Thursday/Friday) on campus
- November Literacy Event (Thursday/Friday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Derek Andersen	Literacy Coach	Title I	1.0
Diana Garcia	Bilingual Liaison	Title I	1.0
Jeffrey Chavez	CSR Teacher	Title I	1.0
Kayli Dimas	CSR Teacher	Title I	1.0

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Literacy Coach		\$72,798.00
1	2	2	Educational Assistant		\$31,000.00
1	2	2	Professional Development		\$5,413.00
1	2	2	Tutoring		\$25,000.00
1	2	2	Classroom Teacher		\$70,866.00
1	2	2	Bilingual Liaison		\$28,745.00
1	2	2	Interactive TVs		\$15,000.00
1	2	2	Educational Assistant		\$31,000.00
1	2	2	Classroom Teacher		\$67,110.00
1	2	2	Substitutes		\$1,000.00
1	2	2	Family Engagement Activities		\$3,200.00
<b>Sub-Total</b>					<b>\$351,132.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	ESSER Tutors		\$42,260.00
<b>Sub-Total</b>					<b>\$42,260.00</b>
<b>Grand Total</b>					<b>\$393,392.00</b>

# Addendums



**Birdville Independent School District**  
**North Richland Middle School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

North Richland Middle School is committed to building a foundation of excellence in all students by fostering academic, social, and emotional success today, in order to create their future.

## Vision

At NRMS, we will be the difference-makers in our students' futures.

## Core Beliefs

1. We create an environment where students and parents feel cared about, valued, welcome, and have a sense of belonging.
2. We teach students to take risks, to be comfortable with the prospect of failure, to learn from their mistakes, and to not be discouraged by them.
3. We embrace new challenges as opportunities for growth.
4. We build strong relationships to foster social, emotional, and academic growth.
5. We treat all students with respect, regardless of race, religion, sexual orientation, disability, or economic status.
6. We achieve academic potential through a shared culture of good citizenship and the ongoing pursuit of excellence.
7. We model and teach respect, acceptance, cooperation, empathy, and kindness.
8. We show excitement and knowledge about the learning process.
9. We show pride and ownership of our campus.
10. We are empowered to create unique, memorable, and personal experiences to encourage parent involvement and student success.
11. We own and immediately resolve problems and model self-accountability by being solution-seekers, not problem-finders.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	13
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	19
Goal 3: All students and staff will learn and work in a safe and responsive environment.	21
State Compensatory	24
Budget for North Richland Middle School	25
Personnel for North Richland Middle School	25
Title I Schoolwide Elements	25
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	26
1.1: Comprehensive Needs Assessment	26
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	26
2.1: Campus Improvement Plan developed with appropriate stakeholders	26
2.2: Regular monitoring and revision	26
2.3: Available to parents and community in an understandable format and language	26
2.4: Opportunities for all children to meet State standards	27
2.5: Increased learning time and well-rounded education	27
2.6: Address needs of all students, particularly at-risk	27
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	28
3.1: Develop and distribute Parent and Family Engagement Policy	28
3.2: Offer flexible number of parent involvement meetings	28
Title I Personnel	28
2021-2022 Campus Site-Based Committee	29
Campus Funding Summary	30
Addendums	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Richland Middle School serves as of June 2021: 904

males 479  
females 425  
Hispanics 364  
American Indian/Alaskan 4  
Asian 45  
African American 101  
Hawaiian/Pacific Islander 2  
White 349  
Two or More Races 38

Identified Students:

Title I 904  
Special Education 113  
GT 66  
Career and Tech 324  
LEP 206  
Migrant  
EconDis 585  
At-Risk 478  
Immigrant 16  
Transfer Students 26

### Demographics Strengths

- 1) LEP populations showed growth in 7th grade Reading and Writing and across all contents in the 8th grade.
- 2) Economically Disadvantaged students made improvements in 7th grade Reading and Writing .
- 3) African Americans made improvement in 8th grade Social Studies.

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

**Problem Statement 1:** Special Education students are continuing to under perform when compared to peers longitudinally.

**Problem Statement 2:** LEP performance in Science and Math had a significant downward trend.

**Problem Statement 3:** Hispanic and African American demographics had a significant gap in performance when compared to non-minority peers.

# Student Learning

## Student Learning Summary

North Richland received no rating for 2020-2021. Due to COVID, the following instructional focuses were limited during the 2020-2021 school year. The continued improvement in the campus is due to focus on improving Tier 1 priorities with collaboration between teachers and Academic Coach, focus on implementation of Literacy Strategies, Rtl interventions through math, reading and LEP interventionist, use of backwards design for common assessments, intensive data discussions with a focus on ELL and Sped populations, a focus on Culturally Responsive Teaching to target intentional instruction to support all learners, implementation of STEM curriculum in Math and Science through PBL's, PLC collaboration of Tier 1 priorities to increase rigor, relevance and engagement, Tier 2 and 3 intervention with Edgenuity and Read 180, structured tutorial sessions within and outside of the school day to enrich and remediate all students. Students scored as follows:

	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
6th ELAR	58%	31%	12%
6th Math	68%	35%	12%
7th ELAR	67%	41%	21%
7th Math	58%	29%	12%
7th Writing	65%	32%	9%
8th ELA	62%	34%	13%
8th Math	39%	16%	4%
8th Science	64%	41%	23%
8th Social Studies	48%	17%	4%

## Student Learning Strengths

- 1) 8th grade Social Studies scored increased for the LEP population in approaches.
- 2) 8th grade Reading Scores increased for the SPED population in approaches.
- 3) 7th grade Writing scores increased for the LEP population in approaches.
- 4) 6th grade Math scores increased for the SPED population in approaches.

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

**Problem Statement 1:** Math Scores are continuing to decrease for the last 3 years in all grade levels.

**Problem Statement 2:** Reading scores are continuing to decrease for the last 3 years in all grade levels.

# School Processes & Programs

## School Processes & Programs Summary

- NRMS daily schedule consists of 8 classes, seven being 45 minutes, in 7th and 8th grade, 6 being 45 minutes in 6th grade and one being 53 minutes. Mathematics being blocked with two 45 minute periods one consisting of intervention and 6th and 7th grade English Language Arts is blocked with two 45 minute periods.
- All NRMS teachers offer tutorials to students, with at least one morning tutorial session and one afternoon tutorial session to accommodate students needs.
- Teachers utilize PLC to plan using the Planning for Learning Protocols to align teaching to the rigor of the TEKS, CBA's, Interim Assessments and STAAR, with a focus on backwards design of assessments to ensure alignment of taught and tested curriculum.
- CBA's and Interim Assessments are used to measure students growth on curriculum and are analyzed using district CBA protocols.
- Instructional Coherency Documents outline expectations for core content classrooms.
- Departments implement grade-level and team SMART goals to monitor students progress throughout the year. Goals are shared with students and monitored on a six-weeks basis as part of the PDSA protocols.
- RtI is implemented through small group instruction during one period of the math block and through Reading Intervention Classes. Collaboration between the Interventionist and Classroom teachers determine placement of students through an RtI Conference using data from STAAR scores, Universal Screeners, classroom grades and teacher observations.
- A focus on the district and campus professional learning in literacy development through the campus wide implementation of Literacy strategies in all contents and a focus on Read, Write, Think and Discuss.
- The campus professional learning focuses on the continued implementation of continuous improvement process and tools, including a PDSA board, posting of mission statements and use of student data folders.
- The campus implementation of STEM curriculum through Science and Math classes through the use of PBL's to increase the rigor and relevance.
- The District Language Acquisition coach provides training and support for teachers on the use of SIOP strategies and ELLevation software to analyze data for students.
- Specialized programs for special education students. PASS is designed to serve students whose behaviors impede their learning or the learning of others. SEEC program is an early intervention environment designed to meet the need of K-8 grades students who have multiple learning and language barriers.
- Staff is recruited through job fairs, local universities and staff recommendations.
- Our campus has a number of resources available to teachers. Classrooms are equipped with one computer and projector for teacher use and document camera's are available for use. All classrooms are 1 to 1 student to device usage. There is a Math and Reading Intervention Computer Lab that is equipped with 32 desktop computers. There are 2 computer labs equipped with 28 desktops for our CTE and Technology Applications classes. The library has a computer lab available for classes equipped with 31 desktop computers, a teacher computer with a projector. There is a Green screen room equipped with an iPad. Available for checkout are Chromebooks, iPads and mini iPads. The Maker Space has 2 digital printers available. There are network printers available for teacher use in the academic and office areas.
- Classrooms will be equipped with Clear Touch interactive panels and 21 SMART boards throughout the campus.
- Teachers have personal Chromebooks for their use.

## School Processes & Programs Strengths

- Teachers utilize the instructional time to the fullest by teaching bell to bell and not holding students back from another class period.
- PLC's are functioning. The focus on collaboration and use of district and campus protocols for analyzing assessments and instruction.
- Common Assessments results are used to guide future instruction and adjust current instruction. They are used for remediation and intervention of students to close gaps in learning.
- Common assessment data utilized through AWARE is used to evaluate the alignment of the taught and tested curriculum and provide appropriate interventions to support students
- CBA assessment protocols are completed for data analysis of instructional implications.
- SMART goals are monitored each six weeks to allow teachers to reflect on their goals and ensure they are moving towards the goal



- PBL implementation through Science and Math is evaluated through students final products and presentations. The data is used to evaluate the instructional purpose of the PBL and the students learning.
- NRMS teachers are attending professional development offered through the district in support of literacy strategies, continuous improvement, lesson planning system, technology resources and instructional best practices.
- NRMS teachers are utilizing Skyward to support students through attendance, grades, discipline, test scores, special education and communication with parent
- NRMS teachers are utilizing Canvas to support all learners

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Evaluate RtI through PDSA to support gaps in student learning.

**Problem Statement 2:** Attendance needs to be a focus on campus.

# Perceptions

## Perceptions Summary

- Campus communication is offered in several languages to accommodate families that do not speak English as their first language.
- Students have a wide variety of academic and extra-curricular activities available at NRMS.
- Character Strong curriculum is supported through Falcon Way. Students also participate in Community Service activities throughout the year.
- Bullying is documented and investigated through the district protocols, including cyber-bullying, bullying and harassment. Campus administrators meet with victims of bullying and their perpetrators to resolve the students issues.
- Discipline data shows an improvement in student incidents. Most of the referrals, represent a small percentage of students making up most of the referrals. The typical referral was a classroom disruption that negatively effected classroom instruction. Physical altercations decreased due to working with the SRO to offer significant consequences for students and worked with students through mediation.
- Campus Mission Statements and Core Belief statements are evaluated each year to continue to focus on who we are as a campus.
- HOPE Squad is now in its third year and students are utlizing each other and staff members for support.
- NRMS Spirit Club has been implemented this year to focus on student organized school spirit.

## Perceptions Strengths

- Staff perception is improved
- Campus Culture is beginning to emerge
- Students feel safe on campus

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students need to feel empowered to report concerns.

**Problem Statement 2:** Campus culture is improving with staff however need to engage the community to create a positive culture.

# 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
- Campus goals
- Performance Objectives with summative review (prior year)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## **Employee Data**

- Campus department and/or faculty meeting discussions and data

# Goals





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading between the beginning and end of year.

**HB3 Goal**

**Evaluation Data Sources:** STAR 360 Lexile Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Literacy focus through Tier 1 priorities across all content areas.</p> <p><b>Actions:</b> A) Oversee the use of district literacy initiative through literacy strategies and Read, Write, Think , Discuss.            B) Utilize campus leadership to provide professional development around literacy            C) Use walk through data to collect data on the use of literacy instruction in classrooms            D) Provide Feedback to teachers to support literacy use through Read, Write, Think, Discuss.            E) Evaluate the use of literacy strategies and the use of Read, Write, Think and Discuss            F) Assist teachers with collecting data on the use of literacy strategies and differentiation of instruction            G) Provide appropriate support for teachers on the use of literacy strategies across contents to support learning for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team            (includes Department heads, admin and academic coach)</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support co-teach and Newcomers to ensure that specialized programs are aligned to general education Tier 1 Instruction and literacy focus.</p> <p><b>Actions:</b> A) Provide training to general education teachers to support the learning of students receiving specialized services            B) Provide training on resources to support literacy instruction for students receiving specialized services            C) Provide training to staff to ensure use of district RtI procedures for students in specialized services            D) Utilize the district Language Acquisition Coach to ensure training of resources and instruction for students in specialized services.            E) Ensure training for all staff in literacy instruction and strategies that is aligned to specialized services program</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership team (includes Department Heads, Admin and Academic Coach)</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Expand campus CIR cohort for increased rigor and relevance when designing student performance task.</p> <p><b>Actions:</b> A) Provide training to cohort teachers on the rigor and relevance framework            B) Increase CIR Cohort to include 3 additional teachers first semester            C) Utilize CIR rubric on rigor, relevance and engagement during lesson planning process.            D) Cohort teachers will continue growth of CIR process across campus.            E) Provide campus wide CIR training to utilize during the planning process            F) Utilize Academic Coach and department cohort teachers to provide support to new staff on rigor, relevance and engagement            G) Utilize cohort teachers to continue additional training and support needs through PLC.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team (Included Department Heads, Admin and Academic Coach)</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continued use of ELLevation software in all content areas and SIOP strategies.</p> <p><b>Actions:</b> A) Provide training on ELLevation for all content teachers            B) Provide training on SIOP strategies during PLC for all content teachers            C) Utilize ELLevation data to provide information on students to enhance instruction.            D) Provide support for teachers on instructional strategies of ELL learners through PLC Coaching and individual coaching</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team, ELL Coach, Department Heads, Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of STEM inquiry through PBL's across Science and Math classrooms.</p> <p><b>Actions:</b> A) Ensure all math and science teachers are STEM certified.            B) Provide training on PBL to all new staff members            C) Provide coaching on STEM domain's for teachers completing certification process            D) Utilize STEM rubric to calibrate teachers implementation of domains within instruction through walk through data.            E) Develop STEM PLC with department heads to provide support on area's of need based on data            F) Develop STEM cross curricular units to begin whole campus STEM implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team (includes Department Heads, Admin and Academic Coach), Math and Science Teachers, Content Coordinators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs.</p> <p><b>Actions:</b> A) Standardize processes for making decisions regarding programming, assessment, supports and accommodations for all students receiving specialized services            B) Provide necessary resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student need            C) Provide training to general education teachers to support the learning of students receiving specialized services            D) Provide information to staff, parents and community about specialized programs</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership            Team, ELL Coach, Content Coordinators, SPED Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create campus plan to build a responsive learning environment to close learning gaps and create learning opportunities for students</p> <p><b>Actions:</b> A) Create cohort of teachers to participate in Culturally Responsive Teaching Training            B) Collect data on changes in students progress due to professional development.            C) Use cohort teachers to provide coaching cycle for teachers during PLC.            D) Utilize cohort to continue work with new teachers on CRT.            E) Provide new teachers online CRT course and coaching cycles</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team (includes Department Heads, Admin and Academic Coach)</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Enlist community and business partners to assist in providing support to students and families</p> <p><b>Actions:</b> A) Collaborate with PTA and ASPIRE to schedule and host school-wide events in order to increase parent involvement, such as parent education classes.            B) Identify and communicate the needs of the student population and their families with community partners            C) Design and implement a Family and Parent Engagement Policy            D) Host a Title I Meeting            E) Develop and give a campus parent survey</p> <p><b>Staff Responsible for Monitoring:</b> Administration Leadership Team, ASPIRE Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Family Engagement - 211 - Title I - \$1,445</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Utilize resources to provide personnel, technology and instructional materials in order to close achievement gaps in core content areas.</p> <p><b>Actions:</b> A) Hire necessary staff to meet HB4545 and RtI of all students            B) Provide instructional materials for staff as needed            C) Evaluate technology needs</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Personnel - 211 - Title I - \$111,082, Instructional Resources - 211 - Title I - \$29,000, ESSER Tutors - ESSER - \$39,313, Professional Development - 211 - Title I - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district administered survey of student perceptions

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensuring at-risk students remain engaged in school</p> <p><b>Actions:</b> A) Provide appropriate interventions and support for students in danger of not completing high school on the recommended or distinguished plan within four years.                      B) Investigate a plan to provide increased flexibility and personalization for students attending DAEP                      C) Utilize SRO officer to provide additional resources for students                      D) Provide opportunities to prepare for postsecondary possibilities through college visits.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement programs and create conditions and expectations for students to be involved in co-curricular and extra curricular activities</p> <p><b>Actions:</b> A) Coordinate co and extra curricular activities along with community activities                      B) Review data of extra curricular enrollment to determine effectiveness of program                      C) Review participation of community activities</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team, Teacher Sponsors</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement programs that provide students opportunities outside the classroom to engage their interests.</p> <p><b>Actions:</b> A) Implement programs the develop students interest outside the curriculum based on students interest                      B) Provide opportunities for students with Character Strong Curriculum                      C) Develop leadership and leadership skills across the campus to improve students social and emotional wellness                      D) Provide technology for students to pursue their interest and increase their learning opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and monitor Behavior RtI process</p> <p><b>Actions:</b> A) Implement the campus behavior RtI process                      b) Train staff on Behavior RtI process                      C) Align campus discipline with PBIS team suggestions                      D) Implement Campus wide PBIS plan, and communicate 3 year plan with staff.                      E) Monitor students assigned to DAEP and return to campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team, Behavior Facilitator, Diagnostician, LSSP, PASS staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				





**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase student and staff attendance</p> <p><b>Actions:</b> A) Ensure that our campus designs and implements improvement plan strategies to increase student attendance.                      B) Ensure that our campus designs and implements improvement plan strategies to increase staff attendance.                      C) Utilize resources to reward students for increased attendance to raise attendance to 96%                      D) Utilize resources to increase staff morale to increase staff attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Continuous Improvement</p> <p><b>Actions:</b> A) Expand continuous improvement implementation include additional elements and tools.            B) Utilize PLC to provide professional development on continuous improvement in the classroom through Department Heads.            C) Monitor implementation of Continuous Improvement implementation in the classrooms.            D) Align PGSLO for teachers with continuous improvement.            E) Use PDSA to evaluate campus programs            F) Monitor PDSA through intentional data meetings with Admin to monitor growth on reassessment of needed content.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership            Team, Content Coordinators, Department            Chairs</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collect perception data from students on safety at school. <b>Actions:</b> A) Collect data from students on school safety B) Analyze data to identify areas of improvement C) Implement strategies to address areas of need D) Communicate safety drill expectations to all students E) Participate in monthly safety drills <b>Staff Responsible for Monitoring:</b> Administrative Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review district data about safety <b>Actions:</b> A) Complete safety training as provided by district B) Complete monthly safety walks of campus C) Utilize data from safety walks and safety audits to make improvements <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** The district will meet all compliance requirements for improvement planning.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize CIP to focus campus improvement with students and staff <b>Actions:</b> 1. Utilize PDSA to evaluate and communicate programs to student, staff, and community members. 2. Monitor growth towards meeting safety goals and academic growth. <b>Staff Responsible for Monitoring:</b> Administrative Leadership Team (includes Department Heads, admin, and Academic Coach)	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



# State Compensatory

## Budget for North Richland Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 5**

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

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## Personnel for North Richland Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jacquelyn Walley	Math Interventionist	1
Lauren Debose	Counselor Student Assistance	1
Makayla Cano	Intervention Lab EA	1
Mayra Degener	Intervention Lab EA	1
Sonia Teniente	Teacher ESL	1

# Title I Schoolwide Elements

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Steve Ellis - Principal

Kathryn Humer - Assistant Principal

Kylie Cranford - Academic Coach

Karen Sanchez -Science DH

Andrew Wilson - Social Studies DH

Jacqueline Walley - Math DH

Elizabeth Griffin - ELA DH

Kacey Miller - Special Education DH

Beverly Goodman - Elective DH

Michelle Cano - EA

### **2.2: Regular monitoring and revision**

The Campus Improvement Plan is revised and evaluated in November, January, March and June.

### **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available

through the district website in English and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, 53% of students were identified as at-risk based on one or more of the following criteria:

- (1) low performance on a readiness test or assessment instrument
- (2) semester failure of two or more academic subjects
- (3) grade retention
- (4) lack of satisfactory performance on state-mandated testing
- (5) pregnancy or parenthood
- (6) placement in an alternative education program
- (7) expulsion
- (8) parole, probation, deferred prosecution, or conditional release
- (9) drop out status
- (10) limited English proficiency
- (11) custody or care of the Department of Protective and Regulatory Services
- (12) homelessness
- (13) residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- ? Whole Child Initiative
- ? Workshop Model
- ? Sheltered Instruction
- ? Leveled Literacy Intervention
- ? Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home,

and parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Parent: Chris Patton

Teachers: Andrew Wilson, Karen Sanchez, Elizabeth Griffin, Amy Thornton

Administration: Kathryn Humer

Other Campus Staff: Michelle Cano - EA, Lauren Debose - Crisis Counselor

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled in order to accommodate parents' work schedules. The following family engagement activities are planned for 2021?22:

? August Refresh Back to School Event (Friday 9:00?1:00) at WG Thomas Coliseum

? September Meet the Teacher

? October Fall Haul TBD

? November ASPIRE Family event

? December

? January

? February Science Fair TBD

? March Discover Birdville Event (Saturday 9:00?10:00) at Birdville High School

? April Family Fun Night TBD

? May Art Show (Tuesday through Friday 8:00?6:00) at Haltom Public Library

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emma Powell	Teacher		1
Jacquelyn Walley	Math Interventionist		.5

# 2021-2022 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Steve Ellis	principal
Administrator	Kathryn Humer	assistant principal
Administrator	James Hollis	assistant principal
Classroom Teacher	Karen Sanchez	Science DH
Classroom Teacher	Jacquelyn Walley	Math DH
Classroom Teacher	Andrew Wilson	SS DH
Classroom Teacher	Kaycee Miller	Special Education DH
Non-classroom Professional	Kylie Cranford	Academic Coach
Classroom Teacher	Beverly Goodman	Elective DH
Paraprofessional	Michelle Cano	Attendance Clerk
Classroom Teacher	Elizabeth Griffin	ELAR DH

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Family Engagement		\$1,445.00
1	2	6	Personnel		\$111,082.00
1	2	6	Instructional Resources		\$29,000.00
1	2	6	Professional Development		\$3,000.00
<b>Sub-Total</b>					<b>\$144,527.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	ESSER Tutors		\$39,313.00
<b>Sub-Total</b>					<b>\$39,313.00</b>
<b>Grand Total</b>					<b>\$183,840.00</b>

# Addendums





## **NORTH RICHLAND MIDDLE SCHOOL TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY**

Pursuant to the Every Student Succeeds Act, Birdville Independent School District will:

1. Engage parents and families of participating children in a meaningful consultation to plan and implement programs, activities, and procedures for the involvement of parents in Title I, Part A schools.
2. Develop jointly with, agree on with, and distribute to, parents and families of participating children North Richland Middle School's written parent and family engagement policy.
3. Provide coordination, technical assistance, and other support for Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
4. Assist parents of children served by Title I, Part A schools in understanding such topics as state academic standards and assessments, how to monitor a child's progress, and how to work with educators to improve their children's achievement.
5. Provide materials and training to help parents work with their children to improve achievement at Title I, Part A schools.
6. With the assistance of parents, educate teachers, school leaders, and other personnel at Title I, Part A schools in the value and utility of parent contributions, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
7. Coordinate and integrate parent involvement programs and activities with other federal, state, and local programs that encourage and support parents at Title I, Part A schools.
8. Ensure that information related to Title I, Part A School and parent programs, meetings, and other activities are provided in a understandable and uniform format and in a language that parents can understand, to the extent practicable.
9. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the NRMS parent and family engagement policy in improving the academic quality of Title I, Part A schools. NRMS will use the findings to design strategies for more effective parent and family engagement and to revise, if necessary, its parent and family engagement policies.

## ***Statement of Purpose***

The purpose of the North Richland MS Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. NRMS has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. Additionally, as per Section 1116 of Public Law 114-95, the district will support its campuses in their efforts to build capacities of the school staffs, as well as the capacities of parents, families, and community members, to work together as equal partners to succeed in improving achievement for all students.

The original policy was drafted by the NRMS Parent Advisory Council (BPAC), presented to a representative group of parents, edited, made available to all parents for further review and comment, and finalized with consideration of additional input from parents. Each year, the policy content and opportunities for parent involvement is evaluated and revised as needed.

## ***Goals***

- Schools promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Schools provide a safe and open atmosphere for parents and families to visit the school their children attend and to actively encourage parent and family support and assistance for school programs
- Schools and staff develop and deliver timely information and training to parents, including language classes
- Schools respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Schools disseminate information to parents on all required Title 1 notifications

## ***Annual meeting***

Each Title I, Part A campus will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. NRMS will support the efforts of Title I, Part A schools by providing PowerPoint presentations, simultaneous translation equipment, communication tools, translators, childcare, and printing. These same district resources will be available to campuses to support a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

## ***Parents' Right to Know***

Each Title I, Part A campus will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

## ***Building Capacity for Parent-School Partnerships***

Through the district's parent liaisons and staff, NRMS will provide the following services to parents:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

To foster better collaboration with parents, NRMS will also provide the following services:

- Staff training regarding contributions parents make to their children's education
- Communication tools and templates for promoting activities and services offered at Title I, Part A schools
- Other support as needed to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities

## ***School-Parent Compacts***

Each Title I, Part A campus will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the Title I, Part A school and its families through regular two-way, meaningful communication. Each campus will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Among others, each Title I, Part A school has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

## ***Parent Engagement Evaluation***

Each spring, NRMS will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of their family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent

participation. Based on this input and through a collaborative consultation process, the district and each Title I, Part A campus will review the existing family engagement policy and make revisions as necessary.



## **ESCUELA DE NORTH RICHLAND MIDDLE TÍTULO I, PARTE A POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS**

De conformidad con la Ley de éxito de todos los estudiantes, el Distrito Escolar Independiente de Birdville:

1. Involucrar a los padres y las familias de los niños participantes en una consulta significativa para planificar e implementar programas, actividades y procedimientos para la participación de los padres en las escuelas de Título I, Parte A.
2. Desarrollar conjuntamente, acordar y distribuir a los padres y familias de los niños participantes la política escrita de participación de padres y familias de Birdville ISD. Esta política se incorporará en el plan del distrito para el Título I, Parte A.
3. Proporcionar coordinación, asistencia técnica y otro tipo de apoyo a las escuelas de Título I, Parte A, en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar.
4. Ayudar a los padres de los niños atendidos por las escuelas Título I, Parte A a comprender temas como los estándares académicos estatales y las evaluaciones, cómo monitorear el progreso de un niño y cómo trabajar con educadores para mejorar el rendimiento de sus hijos.
5. Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento en las escuelas Título I, Parte A.
6. Con la ayuda de los padres, educar a los maestros, líderes escolares y otro personal de las escuelas Título I, Parte A, sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo comunicarse, comunicarse con los padres y trabajar con ellos como iguales. socios, implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela.
7. Coordinar e integrar los programas y actividades de participación de los padres con otros programas federales, estatales y locales que alientan y apoyan a los padres en las escuelas Título I, Parte A.
8. Asegúrese de que la información relacionada con el Título I, Parte A, la escuela y los programas para padres, reuniones y otras actividades se proporcionen en un formato comprensible y uniforme y en un idioma que los padres puedan entender, en la medida de lo posible.
9. Llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la efectividad de la política de participación de los padres y la familia de Birdville ISD para mejorar la calidad académica de las escuelas Título I, Parte A. Birdville ISD utilizará los resultados para diseñar estrategias para una participación más efectiva de los padres y la familia y para revisar, si es necesario, sus políticas de participación de los padres y la familia

### **Declaración de propósito**

El propósito de la Política de Participación de Padres y Familias de Birdville ISD es promover una asociación de trabajo altamente efectiva entre las familias y el personal. Birdville ISD ha adoptado la política para garantizar que brindemos a los padres y familias oportunidades sustanciales y significativas para participar como socios iguales en la educación de sus hijos. Además, según la Sección 1116 de la Ley Pública 114-95, el distrito apoyará a sus escuelas universitarias en sus esfuerzos por desarrollar las capacidades del personal escolar, así como las capacidades de los padres, las familias y los miembros de la comunidad, para trabajar juntos como socios iguales para tener éxito en mejorar el rendimiento para todos los estudiantes.

La política original fue redactada por el Consejo Consultivo de Padres de Birdville ISD (BPAC), presentada a un grupo representativo de padres, editada, disponible para todos los padres para una revisión y comentarios adicionales, y finalizado con consideración de aportes adicionales de los padres. Cada año, el contenido de la política y las oportunidades para la participación de los padres se evalúan y revisan según sea necesario.

## **Metas**

- Las escuelas promueven la comunicación regular y bidireccional entre el hogar y la escuela
- Los padres, las familias, los educadores y los miembros de la comunidad ayudan a mejorar el rendimiento estudiantil al apoyar la participación de la familia en la educación de sus hijos
- Las escuelas proporcionan un ambiente seguro y abierto para que los padres y las familias visiten la escuela a la que asisten sus hijos y alienten activamente el apoyo y la asistencia de los padres y la familia para los programas escolares.
- Las escuelas y el personal desarrollan y entregan información y capacitación oportunas a los padres, incluidas las clases de idiomas
- Las escuelas responden a barreras tales como el idioma, la cultura, los niveles de educación y los horarios de trabajo de los padres y las familias que pueden limitar las oportunidades para participar plenamente en la educación de sus hijos
- Los padres y las familias apoyan el aprendizaje de sus hijos en el hogar y en la escuela y sirven como defensores de sus hijos
- Las escuelas difunden información a los padres en todas las notificaciones requeridas del Título 1

## **Reunión anual**

Cada campus de Título I, Parte A celebrará una reunión anual de padres para educar a los padres sobre los fondos del Título I y cómo se utilizará para apoyar el compromiso de los padres y la familia. Birdville ISD apoyará los esfuerzos de las escuelas Título I, Parte A, proporcionando presentaciones en PowerPoint, equipos de traducción simultánea, herramientas de comunicación, traductores, guarderías e impresiones. Estos mismos recursos del distrito estarán disponibles para los campus para apoyar un número flexible de reuniones con los padres durante el año escolar. El objetivo principal de estas reuniones será establecer a los padres como socios iguales en el logro académico de sus hijos.

## **El derecho de los padres a saber**

Cada Título I, Parte A del campus proporcionará a los padres una notificación anual que describe el derecho de los padres a conocer las calificaciones profesionales de los maestros del salón de clases que instruyen a sus hijos, así como a los paraprofesionales que brindan servicios al niño.

## **Creación de capacidad para asociaciones entre padres y la escuela**

A través de los enlaces con los padres y el personal del distrito, Birdville ISD proporcionará los siguientes servicios a los padres:

- Capacitación para los padres para comprender la evaluación estatal y local de los estudiantes y los resultados de la evaluación
- Otras capacitaciones para padres basadas en necesidades y solicitudes identificadas
- Enlaces a recursos de agencias externas, según sea necesario
- Clases de habilidades para padres
- Clases de ESL
- Entrenamiento de ayuda con la tarea
- Servicios de traducción para la tarea.
- Servicios de interpretación para las evaluaciones de ARD, LPAC, PPCD, consejería, evaluaciones psicológicas, conferencias de maestros / directores con los padres en las escuelas de Título I, Parte A, reuniones de distrito, PTA y otros

Para fomentar una mejor colaboración con los padres, Birdville ISD también proporcionará los siguientes servicios a las escuelas y departamentos del distrito:

- Capacitación del personal sobre las contribuciones que los padres hacen a la educación de sus hijos.
- Servicios de traducción escrita a escuelas y departamentos.
- Herramientas y plantillas de comunicación para promover actividades y servicios ofrecidos en las escuelas Título I, Parte A
- Otro apoyo, según sea necesario, para ayudar a las escuelas Título I, Parte A a planificar e implementar actividades efectivas de participación de padres y familias

## **Pactos entre la escuela y los padres**

Cada campus de Título I, Parte A desarrollará y compartirá conjuntamente con los padres un pacto entre la escuela y los padres. El acuerdo entre la escuela y los padres describe cómo los padres, el personal y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes. También describe la asociación necesaria que debe desarrollarse entre la escuela Título I, Parte A y sus familias a través de una comunicación regular y significativa. Cada campus realizará una revisión anual de colaboración de su pacto entre la escuela y los padres y hará las revisiones que sean necesarias.

Entre otras, cada escuela Título I, Parte A tiene la responsabilidad de:

- Implementar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.
- Utilizar las secciones relevantes del pacto entre la escuela y los padres para guiar las conferencias de padres y maestros
- Proporcionar informes frecuentes a los padres sobre el progreso de sus hijos
- Ofrecer a los padres acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos y observación de las actividades en el aula
- Iniciar y responder a las comunicaciones de los padres.

## **Las responsabilidades de los padres para apoyar el aprendizaje de sus hijos incluyen:**

- Asegurar la asistencia regular.
- Participar en decisiones relacionadas con la educación de sus hijos.
- Supervisar el uso positivo del tiempo extracurricular, establecer hábitos saludables y modelar la alfabetización en el hogar
- Completar un formulario de registro de voluntarios en línea y ser voluntario en el campus, siempre que sea práctico
- Iniciación y respuesta a las comunicaciones escolares.

## **Evaluación de la participación de los padres**

Cada primavera, Birdville ISD y cada Título I, Parte A del campus formarán un equipo, que incluye padres, maestros y miembros del personal del Título I, para revisar el contenido y la eficacia de sus políticas y programas de participación familiar. La información de la evaluación se recopilará a través de las encuestas de padres que miden los niveles de participación de la familia al identificar las barreras para la participación de los padres. Sobre la base de esta información ya través de un proceso de consulta colaborativa, el distrito y cada campus de Título I, Parte A revisarán la política de participación familiar existente y realizarán las revisiones según sea necesario.

**North Richland Middle School  
Family/School Compact  
2018-2019**

The Family/School Compact is a voluntary agreement between students, parents, teachers and the principal at North Richland Middle School. The Compact outlines how students, parents, teachers and the principal will share responsibly in helping the student meet the state and district academic standards.

**As a student, I will:**

- Participate actively in my own learning.
- Be on time and come to school each day.
- Follow all school rules.
- Come to school with a positive attitude and maintain it throughout the day.
- Respect myself, other students, school staff and property.
- Complete all assigned work and understand it is required and not an option.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**As a parent/guardian, I will:**

- Have my child attend school regularly and arrive on time.
- Attend called parent/teacher conferences and openly communicate the needs of my child.
- Check my child's grades via Skyward on-line weekly. <https://schools.birdvilleschools.net/bisd>.  
Use of public library or school library computers are available.
- Expect my child to practice self-discipline and show respect.
- Establish a time for homework, review it regularly and partner in my child's education.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**As a Teacher, I will:**

- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners succeed.
- Respect students, parents, and community members as equal partners in the education process.
- Maintain an open line of communication between school and home.
- Create a learning environment that will help develop responsible, caring, and independent students.

*North Richland Middle School Teachers*  
\_\_\_\_\_  
Teacher's Signature

5-13-19  
\_\_\_\_\_  
Date

**As a principal, I will**

- Provide an environment that allows for positive communication between the student, parent and school staff.
- Support this form of student, parent, and school staff involvement.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date



**North Richland Middle School**  
**Contrato entre Familia/Escuela**  
**2018-2019**

Este Contrato entre Familia/Escuela es un acuerdo voluntario entre estudiantes, padres, maestros y el/la directora(a) de North Richland Middle School. El contrato describe como los estudiantes, padres, maestros y el/la director(a) compartirían la responsabilidad de ayudar el/la estudiante para lograr los estándares académicos en el estado y también el distrito.

**Como estudiante, yo voy a:**

- Participar activamente en mi propio aprendizaje.
- Asistir escuela y llegar a tiempo a la escuela cada día.
- Seguir todas las reglas de escuela.
- Venir a escuela con una actitud positiva y mantenerla por el día entero.
- Mostrar respeto a mi mismo, a otros estudiantes, a los maestros y a la propiedad de escuela.
- Completar todo el trabajo asignado y entender que es requerido y no una opción personal.

\_\_\_\_\_  
Firma de Estudiante

\_\_\_\_\_  
Fecha

**Como padre/madre/guardia, yo voy a:**

- Asegurar que mi hijo/a está asistiendo escuela regularmente y que llega a tiempo.
- Asistir a conferencias de padre/maestro si sean llamadas y comunicar libremente de lo que se necesita mi hijo/a para tener éxito.
- Chequear semanalmente, las calificaciones de mi hijo/a en el sistema on-line Skyward  
Se puede usar computadoras en la escuela si es necesario <https://schools.birdvilleschools.net/bisd>
- Mandar a mi hijo/a que sea disciplinado, que tienen autocontrol y que muestra respeto siempre.
- Establecer tiempo para tarea, repasarla regularmente y juntar en la educación de mi hijo/a.

\_\_\_\_\_  
Firma de Padre/Madre/Guardia

\_\_\_\_\_  
Fecha

**Como maestros, nosotros vamos a:**

- Mantener expectativas altas para éxito académico y comportamiento positivo.
- Aceptar el desafío de ayudar todos los estudiantes en tener éxito.
- Respetar estudiantes, padres y miembros de la comunidad como compañeros iguales en el proceso educacional.
- Mantener una línea abierta de comunicación entre la escuela y casa.
- Crear un ambiente de aprendizaje que ayudaría desarrollar estudiantes responsables, cariñosos, e independientes.

*North Richland Middle School Teachers*  
\_\_\_\_\_  
Firma de maestro

\_\_\_\_\_  
5-21-18  
Fecha

**Como Director(a) yo voy a:**

- Proveer un ambiente que permite para comunicación positive entre estudiante, padre y empleados de la escuela.
- Apoyar esta manera de involucramiento del estudiante, padres y empleados de la escuela.

\_\_\_\_\_  
Firma de Director(a)

\_\_\_\_\_  
Fecha



## **NORTH RICHLAND MIDDLE SCHOOL TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY**

Pursuant to the Every Student Succeeds Act, Birdville Independent School District will:

1. Engage parents and families of participating children in a meaningful consultation to plan and implement programs, activities, and procedures for the involvement of parents in Title I, Part A schools.
2. Develop jointly with, agree on with, and distribute to, parents and families of participating children North Richland Middle School's written parent and family engagement policy.
3. Provide coordination, technical assistance, and other support for Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
4. Assist parents of children served by Title I, Part A schools in understanding such topics as state academic standards and assessments, how to monitor a child's progress, and how to work with educators to improve their children's achievement.
5. Provide materials and training to help parents work with their children to improve achievement at Title I, Part A schools.
6. With the assistance of parents, educate teachers, school leaders, and other personnel at Title I, Part A schools in the value and utility of parent contributions, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
7. Coordinate and integrate parent involvement programs and activities with other federal, state, and local programs that encourage and support parents at Title I, Part A schools.
8. Ensure that information related to Title I, Part A School and parent programs, meetings, and other activities are provided in a understandable and uniform format and in a language that parents can understand, to the extent practicable.
9. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the NRMS parent and family engagement policy in improving the academic quality of Title I, Part A schools. NRMS will use the findings to design strategies for more effective parent and family engagement and to revise, if necessary, its parent and family engagement policies.

## ***Statement of Purpose***

The purpose of the North Richland MS Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. NRMS has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. Additionally, as per Section 1116 of Public Law 114-95, the district will support its campuses in their efforts to build capacities of the school staffs, as well as the capacities of parents, families, and community members, to work together as equal partners to succeed in improving achievement for all students.

The original policy was drafted by the NRMS Parent Advisory Council (BPAC), presented to a representative group of parents, edited, made available to all parents for further review and comment, and finalized with consideration of additional input from parents. Each year, the policy content and opportunities for parent involvement is evaluated and revised as needed.

## ***Goals***

- Schools promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Schools provide a safe and open atmosphere for parents and families to visit the school their children attend and to actively encourage parent and family support and assistance for school programs
- Schools and staff develop and deliver timely information and training to parents, including language classes
- Schools respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Schools disseminate information to parents on all required Title 1 notifications

## ***Annual meeting***

Each Title I, Part A campus will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. NRMS will support the efforts of Title I, Part A schools by providing PowerPoint presentations, simultaneous translation equipment, communication tools, translators, childcare, and printing. These same district resources will be available to campuses to support a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

## ***Parents' Right to Know***

Each Title I, Part A campus will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

## ***Building Capacity for Parent-School Partnerships***

Through the district's parent liaisons and staff, NRMS will provide the following services to parents:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

To foster better collaboration with parents, NRMS will also provide the following services:

- Staff training regarding contributions parents make to their children's education
- Communication tools and templates for promoting activities and services offered at Title I, Part A schools
- Other support as needed to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities

## ***School-Parent Compacts***

Each Title I, Part A campus will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the Title I, Part A school and its families through regular two-way, meaningful communication. Each campus will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Among others, each Title I, Part A school has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

## ***Parent Engagement Evaluation***

Each spring, NRMS will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of their family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent

participation. Based on this input and through a collaborative consultation process, the district and each Title I, Part A campus will review the existing family engagement policy and make revisions as necessary.



## **ESCUELA DE NORTH RICHLAND MIDDLE**

### **TÍTULO I, PARTE A POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS**

De conformidad con la Ley de éxito de todos los estudiantes, el Distrito Escolar Independiente de Birdville:

1. Involucrar a los padres y las familias de los niños participantes en una consulta significativa para planificar e implementar programas, actividades y procedimientos para la participación de los padres en las escuelas de Título I, Parte A.
2. Desarrollar conjuntamente, acordar y distribuir a los padres y familias de los niños participantes la política escrita de participación de padres y familias de Birdville ISD. Esta política se incorporará en el plan del distrito para el Título I, Parte A.
3. Proporcionar coordinación, asistencia técnica y otro tipo de apoyo a las escuelas de Título I, Parte A, en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar.
4. Ayudar a los padres de los niños atendidos por las escuelas Título I, Parte A a comprender temas como los estándares académicos estatales y las evaluaciones, cómo monitorear el progreso de un niño y cómo trabajar con educadores para mejorar el rendimiento de sus hijos.
5. Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento en las escuelas Título I, Parte A.
6. Con la ayuda de los padres, educar a los maestros, líderes escolares y otro personal de las escuelas Título I, Parte A, sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo comunicarse, comunicarse con los padres y trabajar con ellos como iguales. socios, implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela.
7. Coordinar e integrar los programas y actividades de participación de los padres con otros programas federales, estatales y locales que alientan y apoyan a los padres en las escuelas Título I, Parte A.
8. Asegúrese de que la información relacionada con el Título I, Parte A, la escuela y los programas para padres, reuniones y otras actividades se proporcionen en un formato comprensible y uniforme y en un idioma que los padres puedan entender, en la medida de lo posible.
9. Llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la efectividad de la política de participación de los padres y la familia de Birdville ISD para mejorar la calidad académica de las escuelas Título I, Parte A. Birdville ISD utilizará los resultados para diseñar estrategias para una participación más efectiva de los padres y la familia y para revisar, si es necesario, sus políticas de participación de los padres y la familia

### **Declaración de propósito**

El propósito de la Política de Participación de Padres y Familias de Birdville ISD es promover una asociación de trabajo altamente efectiva entre las familias y el personal. Birdville ISD ha adoptado la política para garantizar que brindemos a los padres y familias oportunidades sustanciales y significativas para participar como socios iguales en la educación de sus hijos. Además, según la Sección 1116 de la Ley Pública 114-95, el distrito apoyará a sus escuelas universitarias en sus esfuerzos por desarrollar las capacidades del personal escolar, así como las capacidades de los padres, las familias y los miembros de la comunidad, para trabajar juntos como socios iguales para tener éxito en mejorar el rendimiento para todos los estudiantes.

La política original fue redactada por el Consejo Consultivo de Padres de Birdville ISD (BPAC), presentada a un grupo representativo de padres, editada, disponible para todos los padres para una revisión y comentarios adicionales, y finalizado con consideración de aportes adicionales de los padres. Cada año, el contenido de la política y las oportunidades para la participación de los padres se evalúan y revisan según sea necesario.

## **Metas**

- Las escuelas promueven la comunicación regular y bidireccional entre el hogar y la escuela
- Los padres, las familias, los educadores y los miembros de la comunidad ayudan a mejorar el rendimiento estudiantil al apoyar la participación de la familia en la educación de sus hijos
- Las escuelas proporcionan un ambiente seguro y abierto para que los padres y las familias visiten la escuela a la que asisten sus hijos y alienten activamente el apoyo y la asistencia de los padres y la familia para los programas escolares.
- Las escuelas y el personal desarrollan y entregan información y capacitación oportunas a los padres, incluidas las clases de idiomas
- Las escuelas responden a barreras tales como el idioma, la cultura, los niveles de educación y los horarios de trabajo de los padres y las familias que pueden limitar las oportunidades para participar plenamente en la educación de sus hijos
- Los padres y las familias apoyan el aprendizaje de sus hijos en el hogar y en la escuela y sirven como defensores de sus hijos
- Las escuelas difunden información a los padres en todas las notificaciones requeridas del Título 1

## **Reunión anual**

Cada campus de Título I, Parte A celebrará una reunión anual de padres para educar a los padres sobre los fondos del Título I y cómo se utilizará para apoyar el compromiso de los padres y la familia. Birdville ISD apoyará los esfuerzos de las escuelas Título I, Parte A, proporcionando presentaciones en PowerPoint, equipos de traducción simultánea, herramientas de comunicación, traductores, guarderías e impresiones. Estos mismos recursos del distrito estarán disponibles para los campus para apoyar un número flexible de reuniones con los padres durante el año escolar. El objetivo principal de estas reuniones será establecer a los padres como socios iguales en el logro académico de sus hijos.

## **El derecho de los padres a saber**

Cada Título I, Parte A del campus proporcionará a los padres una notificación anual que describe el derecho de los padres a conocer las calificaciones profesionales de los maestros del salón de clases que instruyen a sus hijos, así como a los paraprofesionales que brindan servicios al niño.

## **Creación de capacidad para asociaciones entre padres y la escuela**

A través de los enlaces con los padres y el personal del distrito, Birdville ISD proporcionará los siguientes servicios a los padres:

- Capacitación para los padres para comprender la evaluación estatal y local de los estudiantes y los resultados de la evaluación
- Otras capacitaciones para padres basadas en necesidades y solicitudes identificadas
- Enlaces a recursos de agencias externas, según sea necesario
- Clases de habilidades para padres
- Clases de ESL
- Entrenamiento de ayuda con la tarea
- Servicios de traducción para la tarea.
- Servicios de interpretación para las evaluaciones de ARD, LPAC, PPCD, consejería, evaluaciones psicológicas, conferencias de maestros / directores con los padres en las escuelas de Título I, Parte A, reuniones de distrito, PTA y otros

Para fomentar una mejor colaboración con los padres, Birdville ISD también proporcionará los siguientes servicios a las escuelas y departamentos del distrito:

- Capacitación del personal sobre las contribuciones que los padres hacen a la educación de sus hijos.
- Servicios de traducción escrita a escuelas y departamentos.
- Herramientas y plantillas de comunicación para promover actividades y servicios ofrecidos en las escuelas Título I, Parte A
- Otro apoyo, según sea necesario, para ayudar a las escuelas Título I, Parte A a planificar e implementar actividades efectivas de participación de padres y familias

## **Pactos entre la escuela y los padres**

Cada campus de Título I, Parte A desarrollará y compartirá conjuntamente con los padres un pacto entre la escuela y los padres. El acuerdo entre la escuela y los padres describe cómo los padres, el personal y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes. También describe la asociación necesaria que debe desarrollarse entre la escuela Título I, Parte A y sus familias a través de una comunicación regular y significativa. Cada campus realizará una revisión anual de colaboración de su pacto entre la escuela y los padres y hará las revisiones que sean necesarias.

Entre otras, cada escuela Título I, Parte A tiene la responsabilidad de:

- Implementar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.
- Utilizar las secciones relevantes del pacto entre la escuela y los padres para guiar las conferencias de padres y maestros
- Proporcionar informes frecuentes a los padres sobre el progreso de sus hijos
- Ofrecer a los padres acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos y observación de las actividades en el aula
- Iniciar y responder a las comunicaciones de los padres.

## **Las responsabilidades de los padres para apoyar el aprendizaje de sus hijos incluyen:**

- Asegurar la asistencia regular.
- Participar en decisiones relacionadas con la educación de sus hijos.
- Supervisar el uso positivo del tiempo extracurricular, establecer hábitos saludables y modelar la alfabetización en el hogar
- Completar un formulario de registro de voluntarios en línea y ser voluntario en el campus, siempre que sea práctico
- Iniciación y respuesta a las comunicaciones escolares.

## **Evaluación de la participación de los padres**

Cada primavera, Birdville ISD y cada Título I, Parte A del campus formarán un equipo, que incluye padres, maestros y miembros del personal del Título I, para revisar el contenido y la eficacia de sus políticas y programas de participación familiar. La información de la evaluación se recopilará a través de las encuestas de padres que miden los niveles de participación de la familia al identificar las barreras para la participación de los padres. Sobre la base de esta información ya través de un proceso de consulta colaborativa, el distrito y cada campus de Título I, Parte A revisarán la política de participación familiar existente y realizarán las revisiones según sea necesario.



**North Richland Middle School  
Family/School Compact  
2018-2019**

The Family/School Compact is a voluntary agreement between students, parents, teachers and the principal at North Richland Middle School. The Compact outlines how students, parents, teachers and the principal will share responsibly in helping the student meet the state and district academic standards.

**As a student, I will:**

- Participate actively in my own learning.
- Be on time and come to school each day.
- Follow all school rules.
- Come to school with a positive attitude and maintain it throughout the day.
- Respect myself, other students, school staff and property.
- Complete all assigned work and understand it is required and not an option.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**As a parent/guardian, I will:**

- Have my child attend school regularly and arrive on time.
- Attend called parent/teacher conferences and openly communicate the needs of my child.
- Check my child's grades via Skyward on-line weekly. <https://schools.birdvilleschools.net/bisd>.  
Use of public library or school library computers are available.
- Expect my child to practice self-discipline and show respect.
- Establish a time for homework, review it regularly and partner in my child's education.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**As a Teacher, I will:**

- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners succeed.
- Respect students, parents, and community members as equal partners in the education process.
- Maintain an open line of communication between school and home.
- Create a learning environment that will help develop responsible, caring, and independent students.

*North Richland Middle School Teachers*  
\_\_\_\_\_  
Teacher's Signature

5-13-19  
Date

**As a principal, I will**

- Provide an environment that allows for positive communication between the student, parent and school staff.
- Support this form of student, parent, and school staff involvement.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**North Richland Middle School**  
**Contrato entre Familia/Escuela**  
**2018-2019**

Este Contrato entre Familia/Escuela es un acuerdo voluntario entre estudiantes, padres, maestros y el/la directora(a) de North Richland Middle School. El contrato describe como los estudiantes, padres, maestros y el/la director(a) compartirían la responsabilidad de ayudar el/la estudiante para lograr los estándares académicos en el estado y también el distrito.

**Como estudiante, yo voy a:**

- Participar activamente en mi propio aprendizaje.
- Asistir escuela y llegar a tiempo a la escuela cada día.
- Seguir todas las reglas de escuela.
- Venir a escuela con una actitud positiva y mantenerla por el día entero.
- Mostrar respeto a mi mismo, a otros estudiantes, a los maestros y a la propiedad de escuela.
- Completar todo el trabajo asignado y entender que es requerido y no una opción personal.

\_\_\_\_\_  
Firma de Estudiante

\_\_\_\_\_  
Fecha

**Como padre/madre/guardia, yo voy a:**

- Asegurar que mi hijo/a está asistiendo escuela regularmente y que llega a tiempo.
- Asistir a conferencias de padre/maestro si sean llamadas y comunicar libremente de lo que se necesita mi hijo/a para tener éxito.
- Chequear semanalmente, las calificaciones de mi hijo/a en el sistema on-line Skyward  
Se puede usar computadoras en la escuela si es necesario <https://schools.birdvilleschools.net/bisd>
- Mandar a mi hijo/a que sea disciplinado, que tienen autocontrol y que muestra respeto siempre.
- Establecer tiempo para tarea, repasarla regularmente y juntar en la educación de mi hijo/a.

\_\_\_\_\_  
Firma de Padre/Madre/Guardia

\_\_\_\_\_  
Fecha

**Como maestros, nosotros vamos a:**

- Mantener expectativas altas para éxito académico y comportamiento positivo.
- Aceptar el desafío de ayudar todos los estudiantes en tener éxito.
- Respetar estudiantes, padres y miembros de la comunidad como compañeros iguales en el proceso educacional.
- Mantener una línea abierta de comunicación entre la escuela y casa.
- Crear un ambiente de aprendizaje que ayudaría desarrollar estudiantes responsables, cariñosos, e independientes.

*North Richland Middle School Teachers*  
\_\_\_\_\_  
Firma de maestro

\_\_\_\_\_  
5-21-18  
Fecha

**Como Director(a) yo voy a:**

- Proveer un ambiente que permite para comunicación positive entre estudiante, padre y empleados de la escuela.
- Apoyar esta manera de involucramiento del estudiante, padres y empleados de la escuela.

\_\_\_\_\_  
Firma de Director(a)

\_\_\_\_\_  
Fecha

**Birdville Independent School District**  
**Richland Middle School**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.	13
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	21
Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 96% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2022 school year.	24
State Compensatory	27
Budget for Richland Middle School	28
Personnel for Richland Middle School	28
Title I Schoolwide Elements	28
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	29
1.1: Comprehensive Needs Assessment	29
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	29
2.1: Campus Improvement Plan developed with appropriate stakeholders	29
2.2: Regular monitoring and revision	30
2.3: Available to parents and community in an understandable format and language	30
2.4: Opportunities for all children to meet State standards	30
2.5: Increased learning time and well-rounded education	31
2.6: Address needs of all students, particularly at-risk	32
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	32
3.1: Develop and distribute Parent and Family Engagement Policy	32
3.2: Offer flexible number of parent involvement meetings	33
Title I Personnel	34
Campus Funding Summary	35
Addendums	37

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The number of renters as opposed to homeowners in our Richland Middle School attendance zone accounts for much of our mobility. Many of the students have gaps in their schooling associated with moving and it is difficult to assess quickly the academic capabilities of these students.

In addition to the mobility rate, we have a large population of Economically Disadvantaged and at Risk students who come to us with educational gaps. Approximately 24% of the students on campus are designated Special Education and over 26% limited English proficient students. With the increase in our Hispanic and Black/American population Richland Middle School will utilize resources to prepare and accommodate new students to ensure we are providing the best education for them, both socially and academically.

Student Population 2022 (CY=Current Year/PY=Previous Year)

- Grade 6: CY - 203; PY - 266; Change: -63
- Grade 7: CY - 212; PY - 209; Change: +3
- Grade 8: CY - 240; PY - 234; Change: +6
- Total Student Population Change: -54 students

Ethnic Distribution

- African American: CY - 21.53%; PY - 18.52%; Change: +3.01%
- Hispanic: CY - 48.55%; PY - 47.72%; Change: +0.83%
- White: CY - 23.21%; PY - 26.92%; Change: - 3.71%
- American Indian: CY - 0.76%; PY - 0.57%; Change: -0.19%
- Asian: CY - 0.92%; PY - 1.42%; Change: -0.5%
- Pacific Islander: CY - 0.45%; PY - 0.43%; Change: +0.02%
- Two or more races: CY - 4.58%; PY - 4.42%; Change: +0.18%

Economically Disadvantaged: CY - 76.35%; PY - 69.85%; Change: +6.5%

English Language Learners (ELL): CY - 26%; PY - 24.1%; Change: +1.9%

At-Risk: CY - 78.01%; PY - 59.97%; Change: +18.04%

Mobility rate was 16.4%

## Demographics Strengths

We had increases demographically in the Hispanic and ELL populations. The district has provided support in personnel to meet these needs. The district has also provided beginning of the year training to assist our core departments with techniques when working with ELL students. This will be an ongoing process to work with the district of training and support.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Filling the academic gaps of children could pose a problem in the academic level classrooms. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year. **Root Cause:** When almost 20% of your population is mobile, you are combining a variety of learning styles and teaching methods into one classroom. This poses opportunities for our teachers to find ways to meet the children where they are before moving students to the levels of those children who have attended schools for a number of years.

# Student Learning

## Student Learning Summary

Richland Middle School showed gains in several areas in 2019. Math Teachers had an amazing year of growth in 2019. 6th grade Math gained 12% from their Approaches Grade Level scores in 2018 and Masters Grade Level increased by 5%. 7th grade Math showed gains of 10% compared to the previous year's scores in Approaches Grade Level. Finally, 8th grade Math's Approaches Grade Level Pass Rate moved from 64% to 80% totaling a 16% increase. 8th grade Social Studies improved a promising 17% in the area of Approaches Grade Level. 8th grade Reading scored during the first test administration showed less variance with five out of the seven classes coming in with 75% pass rates or higher. 8th grade Science was able to hold their impressive 80% Approaches GL Overall Pass Rate and 24% Masters Grade Level. Finally, almost all of our PreAP classes came in at 94% or higher Approaches Grade Level pass rates. Masters Grade Level rested above 30% in all of our PreAP classes which is astonishing. Our Algebra I Teacher brought home a 98% overall pass rate at Approaches Grade Level and his students scored over 60% in the Masters Grade Level area.

START HERE!!! There were also concerns for RMS moving forward. Academic Reading classes showed little to no progress in their overall pass rates. 6th through 7th grade academic individual classes Approaches Grade Level Pass Rates ranged from 47%-58%. Although this is within an almost 10% range, all teachers showed little to no progress from 2018 to 2019. 6th grade overall Reading pass rates remained exactly the same while 7th grade Reading only increased by 2%. 7th grade STAAR Writing scores only increased by 1% on the Approaches Grade Level Overall Pass Rate. Although Social Studies is still a problem area for us, we look forward to another huge gain this year.

### 8th grade STAAR Approaches Grade Level (2019):

- Math: Actual -71% ; Target - 67%; Exceeded by 4%
- Reading: Actual- 70% ; Target - 73%; Did not meet by 3%
- Science: Actual - 81%; Target - 80%; Exceeded by 1%
- Soc St: Actual - 58% ; Target - 50%; Exceeded by 8%
- Algebra 1: Actual -98% ; Target - 95%; Exceeded by 3%

### 7th grade STAAR Approaches Grade Level (2019)

- Math: Actual -71% ; Target - 70%; Exceeded by 1%
- Reading: Actual -66% ; Target - 70%; Did not meet by 4%
- Writing: Actual -62% ; Target - 65%; Did not meet by 3%

### 6th grade StAAR Approaches Grade Level (2019)

- Math: Actual -80% ; Target - 75%; Exceeded by 5%
- Reading: Actual -58% ; Target - 62%; Did not meet by 4%

### 8th grade STAAR Masters Grade Level (2019)

- Math: Actual -2% ; Target - 10%; Did not meet by 8%
- Reading: Actual -21% ; Target - 20%; Exceeded by 1%
- Science: Actual -24% ; Target - 23%; Exceeded by 1%
- Soc St: Actual -12% ; Target - 19%; Did not meet by 7%
- Algebra 1: Actual -59% : Target - 50%; Exceeded by 9%

7th grade STAAR Masters Grade Level (2019)

- Math: Actual -12%%; Target - 17%;Did not meet by 5%
- Reading: Actual - 19%; Target - 25%; Did not meet by 6%
- Writing: Actual - 12%; Target - 13%; Did not meet by 1%

6th grade StAAR Masters Grade Level (2019)

- Math: Actual - 13%; Target - 10%; Exceeded by 3%
- Reading: Actual - 9%; Target - 9%; Met target

8th grade STAAR Special Ed Performance Approaches Grade Level (2019)

- Math: Actual - 71%; Target - 50%; Exceeded by 21%
- Reading: Actual - 32%; Target - 50%; Did not meet by 18%
- Science: Actual - 53%; Target - 50%; Exceeded by 3%
- Soc St: Actual - 34%; Target - 50%; Did not meet by 16%

\*\*8th STAAR Alt 2019

- |                             |                   |                  |
|-----------------------------|-------------------|------------------|
| • Math %Score=68%           | Satisfactory=100% | Accomplished=60% |
| • Reading %Score=72%        | Satisfactory=72%  | Accomplished=0%  |
| • Science %Score=77%        | Satisfactory=100% | Accomplished=14% |
| • Social Studies %Score=78% | Satisfactory=86%  | Accomplished=43% |

7th grade STAAR Special Ed Performance Approaches Grade Level (2019)

- Math: Actual - 25%; Target - 50%; Did not meet by 25%
- Reading: Actual -11%; Target - 50%; Did not meet by 39%
- Writing: Actual - 10%; Target - 50%; Did not meet by 40%

\*\*7th STAAR Alt 2019

- |                      |                   |                  |
|----------------------|-------------------|------------------|
| • Math %Score=77%    | Satisfactory=100% | Accomplished=33% |
| • Reading %Score=84% | Satisfactory=100% | Accomplished=0%  |
| • Writing %Score=85% | Satisfactory=100% | Accomplished=33% |

6th grade StAAR Special Ed Performance Approaches Grade Level (2019)

- Math: Actual - 52%; Target - 50%; Exceeded by 2%
- Reading: Actual - 22%; Target - 50%; Did not meet by 28%

\*\*6th STAAR Alt 2019

- |                      |                   |                  |
|----------------------|-------------------|------------------|
| • Math %Score=87%    | Satisfactory=100% | Accomplished=60% |
| • Reading %Score=83% | Satisfactory=100% | Accomplished=20% |



#### 8th grade STAAR ELL Performance Approaches Grade Level (2019)

- Math: Actual - 51%; Target - 50%; Exceeded by 1%
- Reading: Actual - 40%; Target - 50%; Did not meet by 8%
- Science: Actual - 60%; Target - 50%; Exceeded by 10%
- Soc St: Actual - 37%; Target - 50%; Did not meet by 13%

#### 7th grade STAAR ELL Performance Approaches Grade Level (2019)

- Math: Actual - 65%; Target - 50%; Exceeded by 15%
- Reading: Actual - 52%; Target - 50%; Exceeded by 2%
- Writing: Actual - 48%; Target - 50%; Did not meet by 2%

#### 6th grade StAAR ELL Performance Approaches Grade Level (2019)

- Math: Actual - 71%; Target - 50%; Exceeded by 21%
- Reading: Actual - 44%; Target - 50%; Did not meet by 6%

### Student Learning Strengths

RMS experienced tremendous gains during the 2018/2019 school year overall and across all sub populations. Both Special Education and ELL had impressive gains through all grades and subject areas. A big celebration was our 8th grade Resource Math scores where Mike Johns our resource teacher was able to bring home a 90% Approaches Grade Level Pass rate after the second administration of STAAR. This will be good as we strive to wipe out all of our Targeted areas that have been identified by the state and federal governments.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** There are still several areas below a 50% Approaches Grade Level Pass Rate in our ELL populations. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year. **Root Cause:** Our ELL population accounts for approximately 23 percent of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction

**Problem Statement 2:** There are still several areas below a 50% Approaches Grade Level Pass Rate in our Special Education populations. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year. **Root Cause:** These students are usually two to grade levels behind academically. We are hoping to move more candidates out into inclusion classes instead of resource where appropriate.

# School Processes & Programs

## School Processes & Programs Summary

This year there were very few turnovers in the teaching staff. This in large part is due to many teachers now feeling like Richland Middle School is their home and calling. Mentor teachers are assigned to everyone who is new to RMS. This year we are having numerous people present to the faculty their Best Products. We are celebrating successes with balloons and medals. Teachers are expected to serve on at least one committee and no more than two so that everyone has a positive say in the RMS way.

We also house the ACCESS and AABLE student units on our campus. ACCESS deals with student who are severely handicapped mentally, emotionally and physically. Although many of our children are mobile this year, they do have different mobility issues. AABLE houses our children who would fall in the upper Life Skills category. Some of them have out classes while others are totally self contained.

## School Processes & Programs Strengths

The teachers are committed to the Communities evolving into a true success story. The Community Committee planned an amazing first day for our students. It involved team building, school spirit, one word activities to describe themselves and even a pep rally. Kids seem to be anxious about earning points for their community so that they win the six weeks prize. Everyone has been a good sport and participated well.

The teachers also had their own form of team building during staff development. This helped to bond them even further so that the start of the school year was seamless.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Although there have been many amazing events during the 2018/2019 school year most of them were pulled off at the last minute leaving very little preparation time for the teachers. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year. **Root Cause:** Most events were developed and executed by a small group of people who did not receive the assignment until sometimes the day of an event.

# Perceptions

## Perceptions Summary

According to the Organizational Health Report (OHI) taken on March of 2019 our two lowest areas were Goal Focus and Adaptation. The way the faculty likes to describe themselves as a unit is that they are like family and have pulled together through several principals and varying staff personalities. They are proud to be at RAM Nation and want the students, school and community to thrive. They also want to change the perception that they are the most difficult school in BISD. They are willing to follow leaders to the point of clarifications as long as the end goal is understood. Most teachers have happily signed up for two committees. They even attended several meetings prior to the start of school to ensure that everything ran smoothly.

## Perceptions Strengths

Our areas of strength in the OHI were Optimal Power Equalization and Innovativeness. This means that the teachers feel that they have the freedom to be innovative, diverse, creative and risk-takers while executing their job responsibilities. There is a strong sense of trust on this campus between most teachers and the administration. Finally, their sphere of influence on how things work at RMS seems to be in an equal balance.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** As stated before, the lack of organization of events caused huge problems and miscommunications about events that were going on at RMS during community events. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year. **Root Cause:** There were too many times that no one knew what was happening prior to the day of the event. This was a direct result of the previous administration not notifying stakeholders of all their responsibilities until the day of the event. Even then, many times the faculty was not handed a product that they could effectively use with their students.

# 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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- 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 progress
- 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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data
- Professional development needs assessment data
- TTESS data

#### **Parent/Community Data**

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

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

- Budgets/entitlements and expenditures data
- Other additional data

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.





**Performance Objective 1:** All students will make at least one year's progress in reading between the beginning and end of year. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Richland Middle School Students will be measured for growth using the STAR 360 Screener for Reading.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement PDSA cycles to allow staff and students to monitor student growth during the school year and to determine students at risk of not reaching 1 years growth.</p> <p><b>Actions:</b> 1. Interventionists will meet with Tier 2 and 3 students to conduct individual PDSA cycles on a monthly basis following progress monitoring tests.</p> <p>2. Admin/academic coach will monitor pdsa data and meet with teachers/interventionists as needed to support PDSA cycles.</p> <p><b>Staff Responsible for Monitoring:</b> Reading interventionists            Reading/ELAR teachers            ELAR secondary content coordinator            Academic coach            Administration            Students</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Incorporate reading strategies regularly in all core and CTE content areas to support student reading growth.</p> <p><b>Actions:</b> 1. All Core teachers will utilize reading strategies within their content on a weekly basis to support the learning of all students. Emphasis will be placed on student mastery of the strategy.</p> <p>2. Admin and academic coach will utilize targeted walkthroughs to determine saturation of reading strategies in classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> All Core teachers All CATE teachers Academic Coach Administration ELAR secondary content coordinator</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> New teachers to RMS will receive staff development in SIOP so that they can effectively use this program with our ELL students.</p> <p><b>Actions:</b> 1. Provide the opportunity for all teachers to receive SIOP training prior to November first if they have not already been trained in this system.</p> <p><b>Staff Responsible for Monitoring:</b> ELL Teachers ELL District Representative Administrator over ELL</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Offer ongoing professional learning during PLC that will positively impact the success of our ELL students.</p> <p><b>Actions:</b> 1. Take a chunk and chew approach each six weeks when it comes to tackling different ways to successfully work with ELL students. We can start with Ellevation by teaching the students how to access the program and teaching them how to understand the data.</p> <p>2. Future topics will be based on the needs of students as revealed through data, PLCs and campus walks.</p> <p><b>Staff Responsible for Monitoring:</b> ELL District Representative ELL Teachers Administrator over ELL</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				



**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and the state . Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Richland Middle School will hope to experience significant gains in STAAR scores so that we can begin to walk away from our targeted problem areas as outlined by the state and federal government.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize all summative and district data in PDSA processes within core classrooms to drive student achievement on state objectives. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p><b>Actions:</b> 1. All formative and summative assessments will be utilized as data for PDSA discussions in the classroom both as a whole class and individually to determine student areas of needed growth.</p> <p>2. Remediation plans will be created by the teacher and student to shore up gaps via HB4545.</p> <p>3. Administration will have individual data discussions with core teachers by 10/15/2021.</p> <p>This is a fully funded district initiative.</p> <p><b>Staff Responsible for Monitoring:</b> Core content teachers Administration Secondary Core content coordinators Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use BOY, MOY and EOY Screeners, CBA's, State Interim tests in the spring of 2021 and prior year STAAR scores in all core classes to create remediation watch lists. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p><b>Actions:</b> 1. Remediation watch lists will be updated each six weeks by the core teachers.  2. Teachers will create specific mandatory tutorials for students on watch lists and will track student work and progress on a campus document.  3. Admin and academic coach will monitor watch list document and support teachers as necessary.</p> <p><b>Staff Responsible for Monitoring:</b> Core content teachers  Administration  Academic coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Interact daily with rigorous STAAR aligned questions in order to increase each 8th grade History and Science student's familiarity with the STAAR test. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p><b>Actions:</b> 1. Academic Coach/Admin will observe interactions and provide feedback to teachers regarding these interaction.   2. Social studies team will reflect and report back to PLC on the effectiveness of these interactions.   3. Science team will reflect and report back to PLC on the effectiveness of these interactions.</p> <p><b>Staff Responsible for Monitoring:</b> Social studies PLC  Administration  Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Enlist community and business partners to assist in providing support to students and families. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p><b>Actions:</b> A) Collaborate with PTA and ASPIRE to schedule and host virtual school-wide events in order to increase parent involvement, such as parent education classes.            B) Identify and communicate the needs of the student population and their families with community partners            C) Design and implement a Family and Parent Engagement Policy            D) Host a Title 1 Meeting 10/05/2021            E) Host a Virtual Hispanic Heritage Night 10/07/2021            F) Provide opportunities, on and off campus, for our Life Skills Students to experience real-life working scenarios.            G) We will participate in the Latino Family Literacy Project. Our goal will be to work with thirty families this school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            ASPIRE Coordinator            Corporate Sponsor and Campus Liaison            PTA            Parents            RMS Teachers and Staff            Community members            RMS Alumni group            AABLE and ACCESS Teachers and Students            Local Businesses</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$2,206, AABLE and ACCESS Life Trips - 199 - State Special Ed. - \$2,500, Supplies for Teachers and Students - 404 - Grant - \$50,000, Latino Family Literacy Project - 263 - Title III - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Offer Tutorials before and after school for all students that hone in on areas of deficiencies for our students based on the state TEKS. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p><b>Actions:</b> 1. Teachers will be given the opportunity to tutor their children in core subject area to help close significant gaps. They will be paid using Title I funds.</p> <p>2. We will hire an outside tutor via HB4545 Esser fund to work with the Interventionist to help Tier 3 students close their gaps in class settings of students that are significantly smaller in number.</p> <p><b>Staff Responsible for Monitoring:</b> All Teacher Tutors            One outside Tutor for Math            Administration            Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Tutors - 211 - Title I - \$26,000, ESSER Tutors - ESSER - \$25,150</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Work with the ELL department to improve student TELPAS scores in the areas of speaking activities and academic vocabulary. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p><b>Actions:</b> 1. Work together to develop opportunities for all students to practice speaking in different settings such as presentations and small group activities.</p> <p>2. Find ways that BOLD Literacy can be used with our ELL students.</p> <p>3. Train teachers on how to use academic vocabulary acquisition instructional strategies that will work best with our ELL population.</p> <p><b>Staff Responsible for Monitoring:</b> District ELL Liaison  Administrator over ELL  ELAR teachers  Theater Art Teacher  Newcomer Teacher  Spanish Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Use Title I funds to supplement teachers' salaries in the areas of Reading and Math Interventions. Due to COVID 19 this is an ongoing concern that will be measured in the 2021 school year.</p> <p><b>Actions:</b> We will use Title I funds to pay for the following instructional positions: Amanda Walker .5 Math Interventionist  Cassandra Scott CSR Teacher  Judy Cassady .5 Reading Interventionist</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Principal's Secretary  BISD Personnel.</p> <p><b>Title I Schoolwide Elements:</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 Curriculum</p> <p><b>Funding Sources:</b> Teachers salaries - 211 - Title I - \$138,753</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Continue to strengthen Tier 1 classroom instruction through professional development, supplemental instructional resources and supplemental technology hardware and software.</p> <p><b>Actions:</b> Utilize multiple funding sources to pay for professional development, instructional resources and</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


technology to be used in Tier I instruction.


**Staff Responsible for Monitoring:** Administrators  
Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math,  
Improve low-performing schools

**Funding Sources:** Professional Development - 211 - Title I - \$10,188, Instructional Resources - 211 - Title  
I - \$9,494

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** The community leaders will notify administration anytime that teachers are not participating in the RMS Community Point System. Those individuals will have private conversations to encourage them to participate in this activity. Students will have a stronger sense of belonging to RMS which will be measured by a reduction in discipline slips and suicide attempts. Administration will do weekly walks to ensure that the Character Strong Curriculum is utilized with fidelity.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Distribute weekly points to communities from individual classrooms that promote high quality instruction and interaction among peers and between students and adults. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.</p> <p><b>Actions:</b> 1. Teachers will award up to 200 points per week between the different communities based on specific learning and behavioral successes (PBIS)</p> <p>2. Teachers will upload points using a Google Form and campus implementation team will review points for consistency and timely reporting.</p> <p>3. Administration/academic coach will post points weekly for students to see and support communities as necessary.</p> <p>4. Virtual learners will be provided the opportunity to engage in community lessons and will be monitored by RMS Counselors. With this participation and attendance virtual learners can help their respective communities earn up to 1000 points per each 6 weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Academic Coach Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Campus Culture Activities - 211 - Title I - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the district Character Strong curriculum in leadership classes to address cyberbullying and social media use and misuse. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.</p> <p><b>Actions:</b> 1. RMS Way Curriculum Committee will distribute 36 digital citizenship lessons using the Character Strong curriculum to the campus teachers over the course of the 2022 school year.</p> <p>2. Campus teachers will utilize the curriculum in their leadership classes throughout the 2022 school year.</p> <p>3. Admin/RTI team will collect data on number of reported cyber incidents and compare data to previous years.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration RMS Way Curriculum Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Various sources will be utilized to teach Leadership Characteristics and Social Emotional Learning to our students during Ram Time.</p> <p><b>Actions:</b> 1. Utilize the thirty-six Character Strong lessons to ensure that Richland Middle School has a combined effort to reach all students on campus with soft and hard skills.</p> <p>2. Social Emotional Lessons provided by the district will be utilized by the counseling staff to reach our virtual learners with leadership and SEL needs.</p> <p>3. Form a committee to get this done so that all lessons are completed in advance and easily accessible to teachers.</p> <p>4. This committee will also periodically meet to critique how well these lessons are going and monitor/adjust information as needed.</p> <p><b>Staff Responsible for Monitoring:</b> RMS Way Curriculum Committee Administration All Faculty and Staff at RMS</p> <p><b>Funding Sources:</b> Character Matters Program - 211 - Title I - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Richland Middle School will use district provided funds to supply bicycles and season passes to Six Flags or NRH2O to students with perfect attendance in hopes that we can raise our ADA from 96% to 97%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students with perfect attendance every six weeks will win prizes or receive special accolades.  <b>Actions:</b> 1. Attendance clerk will provide ADA by six weeks.</p> <p>2. Students with perfect attendance will receive an approved food of choice that they can enjoy after lunches.</p> <p>3. Students with perfect attendance by semester will win another type prize using funds provided by the district.</p> <p>4. Student names who have had perfect attendance all will be entered in a drawing and win something along the lines of a family four pack to six flags for one day.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Attendance clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> BISD Student Services - 199 - General Funds - 199-11-6498-48-043-99-043 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop a comprehensive plan for parent conferences and communication with regard to student absences. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.</p> <p><b>Actions:</b> 1. Attendance clerk will provide absence data to teachers and administration at key intervals.</p>	Formative			Summative
	Nov	Jan	Mar	June



- 2. Teachers will make contact with students and their parents to provide positive wishes and invite them back to class, offer makeup assignments, etc.
- 3. Administration will increase number of parent conferences with students who have excessive absences as well as meeting with the students themselves.
- 4. Administration will follow the RMS Contact Log procedures to reach out to families and initiate home visits for students who are missing multiple days in a row.

**Staff Responsible for Monitoring:** Administration

Teachers

Attendance clerk

**Title I Schoolwide Elements:** 2.5, 2.6



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus. This is an ongoing concern that will be measured in the 2022 school year.

**Evaluation Data Sources:** Continuous Improvement PDSA charts will be one of the items that we look for in every room during T-TESS observations and Walk-Throughs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Employ continuous improvement cycles in all core classes for each unit of instruction. Due to COVID 19 this is an ongoing concern that will be measured in the 2022 school year.</p> <p><b>Actions:</b> 1. 1st PD portion of the CI cycle will be done the first week of each six weeks with academic coach and administration.</p> <p>2. Data on PDSA will be collected by admin and academic coach during walkthroughs and a administrative PDSA cycle will be held during admin staff meeting to address needs for teachers.</p> <p>3. Individual teacher support will be delivered by coaches and admin as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Academic coach Administration Department chairs Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use behavioral RTI data as well as other discipline data to increase student time in class.</p> <p><b>Actions:</b> 1. Data will be collected by asst. principals each session of Rtl</p> <p>2. Teachers and administrators will review the data and develop plans that will hopefully help behavior students experience more success in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Academic coach Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 3:** All students and staff will learn and work in a safe and responsive environment reaching a 96% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2022 school year.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school. Due to COVID 19 this is an ongoing effort that will be measured in the 2022 school year.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Use a district or campus survey in May 2022 to gauge the success of this goal.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use Character Strong and leadership communities to increase the general feelings of well being among the stakeholders on campus. Due to COVID 19 this is an ongoing effort that will be measured in the 2022 school year.</p> <p><b>Actions:</b> 1. Leadership lessons surrounding safe and appropriate interactions at school will be developed by teachers, vetted by the RMS Way Curriculum Committee, and implemented during Ram time.</p> <p><b>Staff Responsible for Monitoring:</b> Administration RMS Way Curriculum Committee Teachers</p> <p><b>Funding Sources:</b> Professional development - 211 - Title I - \$24,006</p>	Formative			Summative
	Nov	Jan	Mar	June





 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment reaching a 96% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2022 school year.

**Performance Objective 2:** Ensure staff and students have a sense of safety and security while at Richland Middle School.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** Faithfully present all BISD Safety and Security Videos to appropriate groups.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Perform safety walkthroughs to ensure that safety and security guidelines are being followed. Due to COVID 19 this is an ongoing effort that will be measured in the 2022 school year.</p> <p><b>Actions:</b> 1. Administration/Head custodian will perform weekly walkthroughs to identify and address potential safety concerns on campus.</p> <p>2. Administration will put any safety heat tickets into the system within 24 hours of walkthroughs.</p> <p>3. Administration will adhere to District and CDC guidelines with regards to PPE for COVID 19 ensuring the safety of all.</p> <p>4. Administration will conduct monthly safety drills utilizing NAV360 as its reporting system.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Head custodian</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment reaching a 96% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2022 school year.

**Performance Objective 3:** The district will meet all compliance requirements for improvement planning. Due to COVID 19 this is an ongoing effort that will be measured in the 2022 school year.

**Evaluation Data Sources:** Sign in sheets for all meetings that are appropriate.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and implement a Parent Involvement and Family Engagement policy for the campus <b>Actions:</b> 1. Administration team will create the plan and distribute the plan to all stakeholders.  2. RMS will create a committee designed to reach out to all stakeholders with fidelity and report back to administration on a monthly basis. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for Richland Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 7.5**

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

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## Personnel for Richland Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Walker	Math Interventionist	0.5
Cindy Silva	ESL Teacher	1
Courtney Mata	Reading Interventionist	1
Erin Melenka	Math Intervention EA	1
Inia Umpierre	Reading Interventionist	1
Lynn Poston	Student Assistance Counselor	1
Marian George Mekhail	ESL EA	1
Yesenia Becerra	Reading Intervention EA	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

All eligible schools operating a schoolwide program shall develop a Campus Improvement Plan.

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

The Campus Improvement Plan was developed through the input and involvement of the following:

**Parents:**

**Sarah Conkle and Shandra Houston**

**Community Members:**

Fred Maldonado

**Teachers:**

Mayln Bannister and Rebecca Chrietzberg

**Administrators:**

Charles Billy Neal and Jody Fadely

**Parents:**

**Sarah Conkle and Shandra Houston**

Other Campus and District Staff:

Jennifer Moreau

## **2.2: Regular monitoring and revision**

The CIP remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

## **2.3: Available to parents and community in an understandable format and language**

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The campus must indicate locations where the LEA made the CIP available. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (specify “other”).

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

1. Identify students who may be at risk for academic failure with ongoing assessments and data gathering.
2. Provide additional education assistance to individual students who need help in meeting the challenging State academic standards.

Through the Campus Needs Assessment, 59.97% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing



5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

1. Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

## **2.6: Address needs of all students, particularly at-risk**

1. Identify and provide services to at risk students, including homeless and teen parents that will support their enrollment, attendance, and success.

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Develop jointly with, agree on with, and distribute to parents of participating children the district's written parent involvement policy. The district will incorporate this policy into the district's plan. Title 1, Part A schools will also develop parent and family engagement policies. All policies will be made available to parents to improve the involvement in child's education and academic achievement.
2. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and its program in improving the academic quality of its Title 1, Part A schools, both at the district and campus level. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

#### **Parents:**

**Sarah Conkle and Shandra Houston**

Teachers:

Mayln Bannister and Rebecca Chrietberg

Administrators:

Charles Billy Neal and Jody Fadely

Other Campus and District Staff:

Jennifer Moreau

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### 3.2: Offer flexible number of parent involvement meetings

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Conducting a meaningful consultation with parents of participating children to implement programs, activities, and procedures for the involvement of parents at all of its Title 1, Part A schools. An annual meeting for Title 1, Part A parents will be held each Title 1 campus. The district will provide training for schools on Title 1, Part A and best practices in conducting the Title 1, Part A Annual Meetings where parents are informed on how funds are used on their campus for parental involvement activities.
2. Support its Title 1, Part A schools to build the schools' and parents' capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement. Capacity building activities and training (i.e. Literacy Night, Math and Science events, Homework Help) will be provided to parents to increase academic achievement through district-wide and campus efforts. The district will coordinate these efforts and strategies with other federal and state program in a variety of ways.
3. Birdville ISD is committed to working together with parents, students, the community and other stakeholders to improve student achievement. All school and district activities will promote and encourage parental involvement. Title 1, Part A schools will identify any barriers to greater participation by parents in activities of participating children with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
4. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.

The campus must include the following information in the Element Validations and must have supporting documentation for the information provided. Documentation will be submitted only if requested by TEA.

T

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2021-22:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August 31st Meet the Teacher Night (Tuesday only) on campus
- October Title I Meeting (Thursday) on campus
- November Literacy Event (Thursday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) on campus
- March Career Day (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday) on campus

- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Walker	Math Interventionist	Title I	0.5
Inia Umpierre	Reading Interventionist	Title I	0.5
Regan Wright	CSR Teacher	Title I	1.0

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	BISD Student Services	199-11-6498-48-043-99-043	\$1,500.00
<b>Sub-Total</b>					<b>\$1,500.00</b>
199 - State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	AABLE and ACCESS Life Trips		\$2,500.00
<b>Sub-Total</b>					<b>\$2,500.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Title I Family Engagement		\$2,206.00
1	2	5	Tutors		\$26,000.00
1	2	7	Teachers salaries		\$138,753.00
1	2	8	Professional Development		\$10,188.00
1	2	8	Instructional Resources		\$9,494.00
1	3	1	Campus Culture Activities		\$5,000.00
1	3	3	Character Matters Program		\$5,000.00
3	1	1	Professional development		\$24,006.00
<b>Sub-Total</b>					<b>\$220,647.00</b>
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Latino Family Literacy Project		\$5,000.00
<b>Sub-Total</b>					<b>\$5,000.00</b>
404 - Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Supplies for Teachers and Students		\$50,000.00
<b>Sub-Total</b>					<b>\$50,000.00</b>

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	ESSER Tutors		\$25,150.00
				<b>Sub-Total</b>	\$25,150.00
				<b>Grand Total</b>	\$304,797.00

# Addendums



**Birdville Independent School District**  
**North Oaks Middle School**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	4
Perceptions	5
Goals	6
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	7
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	12
Goal 3: All students and staff will learn and work in a safe and responsive environment.	13
State Compensatory	15
Budget for North Oaks Middle School	16
Personnel for North Oaks Middle School	16
Title I Schoolwide Elements	16
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	17
1.1: Comprehensive Needs Assessment	17
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	17
2.1: Campus Improvement Plan developed with appropriate stakeholders	17
2.2: Regular monitoring and revision	17
2.3: Available to parents and community in an understandable format and language	17
2.4: Opportunities for all children to meet State standards	17
2.5: Increased learning time and well-rounded education	18
2.6: Address needs of all students, particularly at-risk	19
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	19
3.1: Develop and distribute Parent and Family Engagement Policy	19
3.2: Offer flexible number of parent involvement meetings	19
Title I Personnel	19
Campus Funding Summary	20
Addendums	21

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ethnicity- Hispanic- 40%, White- 26%, African American- 20%, Asian- 9%, Two or more races- 4% Gender- 57% Males, 43% Females

Enrollment has remained approximately the same number of students. We have seen an increase in Hispanic population and a slight decrease in White students.

GT- 31, Dyslexia- 76, 504- 85, EL- 107, SPED- 53 These categories are proportionally represented by different ethnicity and gender groups.

61% of our students are at risk. The majority of these students have failed State Testing or core classes.

### Demographics Strengths

Strengths associated with our demographics are a strong sense of loyalty, and an appreciation for relationships and looking out for one another. Students often perform better in the classrooms where they feel valued and feel like they are being treated fairly. A lot of our students are bilingual or hear and understand another language spoken at home. Our students tend to accept others who are different from them. Our EL monitor students do well.

# Student Learning

## Student Learning Summary

This was a really difficult year and our State Assessment Data was low in all areas. Our Algebra students who were face to face did well.

ELA- 52% at approaches grade level or above on 2021 STAAR assessments

Math- 55% at approaches grade level or above on 2021 STAAR assessments

Science- 51% at approaches grade level or above on 2021 STAAR assessments

Social Studies- 44% at approaches grade level or above on 2021 STAAR assessments

## Student Learning Strengths

Despite the challenges this year, students continued to work hard and see academic growth on Interim assessments.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 North Oaks Middle School met the target with a TELPAS progress rate of **36%**. In 2020-2021 North Oaks Middle School again met the target with a TELPAS progress rate of **42%**. In comparing the progress rate from 2019 and 2021, North Oaks Middle School demonstrated a **6% point increase** in students' English Language Proficiency Status.

# School Processes & Programs

## School Processes & Programs Summary

The PLC process was altered this year due to Covid restrictions, but they still function well as a group to focus on instruction. Next year, we will go back to the PLC process and keep that focus at the forefront. The team has worked better this year; there could be more accountability within the department. PLC is effective in teaching new tech strategies and many resources. We need PLC time to implement and more time to analyze data. The PLC process is an area of growth. This is used as a time to share and collaborate. This year we will have more structure and intentionality in terms of norms, lesson plans, intervention, small groups and data tracking. Effectiveness varies from group to group.

We have a CBA Analysis protocol that is used during PLC to go over common assessment data.

## School Processes & Programs Strengths

Tier I strategies are used in class. For students who continue to struggle, intervention classes are used to help students catch up, in addition to Edgenuity and other online resources.

Discipline referrals are 1/10th of what they were last year. Teachers are doing a great job implementing CHAMPS consistently and the Assistant Principals have been very fair and consistent with discipline.

Attendance rates have improved slightly over the last 3-5 years. Tardies have drastically decreased this year, but they continue to be a concern, and the Administrators are looking for the best solutions. Tyler Pulse is used to track Tardies and Skyward is used to track absences. We utilize our attendance clerk and truancy officer to work with students who have excessive absences.

Instruction is top notch. Grades are a concern because sometimes the number does not represent the learning. CHAMPS is a strength, but new teachers need training on how to implement it. PGSLO, PDSA and SMART goals is a growth area. There is a great balance of autonomy and guidance. The needs of students are always a primary focus.

# Perceptions

## Perceptions Summary

**Mission: We will engage students in rigorous learning with a foundation of positive relationships and student responsibility.**

## Perceptions Strengths

Staff and student climate is better than in previous years. Students appreciate the school. There are disagreements and hard relationships that all teens have, but students know that teachers have their back. Staff would describe the school as safe where we take care of each other and make kids better. A safe place where teachers and admin care about students. Students enjoy the extracurriculars. The staff is like a family and support each other. Students and staff feel cared for and heard: "the most positive and nurturing climate that I have ever experienced."

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.

## HB3 Goal

**Evaluation Data Sources:** Secondary: Lexile levels

Secondary: Renaissance STAR Assessments (grades 6-12, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interims reading/ELA and mathematics (grades 6-8, E1, E2 and Algebra)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district literacy plan through focus on established priorities.</p> <p><b>Actions:</b> Train staff on literacy plan and reading strategies to support learning of all students.            Conduct weekly walkthroughs to monitor implementation of reading and vocabulary strategies.            Continued coaching and modeling through PLC.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize professional learning communities to ensure collaboration around increasing rigor and relevance through responsive teaching and continuous improvement.</p> <p><b>Actions:</b> Train teachers on the Rigor/Relevance framework and Continuous Improvement.</p> <p>Monitor and provide feedback on implementation of rigor/relevance framework through walkthroughs and peer observations.</p> <p>Utilize common campus student data analysis forms and PDSAs in each classroom.</p> <p>Train teachers in the use of Learning Expectations Rubric, specifically interacting with the learning standards and utilizing data to inform lesson design.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement personalized learning for all students.</p> <p><b>Actions:</b> Provide training for teachers on personalized learning. Provide feedback on personalized learning through walkthroughs. Teachers provide personalized learning opportunities based on student data. Students track, monitor and set personal goals based on data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement district-wide comprehensive plan for secondary GT and advanced students to provide opportunities for rigorous learning beyond advanced coursework.</p> <p><b>Actions:</b> Continue to utilize the Rigor/Relevance framework to increase depth and complexity for advanced learners. Monitor and provide feedback on implementation of rigor/relevance framework through walkthroughs and peer observations. Create learning opportunities for GT students outside of the regular classroom setting.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

- a) Meet all progress monitoring targets in reading for all student groups as measured by a district approved monitoring instrument.
- b) Meet all progress monitoring targets in mathematics for all student groups as measured by a district approved monitoring instrument.

**HB3 Goal**

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide professional development for teachers on developing, implementing, and monitoring student learning progress.</p> <p><b>Actions:</b> Train special education teachers to analyze data in collaboration with general education teachers. Work with special education teachers to ensure that IEP goals are aligned with STAAR assessment specifications. Track student performance to determine progress toward success on STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Academic Coach Special Education Department Chair Special Education Coordinator and Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement system-wide instructional practices for Emergent Bilingual students.</p> <p><b>Actions:</b> Provide training for teachers on best instructional practices for EB students. Model and provide feedback on the implementation of best practices through classroom visits and walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Coach, ESL Coach</p> <p><b>Funding Sources:</b> ESL - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Follow the comprehensive district plan to improve delivery of RtI services</p> <p><b>Actions:</b> Continue to place students in academic intervention classes based on the RtI handbook and assessment results.</p> <p>Provide Accelerated Instruction for students who did not pass STAAR assessments in the Spring of 2021.</p> <p>Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionists, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$27,544, Instructional Resources - 211 - Title I - \$2,077, Personnel - 211 - Title I - \$101,596, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.</p> <p><b>Actions:</b> Provide professional development on Mission Statements, PDSA guidelines and student data tracking.</p> <p>Continue to use campus-wide student form for goal setting, data tracking and personal PDSAs in each class. Monitor use of PDSA in each classroom throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Students will display an awareness of social-emotional development as measured by a district-administered student survey.





**Evaluation Data Sources:** Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and monitor the district-approved program that teaches social-emotional skills.</p> <p><b>Actions:</b> Utilize the district RtI process and lessons from Character Strong to mentor students throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.





**Evaluation Data Sources:** Behavioral RtI data records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and monitor the district behavioral RtI plan.</p> <p><b>Actions:</b> Create and mentor student groups based on behavioral needs. Meet as grade level teams to develop plans to help students with behavioral RtI. Provide behavioral intervention to students through the use of different intervention groups.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**Evaluation Data Sources:** Overall district ADA as per Summer PEIMS submission





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine and implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.</p> <p><b>Actions:</b> Utilize attendance officer to check on truant students.</p> <p>Purchase Bluetooth headphones and complete drawings for prizes each six weeks for students with outstanding attendance.</p> <p>Provide faculty attendance incentives throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

**Evaluation Data Sources:** District safety survey of students, parents and staff





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and wellbeing.</p> <p><b>Actions:</b> Use consistent CHAMPs and discipline throughout the campus.            Conduct frequent fire, severe weather, and lockdown drills.            Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management.            Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns.            Develop an appropriate and effective method for students, staff, and community to report safety concerns and personal threats.            Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.            Implement the Anonymous Alerts and Threat Assessment system.            Utilize Navigate 360 to streamline safety protocols.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

**Evaluation Data Sources:** Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district-wide program that promotes an accident-free work environment.</p> <p><b>Actions:</b> Provide safety training to the staff throughout the school year.</p> <p>Report unsafe conditions to be corrected immediately.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# State Compensatory

## Budget for North Oaks Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 5.5**

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

--

## Personnel for North Oaks Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bessie Witten Hayley	Intervention Lab EA	1
Carmen Rosalez	ESL Teacher	0.5
Corayma Alvarado	Intervention Lab EA	1
Dawn Domasig	Reading Intervention	1
Lisa Bradley	Student Assistance Counselor	1
Mohni Dadlani-Nelson	ESL EA	1



# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed through the input and involvement of the following:

**Parents:**

**Shari Poston**

Community Members:

Dusty Simmons, Thomas Hutchison

Teachers:

Megan Wetz, Courtney Elliott, Katherine Brown, Gina Chance, Meredith Bolton, John Garcia

Administrators:

Jennifer Klaerner, Travis Irish, Gina Locke

Other Campus and District Staff:

Ali Griffin, Lisa Bradley

### 2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

### 2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, 53% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model

- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

The following family engagement activities are planned for 2021-22:

- August 12- 6th grade round up
- September 9- Meet the teacher
- October 29- Fall Festival

Additional dates will be added as they are scheduled.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gina Chance	Teacher	Title I	1.0
Sidney Bailey	Teacher	Title I	0.5

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$0.00
1	2	2	ESL		\$0.00
1	2	3	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Instructional Resources		\$2,077.00
1	2	3	Personnel		\$101,596.00
<b>Sub-Total</b>					<b>\$103,673.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	ESSER Tutors		\$27,544.00
<b>Sub-Total</b>					<b>\$27,544.00</b>
<b>Grand Total</b>					<b>\$131,217.00</b>

# Addendums

**Birdville Independent School District**  
**Watauga Middle School**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	15
Goal 2: Watauga Middle School will utilize efficient and effective operations to support and improve the learning environment.	19
Goal 3: All students and staff will learn and work in a safe and responsive environment.	20
State Compensatory	23
Budget for Watauga Middle School	24
Personnel for Watauga Middle School	24
Title I Schoolwide Elements	24
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	25
1.1: Comprehensive Needs Assessment	25
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	25
2.1: Campus Improvement Plan developed with appropriate stakeholders	25
2.2: Regular monitoring and revision	25
2.3: Available to parents and community in an understandable format and language	25
2.4: Opportunities for all children to meet State standards	25
2.5: Increased learning time and well-rounded education	25
2.6: Address needs of all students, particularly at-risk	25
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	25
3.1: Develop and distribute Parent and Family Engagement Policy	25
3.2: Offer flexible number of parent involvement meetings	26
Title I Personnel	26
AVID Site Team	27
Behavioral RtI Committee (PBIS)	28
2021-2022 Campus Site-Based Committee	29
Leaders of Learners	30
SEL Committee	31
SIOP Site Team	32
Campus Funding Summary	33
Addendums	34



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- - Suburb of Fort Worth located in Tarrant County
  - Serves approximately 677 students
  - Student ethnicity
    - 32.25% white
    - 49.59% Hispanic
    - 7.45% African American
    - 4.74% Asian
  - About 67.62% of students economically disadvantaged
  - Approximately 26.83% of students English language learners
  - Approximately 13.55% of students served in special education
  - Over 64.45% of students are At Risk
  - Approximately 6.8% of students are served through the Gifted and Talented program
  - Over 37% of students take one or more Career and Technology courses
  - 4 students were served in DAEP placements in 2020-2021.
  - All staff is highly qualified.
  - Professional development is often offered through the PLCs, as well as through offerings on campus and district professional development days. That allows for frequent follow-up and discussions about new processes or methods.
  - PLC form changes have encouraged greater collaboration and reflection around common assessment data.
  - Additional protocols are regularly implemented during PLC periods for all contents (Lesson Refinement Protocol, Test Refining Protocol)
  - Walk-throughs aid in verifying the implementation of district and campus priorities.
  - CBA and STAAR data help to evaluate the impact that professional development has on student achievement.
  - Teachers are evaluated with the T-TESS evaluation system.

### Demographics Strengths

- - Approximately 6.8% of students are served through the Gifted and Talented program.
  - Over 37% of students take one or more Career and Technology courses.
  - All staff is highly qualified.
  - Professional development is often offered through the PLCs, as well as through offerings on campus and district professional development days. That allows for frequent follow-up and discussions about new processes or methods.
  - Walk-throughs aid in verifying the implementation of district and campus priorities.
  - Blended training and technology competent teachers allow for effective collaboration in the Canvas LMS.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Based on student achievement data, our sub-populations of white and Asian are under performing. **Root Cause:** Teachers are significantly tuned in to traditional minority and struggling populations.

**Problem Statement 2 (Prioritized):** Student achievement data shows that English Language Learners and Special Education students are scoring significantly lower than their peers. **Root Cause:** ELLs and SpEd students are expected to perform at the same level as GenEd students disregarding the individual needs they have.

**Problem Statement 3:** Based on student achievement data our economically disadvantaged students are scoring significantly lower than their peers. **Root Cause:** With over 68% of our students included in this group, there are many variables that contribute to this challenge.

**Problem Statement 4:** PAP courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level. **Root Cause:** PAP courses contained too many struggling learners impacting level of rigor presented.

**Problem Statement 5:** While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause:** Lesson planning does not incorporate enough intentional focus on high rigor, open-ended questioning by teachers and students. For the 2020-21 SY, this is compounded by time constraints of and due to pandemic stressors.

**Problem Statement 6:** Students are not invested in the school or their academics. **Root Cause:** Relationships are not always created, particularly with difficult students.

**Problem Statement 7:** The need for professional development aligned to district and campus initiatives is significant. **Root Cause:** Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning.

# Student Learning

## Student Learning Summary

At the Approaches Grade Level measure, Watauga Middle School outperformed the district average in Reading (4%), Math (1%) and Writing (6%) for all grade level composite. Student performance in Science and Social Studies was below the district average by 5% and 17% respectively. For 2019-2020, the Covid-19 Pandemic caused all testing to be cancelled.

At the Meets Grade Level measure, Watauga Middle School outperformed the district average in Writing (3%). For 2019-2020, the Covid-19 Pandemic caused all testing to be cancelled.

Watauga Middle School students achieved 22% at Masters Grade Level performance, compared to the district average of 27%. For 2019-2020, the Covid-19 Pandemic caused all testing to be cancelled.

100% of Watauga Middle School Algebra I students achieved at Approaches Grade Level in the 2018-2019 school year. For 2019-2020, the Covid-19 Pandemic caused all testing to be cancelled.

- Met the 2017 TEA Accountability Standard; the 2018 TEA Accountability Standard; the 2019 TEA Accountability Standard; Continue with the 2019 TEA Standard as STAAR Testing did not occur due to Covid-19 Pandemic.
- While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag based on 2019 data.
- The scores of English Language Learners and students in Special Education continue to perform below their peers based on 2019 data.
- All students passed the Algebra EOC in 2019. Algebra EOC Testing did not occur due to Covid-19 Pandemic in Spring 2020.
- We had 17 test in Spanish Lang & Cult AP Exam in Spring of 2020 (all online with modified format). Three scored a 5. Six scored a 4. Five scored a 3. Zero scored a 2. Three scored a 1.
  - We had 14 test in Spanish Lang & Cult AP Exam in Spring of 2021. One scored a 5. One scored a 4. Nine scored a 3. Two scored a 2. One scored a 1.
- 2 of 7 Distinctions Earned in 2019. No distinctions given for 2021.

## Student Learning Strengths

At the Approaches Grade Level measure, Watauga Middle School outperformed the district average in Reading (4%), Math (1%) and Writing (6%) for all grade level composite in 2018-2019. For 2019-2020, the Covid-19 Pandemic caused all testing to be cancelled.

At the Meets Grade Level measure, Watauga Middle School outperformed the district average in Writing (3%) in 2018-2019. For 2019-2020, the Covid-19 Pandemic caused all testing to be cancelled.

Two of 7 distinctions earned in 2019; no data for 2020. No distinctions given for 2021.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause:** Lesson planning

does not incorporate enough intentional focus on high rigor, open-ended questioning by teachers and students. For the 2020-21 SY, this is compounded by time constraints of and due to pandemic stressors.

**Problem Statement 2 (Prioritized):** Based on student achievement data, our sub-populations of white and Asian are under performing. **Root Cause:** Teachers are significantly tuned in to traditional minority and struggling populations.

**Problem Statement 3:** Based on student achievement data our economically disadvantaged students are scoring significantly lower than their peers. **Root Cause:** With over 68% of our students included in this group, there are many variables that contribute to this challenge.

**Problem Statement 4:** PAP courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level. **Root Cause:** PAP courses contained too many struggling learners impacting level of rigor presented.

**Problem Statement 5 (Prioritized):** Student achievement data shows that English Language Learners and Special Education students are scoring significantly lower than their peers. **Root Cause:** ELLs and SpEd students are expected to perform at the same level as GenEd students disregarding the individual needs they have.

**Problem Statement 6:** The need for professional development aligned to district and campus initiatives is significant. **Root Cause:** Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning.

# School Processes & Programs

## School Processes & Programs Summary

- Our daily schedule consists of eight 44 minute class periods.
- State law helps to determine the amount of time assigned to each content area.
- A pull-out intervention program has been designed to aid those students needing more instructional time in Math and/or Reading.
- Each teacher offers several tutorial times each week, with at least one after-school tutorial session and virtual Zoom options to accommodate the needs of our students and parents.
- For the 2018-2019 school year, we implemented a 26 minute Mentoring period every Wednesday. This period was used to help students track their progress in their classes as well as set individual goals. It was also used to develop social and emotional skills. This program has expanded to 5 days per week for 22 minutes in 3 strands: SEL, Organization & Communication, Skyward.
- GT services are primarily through participation in PAP and honors courses with enrichment opportunities through a specialized approach in mentoring.
- Our campus strictly adheres to the state standards and the district curriculum.
- During PLC, our teachers align their classroom teaching to the rigor of the CBAs and STAAR, with a focus on district Tier 1 instruction priorities. This is evidenced by the lessons and common assessments used to determine student retention of material.
- CBAs are used to measure the effectiveness of the district curriculum and the pacing of the teaching. These scores may be used to figure into the students' averages as daily grades. Data discussions, guided by the district CBA protocol, focus on instructional implications of data and student remediation needs.
- Tier 1 coherency documents outline expectations for implementation in all core content areas.
- Team SMART goals encourage goal-setting and behaviors that will help to reach those goals, as individuals and PLC teams.
- RtI is implemented through pull-out intervention programs based upon STAAR scores, CBA scores, Universal Screener results, and classroom teacher observations.
- Teacher growth in Continuous Improvement will be supported by classroom walk-throughs and subsequent coaching conversations.
- All staff is highly qualified.
- Staff is recruited through job fairs, advertising, and staff recommendations.
- Professional development is often offered through the PLCs, as well as through offerings on campus and district professional development days. That allows for frequent follow-up and discussions about new processes or methods.
- Walk-throughs aid in verifying the implementation of new initiatives and protocols, including departmental coherency documents and CIR rubrics.
- CBAs and STAAR help to evaluate the impact our professional development has on student achievement.
- Teachers have been trained on the T-TESS evaluation system and have begun collecting data related to Student Learning Objectives.
- Our campus has a vast number of resources available. Each classroom operates with a minimum of one (1) desktop computer and a projector. Classrooms also have a document camera to use. ELA has one set of 30 iPads, and 27 Chromebooks. The Science Department has 10 iPads and 12 Galaxy Tablets available to check out. Math Intervention has 5 windows tablets. Choir, Band and Theater have 3 laptops, 4 desktops, and 5 laptops respectively. Spanish has 6 iPads and 4 laptops. CTE has 33 laptops and 20 desktops. Reading Improvement has 3 desktops. SPED has 9 laptops, 3 desktops and 10 iPads. Our library has nine (9) student computers, and two (2) teacher computers available. We also have one computer lab of twenty-nine (29) desktop computers to be used as an intervention lab and one reading improvement classroom of thirty-five (35) laptops and one portable computer lab of ten (10) desktops being used for math intervention. Our library also has a Movi cart.
- BISD and WMS technology resources are used only for learning, teaching, and administrative purposes consistent with district's and campus mission and goals.
- BISD has implemented a 1:1 system.
- Teachers who have attended Project Innovate training have a mini-iPad to use in class.
- In the 2018-19 school year, Watauga Middle School implemented a blended learning initiative in the 6th grade classes. This was to focus on teacher use of structures such as station rotation and play-lists that foster student initiative and ownership of learning. This program is well-aligned to Continuous Improvement tools such as PDSA and student data folders. This continued and included 7th grade classes for the 2019-20 school year. It is currently implemented in all grade levels.

## School Processes & Programs Strengths

- A pull-out intervention program has been designed to aid those students needing more instructional time in Math and/or Reading.
- Each teacher offers several tutorial times each week, with at least one after-school tutorial session and virtual Zoom options to accommodate the needs of our students and parents.
- For the 2018-2019 school year, we implemented a 26 minute Mentoring period every Wednesday. This period was used to help students track their progress in their classes as well as set individual goals. It was also used to develop social and emotional skills. This program has expanded to 5 days per week for 22 minutes in 3 strands: SEL, Organization & Communication, Skyward.
- Our campus strictly adheres to the state standards and the district curriculum.
- Our campus principal is ultimately responsible for new programs or changes to current programs. However, she is inclusive of key members of staff in the decision making process, including Leaders of Learners and other teacher leaders.
- During PLC, our teachers align their classroom teaching to the rigor of the CBAs and STAAR, with a focus on district Tier 1 instruction priorities. This is evidenced by the lessons and common assessments used to determine student retention of material.
- CBAs are used to measure the effectiveness of the district curriculum and the pacing of the teaching. These scores may be used to figure into the students' averages as daily grades. Data discussions, guided by the district CBA protocol, focus on instructional implications of data and student remediation needs.
- Tier 1 coherency documents outline expectations for implementation in all core content areas.
- Team SMART goals encourage goal-setting and behaviors that will help to reach those goals, as individuals and PLC teams.
- Teacher growth in Continuous Improvement will be supported by classroom walk-throughs and subsequent coaching conversations.
- All staff is highly qualified.
- Professional development is often offered through the PLCs, as well as through offerings on campus and district professional development days. That allows for frequent follow-up and discussions about new processes or methods.
- We had a 94.8% staff attendance rate during the 2019-20 SY.
- Most returning staff have been KAGAN trained to develop collaborative grouping strategies and facilitate student learning.
- All first year teachers attend new teacher program initiatives and are provided a mentor on campus.
- Our campus has a vast number of resources available.
- Students clearly understand the expectations regarding their behavioral and academic performance through the campus C.H.A.M.P.s (Communication, Help, Activity, Material, Participation) program. This initiative defines the organization and activities of the classroom, setting the tone for classroom management by our teachers.
- BISD and WMS technology resources are used only for learning, teaching, and administrative purposes consistent with district's and campus mission and goals.
- In the 2018-19 school year, Watauga Middle School has implemented a blended learning initiative in the 6th grade classes. This was to focus on teacher use of structures such as station rotation and play-lists that foster student initiative and ownership of learning. This program is well-aligned to Continuous Improvement tools such as PDSA and student data folders. The blended format has expanded to all grade levels.
- In order to best serve our SPED population, WMS has the AABLE programs:

The **Academic and Adaptive Behavior Learning Environment (AABLE)** program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills.

- **ACCESS**
- WMS offers Resource Math and Reading classes; as well as Inclusion classes in all core subjects.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Students are not invested in the school or their academics. **Root Cause:** Relationships are not always created, particularly with difficult students.

**Problem Statement 2:** The need for professional development aligned to district and campus initiatives is significant. **Root Cause:** Turnover in recent years has reduced the

number of teachers who have participated in necessary professional learning.

**Problem Statement 3 (Prioritized):** Based on student achievement data, our sub-populations of white and Asian are under performing. **Root Cause:** Teachers are significantly tuned in to traditional minority and struggling populations.

**Problem Statement 4:** Based on student achievement data our economically disadvantaged students are scoring significantly lower than their peers. **Root Cause:** With over 68% of our students included in this group, there are many variables that contribute to this challenge.

**Problem Statement 5:** PAP courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level. **Root Cause:** PAP courses contained too many struggling learners impacting level of rigor presented.

**Problem Statement 6 (Prioritized):** Student achievement data shows that English Language Learners and Special Education students are scoring significantly lower than their peers. **Root Cause:** ELLs and SpEd students are expected to perform at the same level as GenEd students disregarding the individual needs they have.

# Perceptions

## Perceptions Summary

- Ethnically diverse parent representatives do participate in our site-based meetings on a voluntary basis and have a voice in campus decisions.
- There is a parent liaison on the LPAC committee.
- Survey data reveals that teachers and students feel that they are safe while in school at WMS.
- This year, 2021-22, mentoring period is five times per week. The focus is on building strong peer to peer and student to teacher relationships. We utilize the BISD Curriculum as well as curriculum we were able to purchase through the BISD FEE Grant for the SEL strand. We utilize AVID, Common Sense Media, and other resources for the Organization & Communication strand. We use feedback from teachers and students to guide structure and activities for the Skyward strand.
- Students have a wide variety of academic and extra-curricular activities available at Watauga Middle School. This provides a variety of activities that peak the students' interests and build on their academic and social growth.
- We offer campus communications in several languages to accommodate our families that do not speak English as their first language.
- Students have a wide variety of academic and extra-curricular activities available at Watauga Middle School. This provides a variety of activities that peak the student's interest and build on their academic and social growth.
- Bullying is an issue we take very seriously at Watauga Middle School, as we document each and every case where a student feels threatened or bullied. The administration team continually works to educate students and parents alike on the parameters of bullying and follows HB 1942 set forth by the state of Texas addressing cyber-bullying, bullying, and harassment in schools.
- Campus administrators meet with victims of bullying and their perpetrators to resolve student issues and foster a culture of C.O.R.E. (Community of Respect Everywhere) values. Students and staff have access to anonymous report forms, as well as other tools for prevention and reporting.
- Discipline data reveals a small percentage of students making up most of the office referrals. These offenses typically are classroom disruptions that negatively affect the learning environment and these students are issued the appropriate consequence for their misbehavior.
- In the 2019-20 school year, three students were assigned to DAEP for mandatory placements. This is down drastically from 27 in 2018-19.
- ASPIRE will be occurring at WMS from 2018-2023.

## Perceptions Strengths

- Parents attend Choir and Band Concerts, as well as the Annual Student and Teacher Talent Shows.
- Fall and Spring Open House are well-attended.
- AVID Family Nights and student events are well-attended.
- School Theater Plays draw faculty, staff, parents, and other community members.
- Art Show at the Library is successful.
- Math and Science Nights are extremely interactive, with both students and parents providing positive feedback.
- Choir does "carolling" tours to the elementaries and to nursing homes.
- Teachers and students feel that they are safe while in school at WMS.
- Students clearly understand the expectations regarding their behavioral and academic performance through the campus C.H.A.M.P.'s (Communication – Help – Activity - Material – Participation) program. This initiative defines the organization and activities of the classroom, setting the tone for classroom management by our teachers.
- WMS supports the district C.O.R.E. initiative through a bi-monthly quote that is posted throughout the building and discussed by teachers in class.
- Watauga Middle School utilizes Hope Squad to provide social-emotional support for students. We have implemented a mentoring period to address social emotional learning two days a week.



### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Students are not invested in the school or their academics. **Root Cause:** Relationships are not always created, particularly with difficult students.

**Problem Statement 2:** Parents are not joining PTA in high numbers. **Root Cause:** Families find it difficult to participate financially and due to time constraints.

**Problem Statement 3:** PAP courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level. **Root Cause:** PAP courses contained too many struggling learners impacting level of rigor presented.

**Problem Statement 4:** While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause:** Lesson planning does not incorporate enough intentional focus on high rigor, open-ended questioning by teachers and students. For the 2020-21 SY, this is compounded by time constraints of and due to pandemic stressors.

# Priority Problem Statements

**Problem Statement 1:** Based on student achievement data, our sub-populations of white and Asian are under performing.

**Root Cause 1:** Teachers are significantly tuned in to traditional minority and struggling populations.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 2:** Student achievement data shows that English Language Learners and Special Education students are scoring significantly lower than their peers.

**Root Cause 2:** ELLs and SpEd students are expected to perform at the same level as GenEd students disregarding the individual needs they have.

**Problem Statement 2 Areas:** Demographics - Student Learning - 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

## 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
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

## Employee Data

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

# Goals





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year Lexile levels.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Renaissance STAR Assessments (grades 6-12, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interims reading/ELA and mathematics (grades 6-8 and Algebra)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build capacity to implement the district literacy plan at the campus level</p> <p><b>Actions:</b> a) Deploy campus leadership teams to lead the implementation of the District literacy plan            b) Provide support for campus implementation plans            c) Provide literacy training for all staff to build their capacity to implement campus literacy plans to enhance learning for all students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Academic Coach, Leaders of Learners</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the literacy plan through established priorities for system-wide literacy practices.</p> <p><b>Actions:</b> a) Infuse literacy-focused discussions into PLCs, monthly faculty meetings and Professional Development            b) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation            c) Assist with campus implementation of the district literacy plan to ensure that needed support systems are present            d) Collect artifacts to support literacy implementation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Academic Coach, Leaders of Learners</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Align processes that encourage and facilitate personalized learning for students</p> <p><b>Actions:</b> a) Implement the district personalized learning framework aligned to district initiatives  b) Conduct training for teachers to implement personalized learning with students  c) Monitor and provide feedback to support campus implementation of personalized learning for students  d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Academic Coach, Leaders of Learners</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> ESSER Tutoring - ESSER - \$34,668, Personnel - 211 - Title I - \$113,503, Instructional Resources - 211 - Title I - \$1,223</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a comprehensive plan for advanced students, including GT, that provides opportunities for rigorous learning beyond advanced coursework</p> <p><b>Actions:</b> a) Train teachers of advanced academics classes through district approved/provided GT hours  b) Expand genre options and rigorous text selections in advanced academics classes  c) Provide campus professional learning for extension strategies</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Academic Coach, Leaders of Learners</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to develop and implement system-wide instructional practices to support English learners.</p> <p><b>Actions:</b> a) Analyze data to determine progress in reading and English language development  b) Daily utilization of Learning Agenda (Read, Write, Think, Discuss)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Academic Coach, ESL Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups as measured by state and district assessments.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve instructional interventions for students with disabilities to align with Tier I priorities, curricular standards, and state and local assessments.</p> <p><b>Actions:</b> a) Increase the opportunities for collaboration between gen ed and special ed teachers supporting their content area                      b) Provide professional development for gen ed teachers to respond appropriately to the needs of students with disabilities                      c) Utilize Edgenuity as appropriate                      d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Academic Coach, Leaders of Learners, District Special Ed Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement system-wide practices appropriate for ELs. The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Watauga Middle School met the target with a TELPAS progress rate of 41%. In 2020-2021 Watauga Middle School again met the target with a TELPAS progress rate of 47%. In comparing the progress rate from 2019 and 2021, Watauga Middle School demonstrated a 6% point increase in students' English Language Proficiency Status.</p> <p><b>Actions:</b> a) Provide quality training for all instructional staff to engage English language learners                      b) Monitor performance data to identify where additional support is needed                      c) Engage in regular, scheduled discussions and shared strategies from ESL coach through PLCs                      d) Complete learning agenda (Read, Write, Think, Discuss)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Academic Coach, District ESL Coach, SIOP Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and digital data folders</p> <p><b>Actions:</b> (A) Expand continuous improvement implementation to include additional elements and tools            (B) Continue to support and monitor implementation of continuous improvement in the classroom            (C) Assist department chairs in professional learning and mentoring of continuous improvement strategies            (E) Implement T-TESS student learning objectives for the purpose of demonstrating student growth as a part of the district-wide implementation of continuous improvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Academic Coach, Leaders of Learners  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Enlist community and business partners to assist in providing support to students and families</p> <p><b>Actions:</b> a) Collaborate with PTA and ASPIRE to schedule and host school-wide events in order to increase parent involvement, such as parent education classes.            b) Identify and communicate the needs of the student population and their families with community partners            c) Design and implement a Family and Parent Engagement Policy            D) Host a Title 1 Meeting</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ASPIRE Coordinator  <b>Title I Schoolwide Elements:</b> 3.1, 3.2  <b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement the campus ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.</p> <p><b>Actions:</b> a) Develop an ESSER plan that is approved by BISD            b) Implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, ELs, dyslexia and other special populations)            c) Monitor and ensure compliance to the ESSER plan and other campus plans that address closing achievement gaps            d) Collect, analyze and progress monitor student data            e) Implement accelerated instruction according to HB4545</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach, AI Tutors  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** Reduce the number of students assigned to behavior RtI tiers 2 and 3





**Evaluation Data Sources:** Skyward Data, PEIMs, Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district behavioral RtI plan with fidelity</p> <p><b>Actions:</b> a) Provide training on the district behavior RtI plan b) Identify needed support systems c) Deploy PBIS system</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor campus-wide behavioral RtI program</p> <p><b>Actions:</b> A) Train new staff to implement the campus discipline management program (CHAMPS) B) Align campus discipline management program (CHAMPS) with requirements of the district RtI plan C) Monitor the assignment of students to the DAEP and their subsequent behavioral progress</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

**Goal 2:** Watauga Middle School will utilize efficient and effective operations to support and improve the learning environment.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) to 96% as compared to the 95.6% for 2018-2019 school year (Due to Covid-19 skewing of 19-20 and 20-21 data), through improved student retention, recruitment, and days in attendance.

**Evaluation Data Sources:** ADA per 6 weeks





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and implement a campus-wide program that incentivizes student and staff attendance <b>Actions:</b> a) Communicate incentives for improved student and staff attendance to all stakeholders b) Monitor student and staff attendance and review progress on a six-weeks basis <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, SBDM <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Safety survey 2016-17: 90.6% students; 95.7% teachers  
 Safety survey 2017-18: 91.4% students; 96.3% teachers  
 Safety survey 2018-19: 92.1% students; 96.5% teachers  
 Safety survey 2019-20: 83% students; 97% teachers  
 Safety survey 2020-21: 87% students; 93% teachers





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p><b>Actions:</b> a) Use campus staff (i.e Safety and Security Admin, SRO, counselor, and crisis intervention counselor) to work with campus administrators and teachers to identify and address safety and social emotional concerns.                      b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management.                      c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns.                      d) Conduct safety audits to identify security issues on campus.                      e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.                      f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.                      g) Schedule and monitor a minimum of two safety drills per month (1 fire and 1 other).</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Head Custodian, Security Guard, SRO</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Reduce the cost of accidents resulting in workers' compensation claims by 5% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 5%.            In 2018-2019: 3 Workers' Comp claims filed; In 2019-2020: 0 Workers' Comp claims filed; In 2020-2021: 0 Workers' Comp claims filed.</p> <p><b>Actions:</b> a) Develop and implement a campus-wide program that promotes an accident-free work environment.            b) Require staff to review district plan and campus plan through the SafeSchools platform.            c) Work with District Supervisors to provide mandatory safety training sessions.            d) Facilitate Safety Committee meetings per district plan.            e) Review and report claim information to decision makers.            f) Perform campus/building safety walk-throughs as required by district plan.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Head Custodian, Security Guard, SRO</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Student investment in school and academics will display dispositions indicative of high levels of social-emotional development by building meaningful relationships with peers and mentor teachers

**Evaluation Data Sources:** As measured by voluntary survey conducted in lunches over mentoring topics; as measured by decrease in bullying instances; as measured by decrease in disciplinary referrals and overall semester grades

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Mentoring program builds relationships in small groups using SEL, growth mindset, self-management skills and personal accountability.</p> <p><b>Actions:</b> a) Mentoring committee formed            b) Daily mentoring lessons in three strands:            i. SEL (Character Strong and Mind Up)            ii. Skyward Management            iii. Organization and Communication Skills (AVID and Common Sense Education)            c) Utilize survey data from mentoring groups            d) College shirt day to build community</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Academic Coach, Counselors, Individual teachers  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# State Compensatory

## Budget for Watauga Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 2.8**

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

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## Personnel for Watauga Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adra Stephenson	Reading Interventionist	1
Ann Newhouse	Student Assistance Counselor	1
Elizabeth Leggett	Math Interventionist	0.5
John Munoz	ELAR Teacher	0.3

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment was completed in May 2021.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The CIP was developed with the LOL Team and Admin Team. It was approved by the Site-Based Committee.

### **2.2: Regular monitoring and revision**

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

### **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is made available to parents and the public through the district website in English and other languages as practicable. A printed copy may be requested in the campus front office.

### **2.4: Opportunities for all children to meet State standards**

All students at WMS are afforded opportunities to ensure they have the optimal capabilities to achieve their individual best on State standards.

### **2.5: Increased learning time and well-rounded education**

With school wide Mentoring occurring five days a week in 2021-2022, we are focusing on student SEL: Character Strong, Organization & Communication: AVID, etc. and Skyward: managing assignments and grades in order to ensure they experience a well-rounded education.

### **2.6: Address needs of all students, particularly at-risk**

With school wide Mentoring occurring five days a week in 2021-2022, we are focusing on student SEL: Character Strong, Organization & Communication: AVID, etc. and Skyward: managing assignments and grades in order to ensure they experience a well-rounded education.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following: Shannon Houston, Principal and Admin Team; Site-Based Committee; Parent Input; Community Input.

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Open House is scheduled for September 16, 2021. The annual Title 1 Meeting will occur September 16, 2021, as well. Other parent involvement meetings (ASPIRE activities, AVID nights, Math and Science Nights, Milk and Cookies Literacy Nights) will be evaluated in accordance with pandemic status and guidelines for the 2021-2022 school year; however, we currently plan to conduct all meetings as we did, in person, pre-pandemic status.



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Leggett	Math Interventionist	Title 1	.5
Elizabeth Speaks	ELAR Teacher	Title 1	.5
John Munoz	ELAR Teacher	Title 1	.67

# AVID Site Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Mike Drysdale	Assistant Principal
Non-classroom Professional	Erin Britain	Academic Coach
Non-classroom Professional	Arlene Bonilla	Guidance Counselor
Classroom Teacher	Ryan Garr	Social Studies
Classroom Teacher	Ryan Ferrill	Math
Classroom Teacher	Joseph Lax	Chair
Classroom Teacher	John Munoz	ELAR
Classroom Teacher	Julie Pollard	Science
Classroom Teacher	Jim Adams	Math

# Behavioral RtI Committee (PBIS)

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Shannon Houston	Principal
Administrator	Mike Drysdale	Chair (Assistant Principal)
Administrator	Tara Thomas-Worthen	Assistant Principal
Non-classroom Professional	Arlene Bonilla	Guidance Counselor
Non-classroom Professional	Ann Newhouse	Crisis Intervention Counselor
Classroom Teacher	Gina Bergman	ELAR
Classroom Teacher	Jared Gibson	Science
Classroom Teacher	Geoffrey Toothe	SPED

# 2021-2022 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Erin Britain	Academic Coach
Classroom Teacher	Gina Bergman	ELAR
Classroom Teacher	Andrea Spencer	ELAR
Classroom Teacher	Melanie Bell	Fine Arts
Classroom Teacher	Angelique Saujon	Social Studies
Classroom Teacher	Colleen Zitzman	ELAR
Community Representative	Kip Woodruff	Woodruff Insurance
Business Representative	Derek Nelson	CrossFit Watauga
Administrator	Shannon Houston	Principal
Parent	Christina Luna	T. Hendrix mother
District-level Professional	Christine Thompson	Social Studies Coordinator
Classroom Teacher	Wes Eidson	Resource ELAR
Community Representative	Dennis Serratt	SERTOMA
Parent	Theodore Gray	T. Gray father
Business Representative	James Taylor	Aspire Chiropractic

# Leaders of Learners

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Erin Britain	Academic Dean
Administrator	Shannon Houston	Principal
Classroom Teacher	Travis Kidd	SpEd
Classroom Teacher	Gina Bergman	ELAR
Classroom Teacher	Seini Mila	Fine Arts
Classroom Teacher	Joey Lax	Social Studies
Classroom Teacher	Ryan Ferrill	Math
Classroom Teacher	Josh Huff	Science

# SEL Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Ann Newhouse	Crisis Intervention Counselor
Non-classroom Professional	Arlene Bonilla	Guidance Counselor
Non-classroom Professional	Erin Britain	Academic Coach
Classroom Teacher	Andrea Spencer	ELAR
Classroom Teacher	Julie Pollard	Science
Classroom Teacher	Casey Barnes	Math

# SIOP Site Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Erin Britain	Academic Coach
District-level Professional	Betsy Strawn	Coordinator
Classroom Teacher	Ryan Ferrill	Math
Classroom Teacher	Jared Gibson	Science
Classroom Teacher	Ryan Garr	Social Studies
Classroom Teacher	John Munoz	ELAR

# Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$500.00
1	1	3	Personnel		\$113,503.00
1	1	3	Instructional Resources		\$1,223.00
1	2	4	Title I Family Engagement		\$500.00
<b>Sub-Total</b>					\$115,726.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESSER Tutoring		\$34,668.00
<b>Sub-Total</b>					\$34,668.00
<b>Grand Total</b>					\$150,394.00



# Addendums

**Watauga Middle School  
Family/School Compact  
2021-2022**

The Family/School Compact is a voluntary agreement between students, parents, teachers and the administrators at Watauga Middle School. The Compact outlines how students, parents, teachers and the administrators will share responsibility in helping the students meet the state and district academic standards.

**As a student, I will:**

- Participate actively in my own learning.
- Attend school and arrive on time each day.
- Follow all school CHAMPs.
- Come to school with a positive attitude and maintain it throughout the day.
- Bring my BISD issued ChromeBook daily and ensure it is charged and/or bring the charger.
- Respect students, school staff, property, and myself.
- Complete all assigned work and understand it is **required** and not optional.
- Attend tutorials as needed/recommended by my teachers.

**As a parent/guardian, I will:**

- Have my student attend school daily and arrive on time.
- Ensure my student brings their BISD issued ChromeBook daily as well as ensure it is charged and/or they bring their charger.
- Expect my student to practice self-discipline and show respect.
- Establish a time for homework, review it regularly and collaborate in my student's education: which includes committing them to tutorials as/if needed.
- Attend parent/teacher conferences and openly communicate the needs of my student.
- Check my student's grades via Skyward on-line weekly. <http://schools.birdvilleschools.net/bisd>. (Use of public library or school library computers is available.)

**As teachers, we will:**

- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners succeed.
- Respect students, parents, and community members as equal partners in the education process.
- Maintain an open line of communication between school and home.
- Ensure student progress is monitored timely through progress reports and reports cards:
  - First Six Weeks: Aug. 18 – Sept. 24
  - Second Six Weeks: Sept. 27 – Oct. 29
  - Third Six Weeks: Nov. 1 – Dec. 17
  - Fourth Six Weeks: Jan 5 – Feb. 11
  - Fifth Six Weeks: Feb. 14 – Apr. 1
  - Sixth Six Weeks: Apr. 4 – May 26
- Create a learning environment that will help develop responsible, caring and independent students.
- Ensure students have BISD issued technology for 1-1 capabilities.

**As administrators, we will:**

- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners learn, all teachers teach and all parents feel proud.
- Respect students, parents, and community members as equal partners in the education process.
- Provide an environment that allows for positive communication between the students, parents and school staff.
- Support this form of students, parents and school staff involvement.

## **Acuerdo entre Familias y Escuela 2021-2022**

Un acuerdo entre familias y escuela es entre estudiantes, padres, maestros y los administradores de la escuela secundaria Watauga. El acuerdo se describe como los estudiantes, padres, maestros y los administradores compartirán la responsabilidad en ayudar a los estudiantes a cumplir con los estándares académicos del estado y distrito.

### **Como estudiante yo:**

- Participare en mi propio aprendizaje.
- Vendré a la escuela y llegar a tiempo.
- Seguiré las reglas de CHAMPs.
- Vendré con una actitud positiva durante el día.
- Traeré mi BISD Chromebook todos los días y asegurare de que esté cargada y / o traer el cargador.
- Respetare mi persona, otros estudiantes, personal de la escuela y propiedades de la escuela.
- Completare todo mi trabajo de la escuela y entender que es requerido y no una opción.
- Asistiré a tutoriales según sea necesario o recomendado por los maestros.

### **Como padre/ tutor yo:**

- Hare que mi hijo(a) asista a la escuela todos los días y llegar a tiempo.
- Asegurare que mi hijo a traiga su BISD Chromebook todos los días y que esté cargada y / o traerá el cargador.
- Asistiré a las conferencias de padres / maestros y comunicar abiertamente las necesidades de mi hijo(a).
- Checure las calificaciones de mi hijo a través de Skyward semanalmente por línea <http://schools.birdvilleschools.net/bisd>. (En una biblioteca pública o las computadoras de la biblioteca de la escuela estarán disponibles).
- Esperare de mi hijo(a) en la práctica de la autodisciplina y el respeto.
- Estableceré un tiempo para la tarea, examinarla con regularidad y ser participé en la educación de mi hijo(a).

### **Como maestro yo:**

- Mantendré alto rendimiento a nivel educativo y una actitud positiva.
- Aceptare el desafío de ayudar a todos los estudiantes a tener éxitos.
- Respetare a los estudiante, padres y miembros de la comunidad como socios iguales en el proceso educativo.
- Mantendré una línea abierta de comunicación entre escuela y casa.
- Asegurare que el progreso de los estudiantes sea monitoreado a tiempo mediante informes de progreso y boletas de calificaciones:
  - o Primeras seis semanas: 18 de agosto - 24 de septiembre
  - o Segundas seis semanas: 27 de septiembre - 29 de octubre
  - o Terceras seis semanas: 1 de noviembre - 17 de diciembre
  - o Cuarta seis semanas: 5 de enero - 11 de febrero
  - o Quinta seis semanas: 14 de febrero - 1 de abril
  - o Sexta seis Semanas: 4 de abril - 26 de mayo
- Creare un ambiente de aprendizaje que ayudara a desarrollar la responsabilidad, cuidado y dependencia del estudiante
- Asegurare de que los estudiantes tengan tecnología emitida por BISD para capacidades 1-1

### **Como administrador yo:**

- Mantendré un alto rendimiento a nivel educativo y una actitud positiva.
- Aceptare el desafío de ayudar a todos los estudiantes a aprender, los maestros a enseñar, y los padres que se sientan orgullosos.
- Respetare a los estudiantes, padres y miembros de la comunidad como socios iguales en el proceso educativo.
- Proveeré un ambiente que permita la comunicación positiva entre los estudiantes, padres y el personal de la escuela.
- Apoyare esta forma de los estudiantes, los padres y personal escolar involucrado.
-





## **WATAUGA MIDDLE SCHOOL TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY**

### ***Statement of Purpose***

The purpose of the Watauga Middle School Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. Watauga Middle has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their students. The campus will build capacities of staff, parents, families, and community members to work together as equal partners to improve achievement for all students.

### ***Goals***

- WMS will promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their students
- WMS will provide a safe and open atmosphere for parents and families to visit the school and to actively encourage parent and family support and assistance for school programs
- WMS staff will develop and deliver timely information and training to parents
- WMS will respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their students
- Parents and families support their student's learning at home and in school and serve as their student's advocate
- WMS will disseminate information to parents on all required Title 1 notifications

### ***Annual meeting***

Watauga Middle School will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. The campus will also host a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their student's academic achievement.

### ***Parents' Right to Know***

Watauga Middle School will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their student, as well as any paraprofessionals who provide services to the student.

### ***Building Capacity for Parent-School Partnerships***

Watauga Middle School will facilitate the use of district resources by parents and families, including those provided through Birdville ISD parent liaisons and staff:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

### ***School-Parent Compacts***

Watauga Middle School will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the school and its families through regular two-way, meaningful communication. Watauga Middle will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Watauga Middle School has a responsibility to:

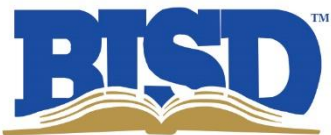
- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Provide One-to-One Technology
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their student's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their student's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their student's learning include:

- Ensuring regular student attendance and the school provided One-to-One Technology is with them
- Participating in decisions related to their student's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

### ***Parent Engagement Evaluation***

Each spring, Watauga Middle School will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, the campus will review the existing family engagement policy and make revisions as necessary.



## **ESCUELA INTERMEDIA WATAUGA**

### **TÍTULO I, PARTE A, POLÍTICA DE COMPROMISO DE PADRES Y FAMILIAS**

#### **Declaración de propósito**

El propósito de la Política de Participación de Padres y Familias de la Escuela Watauga Middle es promover una asociación de trabajo altamente efectiva entre las familias y el personal. Watauga Middle ha adoptado la política para garantizar que brindemos a los padres y las familias oportunidades sustanciales y significativas para participar como socios iguales en la educación de estudiantes. El campus desarrollará las capacidades del personal, los padres, las familias y los miembros de la comunidad para trabajar juntos como socios iguales para mejorar el rendimiento de todos los estudiantes de la escuela.

#### **Metas**

- WMS promoverá la comunicación bidireccional (ambas partes) regular entre el hogar y la escuela.
- Los padres, las familias, los educadores y los miembros de la comunidad ayudarán a mejorar el rendimiento estudiantil al apoyar la participación de la familia en la educación de estudiantes.
- WMS proporcionará un ambiente seguro y abierto para que los padres y las familias visiten la escuela y promover activamente el apoyo y la asistencia de los padres y las familias para los diferentes programas escolares.
- El personal de WMS desarrollará y entregará información y capacitación oportuna a los padres de familia.
- WMS responderá a diferentes barreras tales como el idioma, la cultura, los niveles de educación y los horarios de trabajo de los padres de familia y las familias que pueden limitar las oportunidades de participar plenamente en la educación de estudiantes.
- Los padres y las familias apoyarán el aprendizaje de sus hijos tanto en el hogar como en la escuela y servirán como guía de estudiantes.
- WMS difundirá información a los padres sobre todas las notificaciones requeridas del Título 1

#### **Reunión anual**

La escuela de Watauga llevará a cabo una reunión anual de padres para educar a los padres sobre el financiamiento del Título I y como se utilizará para apoyar la participación de los padres y la familia. El campus también organizará una cantidad flexible de reuniones con los padres durante el año escolar. El objetivo principal de estas reuniones será establecer a los padres de familia como socios iguales en el rendimiento académico de estudiantes.

#### **Derecho de los Padres de Familia a saber.**

La escuela de Watauga proporcionará a los padres de familia una notificación anual que describe el derecho de los padres a saber sobre las calificaciones profesionales de los maestros que instruyen a estudiantes, así como a cualquier paraprofesional que brinde servicios de estudiantes.

#### **Crear la capacidad para la asociación entre padres y escuela.**

La escuela de Watauga facilitará el uso de los recursos del distrito por parte de los padres y las familias, incluidos los proporcionados a través de los enlaces y el personal de Birdville ISD:

- Capacitación a padres de familia para comprender la evaluación estatal y local de los estudiantes y los resultados de las evaluaciones.
- Otros entrenamientos para padres basados en las necesidades y solicitudes.
- Enlaces a recursos de agencias externas, según se solicite.
- Clases de guía parental.
- Clases de ESL
- Entrenamiento de ayuda con la tarea
- Servicios de traducción para la tarea.
- Servicios de intérpretes para ARD, LPAC, asesoramiento, evaluaciones psicológicas, conferencias de maestros / directores con los padres en las escuelas del Título I, Parte A, reuniones de distrito, PTA y otros.

### **Pactos escuela-padres 2021**

La escuela de Watauga desarrollará y compartirá conjuntamente con los padres un pacto escuela-padres. El pacto entre la escuela y los padres describe cómo los padres, el personal y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes. También describe la asociación necesaria que debe desarrollarse entre la escuela y sus familias a través de una comunicación regular bidireccional y significativa. Watauga Middle realizará una revisión anual de colaboración de su pacto entre padres y escuela y realizará las revisiones que sean necesarias.

La escuela de Watauga tiene la responsabilidad de:

- Implementar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.
- Proporcionar tecnología uno a uno
- Utilizar secciones relevantes del pacto escuela-padres para guiar las conferencias de padres y maestros.
- Proporcionar informes frecuentes a los padres sobre el progreso de sus estudiantes.
- Ofrecer a los padres acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos y observación de las actividades del aula.
- Iniciar y responder a las comunicaciones de los padres.

Las responsabilidades de los padres para apoyar el aprendizaje de sus estudiantes incluyen:

- Asegurar la asistencia regular de los estudiantes y la tecnología uno a uno proporcionada por la escuela esta con ellos
- Participando en decisiones relacionadas con la educación de sus estudiantes
- Monitorear el uso positivo del tiempo extracurricular, establecer hábitos saludables y modelar la alfabetización en el hogar
- Completar un formulario de inscripción de voluntario en línea y ser voluntario en el campus, siempre que sea práctico
- Iniciar y responder a las comunicaciones escolares.

### **Evaluación de participación de los padres**

Cada primavera, la Escuela Secundaria Watauga reunirá un equipo, que incluye a los padres, maestros y miembros del personal del Título I, para revisar el contenido y la efectividad de las políticas y programas de participación familiar. La información de evaluación se recopilará a través de encuestas de padres que miden los niveles de participación familiar al tiempo que identifican las barreras para la participación de los padres. Con base en esta información y a través de un proceso de consulta colaborativa, el campus revisará la política de participación familiar existente y hará las revisiones que sean necesarias.



## **Continuum of Services at Watauga Middle School**

**Mainstream** is an instructional arrangement for providing special education services according to individual education plans to eligible students with disabilities whose instruction is provided in the regular classroom setting with necessary special education support. This support shall be designed to enrich education in order to enable success of all students.

**Inclusion** is an instructional arrangement in which qualified special education personnel implement a student's IEP through indirect and/or support services to the student in the regular classroom setting. Inclusion may include a co-teach arrangement in which two or more certified teachers share responsibility for planning, instruction, and evaluation of all students, including those with IEPs.

**Resource** is an instructional arrangement for providing special education instruction and related services in a setting other than regular education for less than 50% of the regular school day. Resource classes are designed to provide direct instruction for students who have been identified as being multiple grade levels behind, and who need extensive modifications and accommodations that could not be provided in the regular classroom.

**The Academic and Adaptive Behavior Learning Environment (AABLE)** program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills.

**The Alternative Curriculum Centered for Exceptional Student Success (ACCESS)** program generally serves students with severe physical and/or mental impairments. Often times these students are not independently mobile, require assistance to care for their daily needs and may be considered medically fragile. Focus of instruction includes visual and auditory stimulation, motor skill development, assistive technology, developmentally appropriate academic instruction, interaction with others and communication skills. The ACCESS program assists students in developing communication, self-help and functional living skills in order to attain maximum independence.

## Strategies/Actions

- Follow all IEP's with fidelity
- Collaborate/communicate with general education staff and parents to ensure student success
- Each program on the continuum of services will set realistic goals to improve student performance for the 2019-2020 school year.
- Case managers will complete failure reports each six weeks and submit them to assigned admin
  - [https://docs.google.com/document/d/1HV4d4TlzQLtN9UISdHsq4U1-T2tB\\_iM1vK8liSpVs/edit](https://docs.google.com/document/d/1HV4d4TlzQLtN9UISdHsq4U1-T2tB_iM1vK8liSpVs/edit)
- The AABLE class has ability grouped their students and included rotations by content so that teachers can focus more in-depth on content and meeting the needs of individual students
- Continuation of AABLE program selling snacks to:
  - Provide real world skills in money handling, inventory, customer service, selling products, etc.
  - Supports necessary social skills and academic goals
  - Prepare them for high school
  - Support a field trip for our kids in the spring

## Testing Information

Grade/Subject	Total Tested	Did Not Meet	Approaches
6 <sup>th</sup> Grade STAAR (Reading)	25	76%	24%
6 <sup>th</sup> Grade STAAR (Math)	25	64%	36%
7 <sup>th</sup> Grade STAAR (Reading)	18	61%	39%
7 <sup>th</sup> Grade STAAR (Math)	18	44%	56%
7 <sup>th</sup> Grade STAAR (Writing)	19	63%	37%
8 <sup>th</sup> Grade STAAR (Reading)	18	67%	33%
8 <sup>th</sup> Grade STAAR (Math)	17	59%	41%
8 <sup>th</sup> Grade STAAR (Science)	18	67%	33%
8 <sup>th</sup> Grade STAAR (Social Studies)	18	78%	22%

Grade/Subject	Total Tested	Developing I (Not Met)	Satisfactory II
6 <sup>th</sup> STAAR Alt 2 (Reading)	7	14%	86%
6 <sup>th</sup> STAAR Alt 2 (Math)	7	14%	86%
7 <sup>th</sup> STAAR Alt 2 (Reading)	8	0%	100%
7 <sup>th</sup> STAAR Alt 2 (Math)	8	0%	100%
7 <sup>th</sup> STAAR Alt 2 (Writing)	8	25%	75%
8 <sup>th</sup> STAAR Alt 2 (Reading)	10	20%	80%
8 <sup>th</sup> STAAR Alt 2 (Math)	10	0%	100%
8 <sup>th</sup> STAAR Alt 2 (Science)	10	0%	100%
8 <sup>th</sup> STAAR Alt 2 (Social Studies)	10	0%	100%

Performed better than BISD %

Equivalent to BISD %

Performed lower than BISD %

Meets	Masters
4%	0%
8%	0%
17%	11%
11%	0%
5%	0%
17%	6%
0%	0%
6%	0%
11%	0%

Accomplished III
0%
29%
0%
13%
0%
20%
40%
10%
20%

Grade Level/ALT 2	Total Tested	Male	Female
6th Grade	7	5	2
7th Grade	8	7	1
8th Grade	10	7	3

## Demographic Info

Hispanic/Latino	Asian	Black/AA	White	Econ Dis.	LEP	ESL	At Risk
6	0	1	0	7	1	1	4
1	3	1	3	5	0	0	2
5	1	1	3	6	0	0	4

**Birdville Independent School District**  
**Smithfield Middle School**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	4
Perceptions	5
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	9
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	10
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	14
Goal 3: All students and staff will learn and work in a safe and responsive environment.	16
State Compensatory	19
Budget for Smithfield Middle School	20
Personnel for Smithfield Middle School	20
2021-2022 Campus Site-Based Committee	20
Campus Funding Summary	21
Addendums	22

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Smithfield Middle School is located in the North East boundary of the Birdville Independent School District and serves approximately 835 students in grades 6-8 from Hurst, North Richland Hills, and Colleyville. These classes are comprised of the following demographics: Male Students-400 (50.1%) Female Students-404 (48.9%) White-71.% Hispanic-16.% Asian-3% Black-7% Other-3% Special Education-7% Gifted and Talented-22% Economically Disadvantaged-23% Students taking at least one Pre-Advanced Placement Class-70%

### Demographics Strengths

The medium income of our families does allow a large percent of our parents the ability to not work, thus allowing them more time to be directly involved in their children's education. We firmly believe, that in order to successfully educate a child, a strong partnership between the home and the school must be established. Our goal is to form this partnership with every one of our parents. The demographic of this area certainly allows us opportunities to get our parents involved. Parental support and involvement is hardly ever an issue at Smithfield Middle School. Furthermore, many of our students come from homes who one or both of the parents have college degrees. We feel that the importance of education is stressed not only while our students are at school but also at home.



# Student Learning

## Student Learning Summary

### Student Academic Achievement Summary

Smithfield Middle School has a tradition and culture of academic excellence. Success in academics is not only encouraged, it is expected from students, staff, and community.

6th grade Reading-88.1% (30% Masters)

7th grade Math-88% (43% Masters)

7th grade Reading-86% (36% Masters)

7th grade Writing-83% (21% Masters)

8th grade Math-88% (35% Masters)

8th grade Reading-87% (31% Masters)

8th grade Science-91% (54% Masters)

8th grade Social Studies-79% (29% Masters)

Algebra I-99% (90% Masters)

Special Education Data: While our students who are served through our special education program performed well compared to other students across the state who are also served under the special education umbrella, we feel there is still much improvement to be made. We have increased the number of co-teachers and in class support. In addition, we have assigned case managers to all special education students. These case managers monitor and meet with our special education students on a regular basis.

# School Processes & Programs

## School Processes & Programs Summary

The faculty and staff at Smithfield Middle School believe that in order to be a top tier school a campus must focus on both the culture and systems of the organization. When both culture and systems are well balanced and aligned, optimal learning conditions will be present.

**Instructional-**Our teachers are dedicated to building capacity within our system by focusing on best practices and sharing those practices with each other. Our Raider Round program allows teachers a formal process in which to obtain and give honest feedback to each other. This allows for personal and organizational growth while also creating an environment where cross curricular lessons become the norm rather than the exception.

**Personnel-**SMS has become a very desirable location for teachers and because of that we there is no shortage of highly qualified teachers wanting to come work at the school. There is currently a very strong balance of energy, experience, and youth. This combination creates an environment where new ideas being infused into a system where there is enough practical experience to help those ideas blossom.

**Organizational/Administrative-**Overall, the organization is a very flat organization. Teachers, staff, and admin all share a feeling of responsibility, accountability, and power to make decisions for the organization.

**Special Education Programs:** In addition to our regular special education program, SMS also houses the Regional Day School for the Deaf. This program serves 10-20 students who have profound hearing loss from all across North Texas. The majority of these students are behind their hearing peers in regards to academics due to their hearing loss. We see large gaps in the areas of reading and writing because these students have not been exposed to auditory stimulation necessary to learn basic phonics. In addition to the RDSD program, SMS also serves as the cluster campus for those students who are identified as Emotionally disturbed. The PASS program is designed to serve these students by working on both their academics and their behavior needs through a combination of self contained and inclusion classes. This program serves between 15-22 students per year.

## School Processes & Programs Strengths

At Smithfield Middle, teachers and staff work together to support and motivate each student to perform at high academic levels. Intervention programs are in place to encourage students to become self-directed learners. Since the focus is on student learning, the redo policy allows students to do assignments over and retake tests. The goal is for all students to master the content. Our experienced and highly qualified teachers do not assign busy work, so the zero policy is strictly enforced by the administrative team. Teachers use an online form to document the names of students who have zeros and a description of the missing work (i.e. assignment, book pages, worksheet name, etc.). The office staff and admin team use this form to hold students accountable for their work. During lunch, students on the list are required to sit in a designated area where they are provided what they need to complete the missing assignments.

# Perceptions

## Perceptions Summary

At Smithfield Middle, teachers and staff work together to support and motivate each student to perform at high academic levels. Intervention programs are in place to encourage students to become self-directed learners. The teachers and staff at Smithfield realize that middle school can be a difficult time for adolescents. Often students of this age are feeling awkward socially and the academic work may be becoming difficult for the first time. Several programs and student clubs are in place to help make this transitional period easier and to help students be successful.

Smithfield Middle School has a multitude of programs which serve the social and emotional needs of the campus. Community of Respect Everywhere or C.O.R.E. is Birdville ISD's initiative to promote emotional wellness on all campuses. C.O.R.E. is comprised of 6 core values (responsibility, empathy, kindness, honesty, acceptance and courage) which are promoted at Smithfield Middle School each six weeks through video announcements, school wide programs, and student challenges /projects.

# 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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Organizational structure data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

## **HB3 Goal**

**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels

Secondary: Lexile levels


Elementary: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (mathematics, 1-5), Istation (reading, grades 3-5), TEA Interim (grades 3-5 reading and mathematics)

Secondary: Renaissance STAR Assessments (grades 6-12, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interim reading/ELA and mathematics (grades 6-8, E1, E2 and Algebra)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support the implementation of Tier 1 priorities within each content area with major focus on bringing all Tier 1 priorities back online to 2018-19 levels.</p> <p><b>Actions:</b> A. Create campus wide PGSLO based on reading levels-each department will create strategies to implement department wide to support literacy-reading, writing, speaking, and THINKING</p> <p>B. All classes will incorporate the use of word walls in instruction and will engage students with the vocabulary required by the standards</p> <p>C. Math instruction will include the use of UPS Check for problem solving and work to increase workshop model format by at least 10%.</p> <p>D. Social Studies instruction will include the use of primary and secondary source documents.</p> <p>E. Social Studies/Science instruction will implement SIOP protocols when working with English language learners.</p> <p>F. Science will implement the 5E model.</p> <p>H. Social Studies and Science classes move to create student data binders by the end of the year. These data binders will be implemented at the start of the 2022-23 school year.</p> <p>G. ELAR, Social Studies, and math will implement the Workshop model for instruction. (We will continue to work on ways to due this model best we can through technology during this time.)</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs  AP-Spurlock  AP-Turner  Academic Coach-Hadley  Principal-Pekurney</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$8,070</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue




**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.


**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.


**HB3 Goal**


**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine campus wide plan to address special populations on our campus.</p> <p><b>Actions:</b> A. Establish baseline using BOY screeners, and teacher made assessments to establish student target groups for RTI and AI. We also use this data for our SpEd case manger loads.</p> <p>B. Increase number of co-teach classes by four in order to help support SpEd population using baseline from the 2020-21 school year.</p> <p>C. Train staff in various co-teach models.</p> <p>D. Design master schedule to reduce class sizes of inclusion classes if possible. Emphasis should be on creating multiple inclusion classes per subject.</p> <p>E. Assign caseworker for all Sp Ed students to monitor and mentor grades and progress in all subjects with priority being Reading/History.</p> <p><b>Staff Responsible for Monitoring:</b> Caseworkers, Pekurney, Turner, Spurlock</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Students will display an awareness of social-emotional development as measured by a district-administered student survey.





**Evaluation Data Sources:** Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to tweak campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School.</p> <p><b>Actions:</b> A. Continue to use multiple systems to recognize students who consistently display positive behaviors on a daily basis-including ice cream cards, TRUST CARDS, Raider Reward Room, Raider Bucks.</p> <p>B. Restart "Staying Inside the Circle" form to monitor and track classroom/campus discipline issues.</p> <p>C. Offer one parent information session covering parenting of teens and common teen behavior and development. (Spring 2022)</p> <p>D. Maintain district Character Counts program through 5th period advisory time once a week.</p> <p>E. Create system to formally recognize those students who display CORE value characteristics. (Good news call of the day, newsletter spotlight, etc.) While we do this often, we do not have a formal system to track and monitor this.</p> <p>F. Create positive campus culture through the use of video announcements.</p> <p>G. Restart Raider Rewards Room to reward students who consistently display the traits that we want all of our students to have.</p> <p>H. Focus on a campus wide "Soft Skill" of the week.</p> <p>I. Bring back small group counseling sessions based on the needs of our students-grief group, social skills group, anger management group.</p> <p><b>Staff Responsible for Monitoring:</b> Student Assistance Counselor-Boyd Shannon, Department Chairs, Jason Brown-Partner from Community doing counseling groups</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.





**Evaluation Data Sources:** Behavioral RtI data records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor and adjust existing campus behavior plan with overall goal of establishing a new baseline for the 2022-23 school year. We believe the data from the 2020-21 school year is not a good indicator to allow us to set a goal of decreasing incidents.</p> <p><b>Actions:</b> A. Maintain current system to monitor all discipline issues including time, location, consequences, restorative practices. Report data and recommended changes to all campus staff.</p> <p>B. All Smithfield Middle School administrators will practice a high visibility philosophy before, during, and after school as well as at all school sponsored activities.</p> <p>C. Continue six week meetings with PBIS committee to review discipline data every six weeks and recommend Tier Placement and interventions</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**Evaluation Data Sources:** Overall district ADA as per Summer PEIMS submission


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor attendance to establish new baseline to use for the 2022-23 school year.</p> <p><b>Actions:</b> A. Run attendance reports every three weeks to identify students who start displaying poor attendance.</p> <p>B. Continue practice of rewarding students with good attendance at the end of every grading period through the use of Raider Bucks store and Raider Reward Room.</p> <p>C.. Post current attendance rate and goal on all newsletters, schedules, and announcements</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Attendance Clerk, Attendance Officer,</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				


**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.


**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.


**Evaluation Data Sources:** Evaluation of goal achievement as per department improvement plans.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Re-calibrate campus wide systems with the goal of returning to Fall of 2019 standard operating procedures.</p> <p><b>Actions:</b> A. Continue strategic use of data on a weekly/3 week/6 week time line. Empowering both teachers and students to own their data.</p> <p>B. Create all major assessments in Aware and have teachers breakdown, compare, and discuss data with goal being to be within 3-5% of co-teacher.</p> <p>C. Return to high level tier 1 instruction by refocusing on the smaller details that we felt went b by the wayside during the pandemic. These include-clear and precise communication of the standard, meaningful and rigorous task (aligned), data driven feedback, continue teacher and STUDENT data binders.</p> <p>D. Focus on reestablishing PLCs by creating schedule, operating norms, lesson review protocols, and peer observations through Raider Rounds.</p> <p>E. Conduct bi-weekly Department Head meetings.</p> <p>F. Reestablish communication system that includes-weekly failure letter to parents, missing work call-out, weekly progress reports from core subjects, Staff daily dashboard, weekly/monthly staff calendar/newsletter, and parent newsletter using constant contact.</p> <p>G. All content teachers will continue to use the reading strategies previously assigned at the start of the 2019-2020 school year. With the goal of all core subjects will implement at least one OER per grading period.</p> <p><b>Staff Responsible for Monitoring:</b> Campus wide</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

**Evaluation Data Sources:** District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Infuse Community of Respect (CORE) values into all elements of the school culture</p> <p><b>Actions:</b> A) Reinforce CORE values by integrating those values through the implementation of soft skills lessons with an emphasis on directly linking those values to the portrait of a graduate.</p> <p>B) Present Character Counts lessons on a weekly basis through 5th period advisory time.</p> <p>C) Support CORE values through various student incentive programs across grade levels. Examples-TRUST CARDS, STAYING INSIDE THE CIRCLE PROGRAM, RAIDER BUCKS, ETC. These programs focus on continually recognizing students who display positive attributes.</p> <p>D) Integrate CORE values into weekly video announcements.</p> <p>F) PBIS team will look at campus data at the end of every six weeks to determine where possible issue might be trending. These issues include discipline violations, graffiti, and possible bullying</p> <p><b>Staff Responsible for Monitoring:</b> Crisis Counselor and Lead Counselor.</p>	Formative			Summative
	Nov	Jan	Mar	June





 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

**Evaluation Data Sources:** Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a culture of safety among the staff for awareness.</p> <p><b>Actions:</b> A) Conduct safety and health training in accordance with BISD Employee Safety Plan throughout the year.</p> <p>B) Inform staff of safety and accident prevention equipment throughout the building using weekly staff newsletter and video announcements.</p> <p>C) Conduct weekly walks with the head custodian inside and outside the building, develop plans to address safety issues.</p> <p>D) Review district/campus incidents to identify possible safety issues, and discuss with the staff those areas to be aware of.</p> <p>E) Post/distribute (Toilet Tabloids) educational information regarding proactive safety and health concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Head Custodian, Cafeteria Manager, security guard, SRO</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** The district will meet all compliance requirements for improvement planning.

**Evaluation Data Sources:** Annual review of district improvement plan requirements



# State Compensatory

## Budget for Smithfield Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 4.5**

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

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## Personnel for Smithfield Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Barbara Hix	Co-Teacher	1
Boyd Shannon	Student Assistance Counselor	1
Colleen Horton	RTI Lab EA	1
Jennifer Iman	Math Interventionist	0.5
Nicole Pool	Reading Interventionist	1
Staci Pope	RTI Lab EA	0

# 2021-2022 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kyle Pekurney	Principal
Classroom Teacher	Amy Patterson	Teacher
Classroom Teacher	Sam Sleadd	Teacher
Classroom Teacher	Jessica Milne	Teacher
Paraprofessional	Gayle Hale	Para-Professional
Non-classroom Professional	Mary Hadley	Academic Coach
District-level Professional	Jennifer Miller	District Representative
Parent	Amy Lewis	Parent
Parent	Tara Goodwin	Parent
Community Representative	Suzy Compton	Community Member
Community Representative	Leah Burger	Community Member
Business Representative	Dolores Webb	Business Representative
Business Representative	Mike Gist	Business Representative

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESSER Tutors		\$8,070.00
<b>Sub-Total</b>					<b>\$8,070.00</b>
<b>Grand Total</b>					<b>\$8,070.00</b>

# Addendums

**Birdville Independent School District**  
**North Ridge Middle School**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.	15
Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.	18
Goal 3: All students and staff will learn and work in a safe and responsive environment.	21
State Compensatory	23
Budget for North Ridge Middle School	24
Personnel for North Ridge Middle School	24
Title I Schoolwide Elements	24
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	25
1.1: Comprehensive Needs Assessment	25
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	25
2.1: Campus Improvement Plan developed with appropriate stakeholders	25
2.2: Regular monitoring and revision	26
2.3: Available to parents and community in an understandable format and language	26
2.4: Opportunities for all children to meet State standards	26
2.5: Increased learning time and well-rounded education	26
2.6: Address needs of all students, particularly at-risk	27
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	27
3.1: Develop and distribute Parent and Family Engagement Policy	27
3.2: Offer flexible number of parent involvement meetings	28
Campus Funding Summary	28
Addendums	29

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**North Ridge Middle School currently serves 653 students:**

59.22% White

24.96% Hispanic

8.85% Black/African American

1.74% Asian

4.5% Two or More Races

.4% American Indian or Alaska Native

### Other sub populations include:

13.79% - Students receive Special Educations services

8.56% - Students are identified as Gifted and Talented

48.00% - Students are taking one of more Career and Technology courses

5.66% - LEP Students

42.6% - Economically Disadvantaged Students

36.57% - Students identified as At Risk

### Demographics Strengths

North Ridge Middle has a welcoming and collaborative culture that excels in continuous improvement focusing on student learning and student achievement.

"The Ridge Way" culture has contributed to an increase in: OHI survey of positivity, collaboration, and overall well-being of NRMS.

6th Grade: Demonstrates overall consistency in Reading scores in %Level I during the pandemic.

7th Grade: Demonstrates overall increase in our LEP students in Reading over the last 2 years. This indicates that SIOP and TIER I instructional strategies is working effectively. We had a 10% increase across the areas of approaches, meets, and masters. All of our teachers are Literacy teachers.

8th Grade: Demonstrates overall increases in Level three in Math for year 19-21 school year.

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

**Problem Statement 1:** 7th grade students in Writing had a decrease in STAAR each year over the last 4 years. Reading scores by average of three and 1/2 % points over the year four years. **Root Cause:** COVID played a part in recent years, however, NRMS has seen an increase in ED students which may have played a part in this process.



# Student Learning

## Student Learning Summary

Based on scores, our Masters level need improvement.

Economically disadvantaged students are scoring significantly lower than their peers.

SPED students are not as successful as they have been in the past.

Meets:

6th Grade Math: 42.86% ED 29.67% SPED 26.09%

6th Grade Reading: 43.35% ED 28.57% SPED 13.04%

7th Grade Math: 43.55% ED 32.89% SPED 6.67%

7th Grade Reading: 49.74% ED 36% SPED 7.14%

7th Grade Writing: 41.49% ED 30.67% SPED 6.25%

8th Grade Math: 56.12% ED 44.26% SPED 45%

8th Grade Reading: 47.12% ED 33.33% SPED 21.74%

## Student Learning Strengths

The strength of the campus are the teachers and meeting the needs of the students. We have worked extremely hard this pandemic to ensure that intentional instructional teaching was done. Our students were successful with the first round of testing from 2020-2021 STAAR. We did not score as high, however, with the pandemic students and teachers did an excellent job.

6th Grade Math: Approaches 84.28%

6th Grade Reading: Approaches 75.86%

7th Grade Math: 73.68%

7th Grade Reading: 77.25%

7th Grade Writing: 73.94%

8th Grade Math: 78.37%

8th Grade Reading: 84.17%

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** SPED Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. Plus all areas have decreased in our STAAR passing rates over the last three years in Reading and Math

# School Processes & Programs

## School Processes & Programs Summary

New teachers to NRMS are assigned mentors to help in their growth.

Teachers are encouraged to observe other teachers in their classrooms to gain ideas, knowledge, ask questions, and relationships.

Teachers are being evaluated on a less than annual appraisal system if they have taught on campus for two years and received at least proficient in three domains on their T-TESS evaluations.

Teachers are evaluated yearly on the T-TESS statement and monitored by pre conference, walk through, formal evaluations and post conference using the T-TESS appraisal system rubric.

We seek teachers that are talented, highly motivated, student-centered and that are capable of understanding Best Practices as well as develop a Growth Mindset when it comes to student achievement.

All staff are highly qualified in the content area that they teach. In addition NRMS is moving towards teachers certified in the content area that they teach.

## School Processes & Programs Strengths

High-quality staff.

NRMS has attracted several Master Teachers from various campuses district-wide as well as throughout the Metroplex.

NRMS retains staff by being inclusive and allowing all staff members to feel like their voice can be heard at all times. Our building also promotes and encourages an environment for leaders to grow throughout the building.

The collaborative, collegial atmosphere of NRMS lends itself to retention of excellent staff members and the recruitment of like-minded individuals.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** We have failed in many cases with new teachers to provide a consistent effort to effectively meet their needs overall in regards to training on Skyward, Canvas, Compass etc...However in the 2019-2020 school year we have assigned each new teacher and several second year teachers mentors that maintain constant communication with new to North Ridge campus and new to teaching. We will continue the process for the 2020-2021 year due to the stoppage in school. All teachers there were first year and new to the campus will resume with a mentor.

# Perceptions

## Perceptions Summary

At North Ridge Middle we strive to maintain a culture and climate predicated on ensuring that high levels of learning take place every day for all students. Over the last few years we have noticed that our Economically Disadvantaged numbers have increased.

Upon my arrival here at North Ridge, we have noticed an increase in our Economically Disadvantaged students. I arrived 12 years ago as a Texas History Teacher the data indicated that NRMS percentage of ED as under 10%. Administration has monitored the numbers over the years and as of 2021 NRMS has reached 41.65% of ED students, with an At-Risk percentage of 36.57%. This is our first year at Title I and we want to meet the needs of ALL students while a constant and consistent focus on our ED population. The staff has embraced this opportunity by meeting and collecting data collectively to meet the needs of the campus. The priorities of our campus will not change, we will continue to focus on Continuous Improvement, Literacy, and Culture. If we focus on those areas, we will not have an option but to exceed the needs of all students.

Through courageous leadership, pertinent professional development, access to more technology than ever before and support of our Professional Learning Community framework, we make sure that students and teachers have the resources necessary to succeed.

We have a zero-tolerance policy when it comes to bullying and we address each grade level at the beginning of the year, to speak with our young people about the negative affects of bullying. We have adopted several programs to assist with inclusion and tolerance, such as the "I AM" wall and North Ridge Middle Housing System.

All students are placed into a house and mini-houses in the beginning of the year. In their mini-houses of 12-14 students and 1 faculty/staff member, students learn rules, procedures, soft skills, communication skills, and more to be successful in the building and in the real world.

We meet with our incoming 6th grade parents about the transition to middle school and what they can expect, with the hopes of relieving any sense of uncertainty they may have about the middle school experience.

Students at North Ridge Middle also excel in a wide variety of extra-curricular activities that lend themselves to helping students grow academically and socially. Athletics and Fine Arts students typically demonstrate high levels of excellence and their programs do a lot to enhance the environment and to attribute to a positive esteem building experience for our students.

We plan on meeting students needs assessment wise by focusing on Masters level improvement on community relationships with Dads.

Our vision, mission, and beliefs guide the work at North Ridge Middle School. They embody our collective thoughts around how we value, serve, and cultivate our students.

## ***Our Culture***

North Ridge Middle School is refining The Ridgeway Mystique, a culture where education is student centered and hinged upon building relationships.

North Ridge Middle School evaluates our opportunities, as we strive as a community to be better tomorrow than we were today in an effort to create success for all.

North Ridge Middle School provides a bright, clean, loving, welcoming learning environment for our students, our colleagues and our community to learn and grow.

North Ridge Middle School is open and transparent and invites collaboration to refine our goal of maintaining our student-first philosophy.

## ***Vision***

Through open, honest communication with our students, parents, and colleagues, we will foster a safe environment committed to creating a lifelong love of learning. Students will know that their successes are due to their hard work and effort. Through our example, our students will learn to respect themselves, their peers, and gain a yearning for self-improvement. Their educational experience will instill the belief that they can succeed and will continue to contribute to a productive society.

## ***Mission***

Through collaborative practice, purposeful work, and responsive review, North Ridge Middle School will empower lifelong learners who will value creativity and diversity as they deepen strong moral character within a meaningful, safe, and stimulating learning environment.

## ***CORE Values and Beliefs***

We build strong relationships on our campus in which our encounters are personal and meaningful, with a goal to produce a positive, proactive work

environment.

2. We see all challenges as opportunities and we own them.
3. We embrace the opportunity to continually grow through a refusal to be complacent, a desire to be the best, and functioning within a system that supports reflective practice.
4. We value the differences inherent in each stakeholder; place ourselves in a position of reciprocal trust and transparency to be relied upon for the unique strengths we bring to the table.
5. We are adaptive and transparent.
6. We celebrate the success of one another.
7. We set clear expectations and boundaries, as well as provide an engaging learning environment.
8. We know our roles. We clarify them often and provide additional assistance when and where needed.
9. We seek to create unique, rigorous, and real world experiences.
10. We respond to the needs of our students with a sense of urgency and adhere to the belief in a holistic approach to helping each student grow academically and socially.
11. We strive to anticipate the explicit and implied needs of our students and staff members.
12. We strive to ensure that our school is safe, clean, comfortable, and maintained to the strictest standards.
13. We use data to guide our decisions, improve and develop the learner, and to evaluate our effectiveness.
14. We strive for perfection in order to be excellent.

### **Perceptions Strengths**

Students and teachers feel like they are safe when they enter the doors of North Ridge Middle School.

The stakeholders in our community are highly involved and visible which is a tremendous advantage that we embrace.

Students are well-behaved and take school seriously.

North Ridge Middle is highly structured and this helps translate to an environment that is conducive to positive and respectful behavior. NRMS also has created "The Ridge Way", a positive behavior team attended by teachers from each grade and department.

Continuous Improvement: Attendance and academic goal boards are in front of the school to promote positive growth in these areas. Throughout the building, our departments and individual classes promote and demonstrate progress by graphing and charting student and class growth based on common assessments.

C.O.R.E. values are evident throughout the building. In the main hall on display are the values as well as in every classroom. Each month NRMS teachers select worthy students who have demonstrated the C.O.R.E. value for the month. The students are acknowledged and rewarded.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus here on campus. Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our Cultural deficiencies.

# Priority Problem Statements

**Problem Statement 2:** Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus here on campus. Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our Cultural deficiencies.

**Root Cause 2:**

**Problem Statement 2 Areas:** Perceptions



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

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

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.





**Performance Objective 1:** Increase overall STAAR performances at the Meets Grade level standard by 5 percentage points over 2021 performance across all grade levels and subject areas.

**Evaluation Data Sources:** 2019Performance: 52% at Meets Grade Level

2021Performance: 46% at Meets Grade Level

The administration used data from STAAR as well as Interim Data to disseminate scores and percentages in order to meet the needs of the students.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> System Safeguard Strategy Critical Success Factors</p> <p>CSF1 CSF 2</p> <p>Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area.</p> <p><b>Actions:</b> *Literacy based site team that will implement a campus literacy based program. * Evaluate the effectiveness of classroom implementation of literacy goals through walk-through and T-TESS * Communicate effectively the new literacy goals and it's implementation across all content areas. * Implement Blended Learning</p> <p><b>Staff Responsible for Monitoring:</b> Administration Academic Coach Literacy Team</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Personnel - 211 - Title I - \$39,723, ESSER Tutors - ESSER - \$9,174</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> System Safeguard Strategy Critical Success Factors</p> <p>CSF 1 CSF 2</p> <p>Meet and exceeds the needs of SPED teachers, ELL students, and co-teach teachers, by providing the necessary literacy support and training.</p> <p>Expand campus PLC by moving to next phase of "what are we doing, when they don't get it/" The next phase would be to focus solely on data from interim assessments and district assessments to monitor student progress in oppose to CBA data as well as rigor lacking materials.</p> <p><b>Actions:</b> * Continue to provide training on the use effective literacy based strategies * communicate effectively with the community on special programs that assist students educationally * Continue to meet the needs of student through the RTI program implemented by the district. * Increase the rigor and relevance of lesson plan design. * Meeting the needs of students that we know that understand by increasing their lexile levels.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Academic Coach Literacy Team District Coordinators</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 - General Funds - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 2:** Increase the percentage of students approaching or meeting STAAR or ELL progress measures by 5 percentage points over 2019 across all applicable grade levels and subject areas.

**Evaluation Data Sources:** 2019 Performance: 60%  
2021 Performance: 70%





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize language proficiency data of English Learners/Emergent Bilinguals and provide opportunities for language development in all content areas</p> <p><b>Actions:</b> Action 1: Teachers will participate in data analysis sessions to identify EL/EB student's language and academic needs. Action2: Teachers will utilize sheltered instruction methods to support EL/EB student's development of language</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 3:** Increase the STAAR performance of Economically Disadvantaged students at the Meets Grade Level standard by 5 percentage points over 2019 levels across all grade levels and subject areas.

**Evaluation Data Sources:** 2019 Performance: Eco Dis - 45.4%  
2021 Performance: Eco Dis -35%





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area.</p> <p><b>Actions:</b> * Through RTI, SIOP, Work Shop Model and best practices in classroom delivery.</p> <p>* PLC - data collaboration and planning for individualized instructional strategies.</p> <p>* Collaborative Conferences with Reading Specialist using data to Tier was student to assist with additional reading help.</p> <p>* Compass program for students that are Tier 2 and Tier 3 to assist in closing the gaps of learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Academic Coach Site based literacy team Teachers Sped Coordinators All Subject Area Coordinators</p> <p><b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$3,102, - 199 - General Funds - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 1:** By the end of the 2019-2020 school year, 100% of classrooms will develop mission statements that align to and support the portrait of a graduate.

**Evaluation Data Sources:** Campus survey data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students and teachers will develop mission statements for classroom CSF 3,6, and 7</p> <p><b>Actions:</b> * Identify the appropriate culture for each classroom            * Identify SMART goals for the classroom to encourage student success.            * Monitor SMART goals progress or lack there of through walks throughs, teacher pre TTESS conferences, Post TTESS conferences as well as end of year conferences.            * Identify student learning objective and the appropriate ways to reach success by developing norms            *Post mission statements inside the classroom as well as outside to show continuous improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration            Teachers            Academic Coach</p> <p><b>Funding Sources:</b> - 199 - General Funds - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 2:** By the end of the 2019-2020 school year, every campus will establish goals for student, parent and community engagement (covers CaSE, schools of specialization)

**Evaluation Data Sources:** Campus survey data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CSF 5 and 6  Continue programs with student to community outreach <b>Actions:</b> * continue to grow Environmental Clean Up Program  * continue to expand student recycling program through cafeteria management and "ten pick up Tuesday" on campus  * Expand relationships with SBDM owners, Extra curricular groups outside of the school that extends a helping hand in clean up around the campus and on the campus <b>Staff Responsible for Monitoring:</b> Administration Teachers SBDM Team <b>Funding Sources:</b> - 199 - General Funds - \$0, Family Engagement - 211 - Title I - \$1,538	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue







**Goal 2:** All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

**Performance Objective 3:** All students will participate in school and community activities, including co- and extra-curricular, that extend their learning and enhance leadership development.

**Evaluation Data Sources:** Annual review of student participation, Spring 2020

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CSF 3,5, and 6</p> <p>Expand programs that provide students the opportunity to develop leadership and skills outside of the core subject areas.</p> <p><b>Actions:</b> * Provide opportunities for students to demonstrate their understanding of social, physical, and emotional well-being.</p> <p>* Implement programs to extend students beyond the campus into the communities to assist stakeholders in need or to provide services</p> <p><b>Staff Responsible for Monitoring:</b> Administration Academic Coach NRMS Police Department Counselors Teachers</p> <p><b>Funding Sources:</b> - 199 - General Funds - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			


 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue


**Goal 3:** All students and staff will learn and work in a safe and responsive environment.


**Performance Objective 1:** Reduce the amount of time students with behavioral/social-emotional concerns are removed from the regular classroom.


**Evaluation Data Sources:** Annual Report of Disciplinary Incidents:

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Expand NRMS "Ridge Way" plan to include all students. CSF 1,3,4, and 6 <b>Actions:</b> * Continuous Improvement on the school mandated Ridge Way Plan * Blend the RTI Behavior process with The Ridge Way * Continue to monitor students that are OSS as well as DAEP with assignments and assessments. <b>Staff Responsible for Monitoring:</b> Administration Teachers SRO Counselors <b>Funding Sources:</b> - 199 - General Funds - \$0	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 

 100% Accomplished
 





 Continue/Modify
 

 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Safety survey:

Strategy 1 Details	Reviews			
<p><b>Strategy 1: CSF 6</b></p> <p>Conduct safety audit</p> <p><b>Actions:</b> * administer safety audit to staff and students * Provide results to staff and students * Develop a plan of action to address concerns</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors SRO Security Custodial Staff</p> <p><b>Funding Sources:</b> - 199 - General Funds - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2: CSF 6</b></p> <p>Collect data from students, staff and parents to identify strategies to improve campus safety.</p> <p><b>Actions:</b> * Review results from staff and students * Monitor areas of improvement * Implement a team to address the needs * Meet frequently to monitor plan and perform monthly drills to ensure continuous improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors SRO Security Guard Head Custodian</p> <p><b>Funding Sources:</b> - 199 - General Funds - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for North Ridge Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 3**

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

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## Personnel for North Ridge Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cherly Casey	math interventionist	1
Sarah Thompson	Reading Interventionist	1
Tracey Schneider	Intervention Lab EA	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2021 based on survey feedback, STAAR achievement, TELPAS and universal screener results, and discipline and attendance data compiled in April and May of 2021.

#### Student Learning

Areas of Growth: Returning back to basics for instruction, using Blending Learning as a resource and not a primary source of instruction

Goals: Workshop Model frequently used with collaborative groups with students in station rotation

Strengths: Technology useage and Blended campus

#### Processes and Programs

Areas of growth: Blended, instructional strategies, collaborative groups, and DEAR Time

Goals: increase use of Blended, Additional Staff Developments, restart DEAR Time, recalibrate PLC's to focus on Meets to Masters Level

Strengths: RTI Team, Lietracy Team, Department Chairs, Admin Team, and PLC's

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed through the input and involvement of the following:

Parents:

Lugo, Macon, and Warlow

Community Members:

Nunley and Soltis

Teachers:

Ivie, Hummer, Martella, and Thornton

Administrators:

Davis, Norris, Blowers, Friday

Othe Campus Staff:

Penry, Price, and Harris

## **2.2: Regular monitoring and revision**

The CIP is accurately monitored and revised November, January, March and June with collaboration with LOL, SBDM, and Admin team. The committees discuss any adjustments that need to be made in regards to student achievement as well as goals associated with campus vision and mission.

## **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is made available to parents and the public through the district website in English and other languages as practicable. A printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

All students at North Ridge Middle School-IEA are afforded opportunities to ensure they have the optimal capabilities to achieve their individual best on State standards. We used data from the Campus Needs Assessment 36.57% are at-risk students on one or more of the following criteria:

1. Low performing on STAAR
2. Failure of two or more classes
3. Limited English proficiency
4. Grade Retention

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

With school wide Mentoring occurring during Advisory and House Council days we are focusing on student SEL in order to ensure they experience a well-rounded education in post pandemic times.

Character Strong

Workshop Model

Blended Learning

## **2.6: Address needs of all students, particularly at-risk**

According to our data collected from our Campus Needs Assessment North Ridge Middle has 252 students (36.57%) At Risk. This is an increase from previous years by 6%. We plan to address the needs of these students by continuing to incorporate mentor teachers, peer mentors, House Council, Student Council, coupled with our Character Strong Program implemented by the district. We will evaluate the process by doing systematics checks every quarter.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

John Davis- Principal

Marty Blowers-Assistant Principal

Frankie Norris-Assistant Principal

Hillary Friday-Academic Coach

Mark Ivie-Teacher

Melinda Hummer-Teacher

Rhonda Martella-Teacher

Mary Thornton-Teacher

Reggie Harris-Counselor

Heather Penry-Counselor

Patricia Nunley-Parent

### **3.2: Offer flexible number of parent involvement meetings**

Open House was conducted after the start of school. The Title 1 Meeting will occur during this time as well. Other parent involvement meetings (Curriculum Night, Math and Science Nights, and Literacy Nights) will be evaluated in accordance with post pandemic status and guidelines for the 2021-2022 school year.

Open House "Wildcat Welcome" August 16, 2021 5pm-7pm

6th-8th Grade Curriculum Night September 7, 2021 5pm-7pm

Title I Presentation- September 13, 2021 5:30pm-Until

Literacy Night-November 15, 2021 5:30pm- 7pm

PTA Town Hall-March 7, 2022 5:30pm-7:00pm



# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	3	1			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Personnel		\$39,723.00
1	3	1	Professional Development		\$3,102.00
2	2	1	Family Engagement		\$1,538.00
<b>Sub-Total</b>					<b>\$44,363.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESSER Tutors		\$9,174.00
<b>Sub-Total</b>					<b>\$9,174.00</b>
<b>Grand Total</b>					<b>\$53,537.00</b>

# Addendums

**Birdville Independent School District**  
**Birdville Elementary**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	9
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	10
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	17
Goal 3: All students and staff will learn and work in a safe and responsive environment.	18
Title I Schoolwide Elements	20
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	21
1.1: Comprehensive Needs Assessment	21
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	21
2.1: Campus Improvement Plan developed with appropriate stakeholders	21
2.2: Regular monitoring and revision	22
2.3: Available to parents and community in an understandable format and language	22
2.4: Opportunities for all children to meet State standards	22
2.5: Increased learning time and well-rounded education	23
2.6: Address needs of all students, particularly at-risk	23
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	23
3.1: Develop and distribute Parent and Family Engagement Policy	23
3.2: Offer flexible number of parent involvement meetings	24
Title I Personnel	24
Campus Funding Summary	25
Addendums	26

# Comprehensive Needs Assessment

Revised/Approved: August 16, 2021

## Demographics

### Demographics Summary

Birdville Elementary School of Fine Arts is located in northeast Tarrant County in Haltom City, Texas. The campus serves approximately 453 students in grades Pre-K through grade 5 of which 64% are Hispanic, 19% White, 10% Black/African American, 4% Asian, and 3% of other races. The percentage of Hispanic students has been increasing over the past several years, while the percentage of White students has declined. The percentage of students considered to be English language learners (ELL) is currently 39%, at-risk students are 61%, and students who are considered economically disadvantaged are 81% which are all well above the district and state averages in these categories. Mobility rates continue to be high at 20% according to the most recent state report based on last school year. 12.8% of students receive special education services and 3.3% of students are being served in the dyslexia program.

Of the 33 teachers on the campus, 82% are female, 18% are male, 62% are White, 32% Hispanic, 3% Black/African American, and 3% other races. In the 2018-19 school year, 12% had 1 to 5 years experience, 40% had 6 to 10 years, 41% had 11 to 20 years, and 7% had more than 20 years of experience. In terms of highest college degree held, 80% of teachers hold a bachelor's degree, 20% hold a master's degree and less than one percent held a doctorate degree.

Student attendance rate was 96.23% in 2018-2019 and continues to be above the district average.

### Demographics Strengths

The overall attendance rate continues to be above the district and state averages.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** For the 2019 cohort, BES ranked 18th in the mobility rate among the 40 comparison campuses across the state with similar demographics from across the state. The mobility rate of 17.7% continues to be above the cohort, district, and state averages. **Root Cause:** Birdville Elementary has 81.4% of students coming from low socio-economic homes. Therefore, students move frequently due to financial constraints.

# Student Learning

## Student Learning Summary

Overall, the campus has experienced an increase in reading scores in various areas. While there was not an increase in approaches grade level expectations in 3rd grade reading from 2018 to 2019 - there was improvement in meets grade level expectations (+4%). 4th grade reading increased in approaches by 21% from 61% (2018) to 82% (2019). 4<sup>th</sup> grade meets grade level increased 32% to 54% in 2019, and masters grade level increased by 8% to 26% in 2019. The first test administration in 5th grade reading increased in approaches grade level expectations by 5% from 74% in 2017 to 79% in 2019. Additionally, the score in 5th grade reading for meets grade level expectations increased from 35% (2018) to 46% (2019). There was a significant increase in masters grade level expectations from 10% (2018) to 19% (2019).

4th and 5th grade math scores increased overall from 2018 to 2019. 4th grade approaches increased by 2% from 80% (2018) to 82% (2019); meets grade level expectations increased by 6% from 38% (2018) to 44% (2019). There was a significant increase in the first test administration of the 5th grade math in approaches by 15% from 76% (2018) to 91% (2019). The meets grade level expectations increased by 25% from 33% (2018) to 58% (2019). Masters grade level increased overall from 2018 (11%) 2019 (44%). 3rd grade math scores overall decreased in approaches grade level expectations by 6%, and meets grade level expectations declined by 9%. Masters grade level expectations remained the same at 8%.

Writing scores increased 20% from 40% approaches grade level in 2018 to 63% in 2019. The writing performance of masters grade level increased 8% from 18% (2018) to 26% (2019).

5th grade science scores experienced an increase (5%) from 2018 to 2019. However, the overall performance in 5th grade science has increased from 50% approaches in 2015 to 79% in 2019. The meets grade level expectations increased 9% from 35% in 2018 to 46% in 2019. Performance at masters grade level expectations also increased 9% from 10% in 2018 to 19% in 2019.

## Student Learning Strengths

Overall, the STAAR performance in mathematics in grades 4-5 has increased over the past 3 years as measured by percentage of students meeting the Approaches, Meets, and Master grade level standards.

Overall, the STAAR performance in reading has improved in Meets in grade 3 by 4%. In grade 4 by 23% and in grade 5 by 11%. 4<sup>th</sup> and 5<sup>th</sup> grade performance at Approaches increased by 11% and 4% respectively. In addition, 4<sup>th</sup> and 5<sup>th</sup> grade performance at the Masters level increased by 8% and 12% respectively.

BES received a distinction for placing in the top quartile for Comparative Academic Growth ranking 6th out of 40 comparable campuses from across the state. BES also received a distinction for Academic Achievement in Science with 26% of students scoring at the Masters level. Additionally, we placed at the top of quartile 2, ranking 11th for a distinction in Closing the Gaps. BES missed being in the top quartile by only 2 points.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** While 4th grade STAAR writing scores increased in Approaches from 2018 to 2019 (+23%) they declined in meets. Mastered increased by 1%. **Root Cause:** The number of Tier 3 students in reading was high. This had a profound effect on the writing skills of the students. Teachers were able to get most to the approaches level, but students struggled to reach the meets grade level expectation.

**Problem Statement 2:** 3rd Grade STAAR performance in math decreased by 6% in Approaches and by 9% in Meets. Masters remained the same at 8%. **Root Cause:** We are having to serve Tier 3 students as Tier 2 students due to the number of students. We only have one math interventionist and one part-time tutor; therefore, it makes it a challenge to serve all the students who need 4-5 days of intervention. Also, the time allotted for tier 1 math instruction was reduced due to the departmentalized instructional arrangement.

**Problem Statement 3:** While 3rd grade STAAR reading scores increased in Meets from 2018 to 2019 (+4%) they declined in approaches and masters. **Root Cause:** The number of Tier 3 students in reading was high; therefore, more resources/time were put into ensuring that those students grew by one year. Class sizes were consistently at the state maximum of 22, requiring larger reading groups. Students not on tier 2/3 need to have more attention and focus in raising the rigor.

# School Processes & Programs

## School Processes & Programs Summary

Birdville Elementary offers a wide range of programs to meet the unique needs of students. The percentage of students considered to be English language learners (ELL) is currently 39%, at-risk students are 61%, and students who are considered economically disadvantaged are 81%, which are all well above the district and state averages in these categories. Mobility rates continue to be high at 17.7% according to the most recent state report based on last school year. 12.8% of students receive special education services and 3.3% of students are being served in the dyslexia program.

We have a comprehensive RtI program for intervention in grades K-5 in helping our Tier 2 & 3 students make progress and be as successful as possible. An RtI collaborative team has been assembled that meets each 6 weeks in discussing student progress and in identifying ways in which we can best assist our students who are struggling. Additionally, we have various special programs to help in meeting the unique needs of our EL, Special Education, and Gifted students as follows:

- Self-contained AABLE classes for students identified with specific learning disabilities which require more intensive instruction
- Special Education Resource classes and inclusion support for students identified with learning disabilities in various areas
- Dual Language classes for students who are English Learners whose primary language is Spanish
- Advanced Academic classes for students who are identified at Gifted and Talented
- Dyslexic classes for students identified with dyslexia

Additionally, we are a School of Specialization in the Fine Arts. Therefore, all of our students are afforded the opportunity to participate daily in a fine arts area: Theater Arts, Music, and Visual Arts. The addition of these classes has helped our students to be able to express themselves and to gain confidence outside of the core academic classrooms.

## School Processes & Programs Strengths

Our teacher retention rate has been above 95% for the past 5 years. This is due to teacher recruitment, our interview process, and the support that staff receives once placed on our campus. 40% of our teachers have 6-10 years of experience, and 41% have 11-20 years of experience. Additionally, our staff attendance rate has continued to be ranked in the top 2-3 campuses out of 32 for the past 4-5 years.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** While our EL students continue to make progress, there is a gap between their overall academic performance and that of their non-EL peers. **Root Cause:** Our district bilingual education program model has changed multiple times in the past 5 years. The previous model was not structured in a way to support DL students transitioning more successfully to English in the upper grade levels when the standards become much more rigorous. It also did not intentionally teach ESL strategies to bilingual students. Teachers have their ESL certification; however, there has not been as much focus on serving EL students within the general ed. classrooms.



# Perceptions

## Perceptions Summary

At BES, we have established core beliefs and a mission statement, which we revisit every school year. An End-of-Year survey will be given to all parents to measure satisfaction with various areas to include:

- Parent perception about their child's progress
- Parent perception regarding communication from the campus
- Parent perception regarding the impact of our Fine Arts program and intervention programs
- Parent perception safety and our school-wide discipline program
- Parent perception regarding our Parent involvement Activities (Curriculum Nights, SLAM Night, Multicultural Night, Fine Arts Showcase; Fall Carnival, Field Day, Title I Parent Night)

On past surveys all but 3 areas fell above 92%. The only areas that did not were whether or not the Fine Arts program had a positive effect on their child's education (87%) and the Make Your Day school-wide discipline program helping my child to make responsible choices (88%). The overall satisfaction rate of "strongly agree" was at 93%.

Students needing serious discipline intervention is well below the district/state averages. Our Make Your Day program philosophy that students are responsible for their choices and that they must take ownership and accountability has positively contributed to this number. Additionally, the program requires parent involvement and everyone on campus has been trained and facilitates this program across all grade levels to include the cafeteria monitors, rotations teachers, and other staff members beyond the classroom.

## Perceptions Strengths

We provide multiple opportunities for parents to become involved throughout the year not only directly on campus, but also at home in working with their children. We also communicate with parents (both in English/Spanish) in a variety of ways to include weekly grade level newsletters, Peachjar, take-home planners, website, emails, letters from the principal, monthly calendar of events, and phone calls. Our discipline program continues to be highly effective as is evidenced by discipline referrals being lower than average. Our teachers are able to implement all of our district initiatives in an effective and efficient manner, engaging students in relevant learning. Students also have responded well to the Fine Arts program. We feel this has positively impacted student attendance as our student and staff attendance rates continue to be in the first quartile in our school district.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** While we offer a variety of opportunities for parents to become involved, we still struggle with getting them to be involved more on a consistent basis.

**Root Cause:** Many of our students come from single parent family homes or homes where both parents work. Parents can also feel intimidated by the educational setting due to their own prior experiences. In addition, past policies may have had a negative impact on parents.

# 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject

## Employee Data

- State certified and high quality staff data
- Professional development needs assessment data

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.





**HB3 Goal**

**Evaluation Data Sources:** Fountas & Pinnell reading levels

CLI Engage - CIRCLE (prekindergarten), Renaissance STAR Assessments (mathematics, 1-5), Istation (reading, grades 3-5), M-Class Reading (k-2) TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement all components of the district literacy plan to including Guided Reading and Fountas &amp; Pinnell Shared Reading.</p> <p><b>Actions:</b> a) Provide training for all staff in the implementation of the district literacy initiatives.            b) Utilize academic ELAR/SLAR coach in helping to provide on-going training, coaching, and modeling literacy expectations within the classrooms to benefit all students.            c) Utilize the Dual Language/ESL Academic Coach to provide on-going training, coaching, and modeling literacy expectations specific to EL students.            d) In grades 3-5, each content area teacher will implement a minimum of one reading strategy in collaboration with ELAR/SLAR teacher.            e) In grades K-2, the identified reading strategies will be integrated across all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.5  <b>Funding Sources:</b> General Funds - 199 - General Funds, Title 1 - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide reading and math intervention for tier 2 and tier 3 students.</p> <p><b>Actions:</b> a) New students will be identified who need additional assistance and intervention services will begin by the end of the 1st 6 weeks.  b) Returning students on tier 3 will begin receiving intervention by the 4th week of the school year.  c) Title 1 tutors will work with classroom teachers to provide additional support for students on all tiers.  d) Utilize RTI process to identify and address academic and behavior needs of students throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Tutoring - 211 - Title I - \$30,000, Professional Development - 211 - Title I - \$1,000, Instructional Resources - 211 - Title I - \$11,930, Intervention Personnel - 199 - General Funds: SCE, Intervention Personnel - 211 - Title I - \$104,874</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement the reading academies and coaching model established by TEA based on the HB3 requirements.</p> <p><b>Actions:</b> Campus administration, special education teachers, and classroom teachers in second and third grade will participate in Reading Academies established by TEA based on HB3 requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement system where classroom teachers administer progress monitoring assessments with fidelity for reading and math.</p> <p><b>Actions:</b> a) Continue to support and train teachers with the BAS assessment.  b) Grade level PLCs will develop common formative assessments to monitor students growth in math and reading. They will utilize the PDSA cycle to analyze data.  c) Teachers will work with academic coaches to develop instruction that is responsive to progress monitoring data.  d) Train and support teachers with mClass for reading and math in kindergarten and reading in first and second.  e) Train teachers and staff on the use of assessment data to inform instructional decisions.  f) Monitor the progress of students in prekindergarten through 5th grade through the use of RtI assessments (screeners and progress monitoring data).  g) Oversee the implementation of progress monitoring windows.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.</p> <p><b>Actions:</b> a) conduct campus instructional focus walks and debriefing sessions.  b) Infuse literacy-focused discussions into PLCs</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p><b>Actions:</b> Utilize resources to provide personnel, technology, and instructional materials.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide accelerated instruction to all students who did not meet expectations on the 2021 STAAR assessments.</p> <p><b>Actions:</b> Students will receive tutoring in small groups for a minimum of 30 hours in all areas of STAAR where they did not meet expectations. Tutoring will target current grade level TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Classroom teachers.</p> <p><b>Funding Sources:</b> - 211 - Title I, ESSER Tutors - ESSER - \$39,672</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 2:** All students will make at least one year's progress in writing between the beginning and end of year.

**Evaluation Data Sources:** Norma Jackson Rubric; STAAR Writing scores; BOY/EOY District Benchmarks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement all of the components of the district literacy plan specifically targeting writing to include a vertically aligned Writer's Workshop model. As campus we must address not only idea formation but also conventions, revising and editing.</p> <p><b>Actions:</b> a) Provide training for all staff in the implementation of the specific pieces within the district literacy plan targeted at writing instruction.                      b) Utilize academic ELAR/SLAR coach in helping to provide on-going training, coaching, and modeling writing instruction expectations within the classrooms to benefit all students.                      c) In grades 3-5, each content area teacher will develop strategies during their PLC's in implementing writing within their content in collaboration with ELAR/SLAR teacher.                      d) In grades K-2, the district identified writing strategies will be integrated across all content areas.                      e) All staff will be required to attend the writing support meetings after school throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.

b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

**HB3 Goal**

**Evaluation Data Sources:** STAAR, and district CBA assessments

Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.</p> <p><b>Actions:</b> a) Provide all teachers with a timeline of specific expectations for the implementation of the CI components.                      b) Continue to support and monitor the implementation of the PDSA process and provide appropriate professional learning support.                      c) Monitor the PDSA development process through PLCs to ensure alignment to district expectation.                      d) Meet regularly with all grade levels in Wacky WOW PLC's to discuss formative data using the CI process.                      e) Monitor progress in the implementation of the CI components and provide feedback to teachers.                      f) Vertically align implementation of Continuous Improvement through Instructional Walks.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify and implement instructional strategies for EL students.</p> <p><b>Actions:</b> a) Utilize Ellevation to monitor EL students                      b) Utilize the Dual Language/ESL Academic Coach to provide on-going training, coaching, and modeling literacy expectations specific to EL students. Teachers will meet with her weekly.                      c) Use TELPAS data to determine student status and intervention needs.                      d) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model.</p> <p><b>Staff Responsible for Monitoring:</b> Principal  <b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide multiple opportunities for parents and the community to be engaged in the educational process.</p> <p><b>Actions:</b> a) Parent Curriculum Night to give parents information on how to help their students be more successful.  b) Provide a Family Science/Language Arts/Math Night (SLAM) where parents can learn about hands-on activities that they can do with their children.  d) Provide multiple fine arts showcases/performances throughout the year ensuring that every child has an opportunity to be involved.  e) Develop and distribute a campus Parental Involvement Policy.  f) Electronically distribute Title I information to further explain the programs and services available to BES students.  g) Hold a Kinder Kamp Parent Night for incoming kindergarten students at the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.





**Performance Objective 4:** Students will display an awareness of social-emotional development as measured by a district-administered student survey.

**Evaluation Data Sources:** Social-Emotional Learning survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Sanford Harmony curriculum for social-emotional learning. Utilize TBRI and campus based interventions to address student SEL needs.</p> <p><b>Actions:</b> a) Classroom teachers will follow the Sanford Harmony model.                      b) The counselor will provide classroom guidance lessons weekly targeting social-emotional skills.                      c) Identified students will be placed in individual and/or social skills small group counseling to further support their social/emotional needs.                      d) Integrate the campus theme of a Growth mindset across the campus with the support of the campus counselor.                      e) Train faculty in TBRI.</p> <p><b>Staff Responsible for Monitoring:</b> Principal  <b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.





**Performance Objective 5:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district behavioral RtI plan.</p> <p><b>Actions:</b> a) Assemble a behavior RtI campus team.                      b) Utilize Make Your Day, a research-based campus-wide discipline plan, to ensure consistency.                      c) Provide multiple training opportunities on Make Your Day to ensure it is implemented consistently across the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal  <b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.





**Evaluation Data Sources:** PEIMS Attendance Reports; Weekly/6 week/semester attendance rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus-wide program to increase student and staff attendance.</p> <p><b>Actions:</b> a) Monitor the implementation of the attendance plan.                      b) Evaluate the effectiveness of the attendance plan by:                      * Collecting and tracking weekly attendance data provided by Student Services                      *Reviewing 6 weeks attendance reports provided by the district.                      c) Work with the district truancy officer to intervene before students accumulate excessive absences.                      d) Assistant Principal will monitor absences and make contact with families starting at the 3rd absence,</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.





**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Staff, student, and parent surveys.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p><b>Actions:</b> a) Assemble a campus Emergency Management Team.            b) The EMT will review perception data from students, staff and parents to identify and target strategies to improve campus safety.            c) Identify and implement steps that would help staff to identify, report, and address concerns about school safety and student well-being.            d) Regularly communicate safety procedures to parents throughout the year through various forms of communication such as grade level newsletters, notes home, BbConnect, campus web page, and social media.            e) Conduct all required safety drills.            f) Implement the Anonymous Alerts and Threat Assessment system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Maintain the zero cost of accidents resulting in workers' compensation claims established the previous school year. Continue to reduce the number of work days lost each year due to accidents occurring on the job.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district-wide program that promotes and accident-free work environment.</p> <p><b>Actions:</b> a) All staff will complete the Safe Schools curriculum on-line.                      b) Mandatory safety training sessions will be conducted per the district plan/time line.                      c) Perform regular campus safety walks per the district plan.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Our Comprehensive Needs Assessment process started in April of 2021 when the campus LOL Team and Communication Council began to look at our needs, how we were addressing those needs, and identifying areas to continue to target for the 2021-2022 school year. We started the process of developing our campus improvement plan based on our CNA. We shared the results of this meeting and sought input from the site based committee during the May meeting.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP development process started in April of 2021 and was completed in September of 2021. The campus level stakeholders involved in this process were:

Maria Chaffin - Kindergarten teacher

Janalee Smith - 1st Grade teacher

Angie Morrison - 1st Grade teacher

Kris Fletcher - 2nd Grade teacher

Adela Lee - 2nd Grade teacher

Lauren Lindsay - 3rd Grade teacher

Amanda Dumas - 3rd Grade teacher

Sandra Melendez - 4th Grade teacher

Ricky Pence - 4th Grade teacher

Gabe Noguerras - 5th Grade Bilingual teacher

Mike Bumpas - 5th Grade teacher

Fred Vertrees - Special Education teacher

Kathy Yancey - Special Education teacher

Belinda Stanley - Librarian

Laurie Hindman - Counselor

Jason Winans - Assistant Principal

Tammy Pope - Principal

Rachel Sollid - Parent

Christina Molina - Parent

Brnadon Treadway - Community Representative

Jennifer Linder - Parent

## **2.2: Regular monitoring and revision**

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

## **2.3: Available to parents and community in an understandable format and language**

Our Campus Improvement Plan is made available to all parents on our campus webpage @ <https://www.birdvilleschools.net/be> in English.

For those parents without internet access - we provide paper copies upon request.

## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, 51% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home



Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Make Your Day
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training
- Sanford Harmony
- TBRI

Increased learning time is provided through pullout intervention programs and targeted tutorials.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Tammy Pope, Principal  
Dewayna Loomer, 1st Grade Teacher  
Carla Cotter, reading interventionist  
Laurie Hindman, Counselor  
Lidia Donohue, Special Education teacher  
Angela Morrison, First Grade teacher  
Claire Hillhouse, Math Interventionist  
Victoria Cator, PEIMS/Attendance  
Rachel Sollid, parent  
Christina Molina, parent  
Jennifer Linder, parent  
Brandon Treadway, Community Representative

The Family Engagement Policy will be posted to the Birdville Elementary website in English and will be available to parents upon request. The policy will also be offered in other

languages as practicable by request.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled for Thursday evenings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2020-21:

- Refresh Back to School Event August 7 at The Plaza
- Meet the Teacher Night August 16
- October Curriculum Night/ Title 1 Meeting
- November SLAM (Science, Language Arts, Math) Night
- March Open House
- March Discover Birdville Event (Saturday)
- April Family Engagement Policy and Compact Revision- time and location TBD
- May Art Show

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claire Hillhouse	Math Interventionist	Title I	0.5
Jennifer Haberer	Reading Interventionist	Title I	1.0

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Funds		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title 1		\$0.00
1	1	2	Tutoring		\$30,000.00
1	1	2	Professional Development		\$1,000.00
1	1	2	Instructional Resources		\$11,930.00
1	1	2	Intervention Personnel		\$104,874.00
1	1	7			\$0.00
1	3	3	Title I Family Engagement		\$3,000.00
<b>Sub-Total</b>					<b>\$150,804.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	ESSER Tutors		\$39,672.00
<b>Sub-Total</b>					<b>\$39,672.00</b>
<b>Grand Total</b>					<b>\$190,476.00</b>

# Addendums

**Birdville Independent School District**  
**David E. Smith Elementary**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	11
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	18
Goal 3: All students and staff will learn and work in a safe and responsive environment.	20
Title I Schoolwide Elements	23
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	24
1.1: Comprehensive Needs Assessment	24
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	24
2.1: Campus Improvement Plan developed with appropriate stakeholders	24
2.2: Regular monitoring and revision	24
2.3: Available to parents and community in an understandable format and language	24
2.4: Opportunities for all children to meet State standards	25
2.5: Increased learning time and well-rounded education	25
2.6: Address needs of all students, particularly at-risk	25
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	25
3.1: Develop and distribute Parent and Family Engagement Policy	25
3.2: Offer flexible number of parent involvement meetings	26
Title I Personnel	26
Campus Funding Summary	27
Addendums	29

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

David E. Smith Elementary is in Haltom City, Texas in the Birdville Independent School District. David E. Smith was built in 1954 and serves students in grades Pre-Kindergarten through Fifth Grade. In addition, we have Bilingual classes in Pre-Kindergarten through Fifth Grade. We currently serve 407 students of which 71% are Hispanic, 20% are White, and 5% are African American. David E. Smith is a Title I campus with an Economically Disadvantaged rate of 85.5% and At-Risk population of 71.01%. In addition, 42.75% of our students are LEP and 31.45% of our students are in our Bilingual program in grades Pre-Kindergarten through Fifth grade. 12.53% of students are served through special education and 4.18% of students are served through gifted and talented.

David E. Smith has 32 teachers with an average of 13 years of experience.

The campus has a mobility rate of 9%. There are strong community relations with local churches, schools, and social services departments.

### Demographics Strengths

- 31.45% of our students are currently enrolled in bilingual classes which provide them the opportunity to be bi-literate.
- 85.5% of our students are Economically Disadvantaged which provides free and reduced lunch and federal funding for additional resources and personnel to meet students' needs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The number of students being served in Special Education is rising. **Root Cause:** The number of students being identified to receive special education services rose from 12.53% to 17.06% by the end of the year.



# Student Learning

## Student Learning Summary

For David E Smith's 3<sup>rd</sup> graders: The overall percentages for 3<sup>rd</sup> Grade Math STAAR is 67% Approaches Grade Level, 29% reached Meets Grade Level and 7% reached Masters Grade Level on the Math STAAR. The overall percentages for 3<sup>rd</sup> Grade Reading STAAR is 83% Approaches Grade Level, 43% Meets Grade Level and 15% Masters Grade Level.

For David E Smith's 4<sup>th</sup> graders: The overall percentages for 4th Grade Math STAAR is 64% Approaches Grade Level, 27% reached Meets Grade Level and 13% reached Masters Grade Level on the Math STAAR. The overall percentages for 4th Grade Reading STAAR is 80% Approaches Grade Level, 36% Meets Grade Level and 11% Masters Grade Level. The overall percentages for 4th Grade Writing STAAR is 69% Approaches Grade Level and 20% Meets Grade Level.

For David E Smith's 5<sup>th</sup> graders: The overall percentages for 5th Grade Math STAAR is 84% Approaches Grade Level, 50% reached Meets Grade Level and 34% reached Masters Grade Level on the Math STAAR. The overall percentages for 5th Grade Reading STAAR is 86% Approaches Grade Level, 51% Meets Grade Level and 40% Masters Grade Level. The overall percentages for 5th Grade Science STAAR is 75% Approaches Grade Level, 30% Meets Grade Level and 9% Masters Grade Level.

In 2018-2019, David E. Smith's state accountability was Met Standard with a score of 84 out of 100. The campus earned one distinction in Comparative Academic Growth and the following scores in each domain:

Student Achievement 73

School Progress 86

Closing the Gaps 78

The campus has been identified as needing Targeted Support because of missing federal accountability in Reading and Math with the White population.

In 2020-2021, the state declared State of Disaster and the school was not rated.

The campus met the following scores in each domain:

Student Achievement (raw score): 44

School progress (relative performance): 44

Closing the gaps: academic achievement status: 43% and Student Success Status (STAAR Performance): 50%

The campus missed meeting the targets for federal accountability in Reading and Math with the White population and Math with the Hispanic population.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 David E. Smith Elementary School met the target with a TELPAS progress rate of 52%. In 2021-2022 David E Smith Elementary School again met the target with a TELPAS progress rate of 51%. David E. Smith has demonstrated a 1% point decrease in students' English Language Proficiency Status since 2019.

## Student Learning Strengths

- 3% gain in students passing 3rd Grade Reading and an increase of 11% of students in reaching Meets
- Maintained students passing in 4th grade Reading
- 2% increase in students passing 5th grade Reading and an increase of 17% in reaching Meets and 26% in reaching Masters.
- 12% increase of students passing 4th grade Writing.
- Maintained students passing in 5th grade Math.
- The percentage of students who scored Approaches on 3rd grade Reading increased in the following sub-populations: Economically Disadvantaged, Hispanic, White, SPED and LEP.
- The percentage of students who scored Approaches on 3rd grade Math increased in the following sub-populations: SPED.
- The percentage of students who scored Approaches, Meets, and Masters on 4th grade Reading increased or maintained in the following sub-populations: Economically Disadvantaged, Hispanic, and LEP.
- The percentage of students who scored Approaches on 4th grade Writing increased in the following sub-populations: Economically Disadvantaged, Hispanic, White, SPED and LEP.
- The percentage of students who scored Approaches, Meets, and Masters on 5th grade Reading increased or maintained in the following sub-populations: Hispanic and White.
- The percentage of students who scored Approaches, Meets, and Masters on 5th grade Math increased or maintained in the following sub-populations: White.
- The accountability scores maintained: Overall Raw Score 44, relative performance 44, academic achievement status 43%, Student Success status 50%

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The percent of students passing in our SPED population has decreased in 4th grade reading, math and writing and 5th grade reading, math and science.

**Problem Statement 2:** The percent of students reaching Meets and Masters in 3rd and 4th Grade Math is in the third quartile of the district. Our campus decreased in approaching in 3rd and 4th grade math. **Root Cause:** Disruption to tier 1 instruction with current 3rd graders and with the 4th graders while they were in 3rd grade.

**Problem Statement 3:** The percent of students reaching Meets and Masters in 5th Grade Science is in the third quartile of the district.

# School Processes & Programs

## School Processes & Programs Summary

DES offers a wide variety of processes and programs to meet the diverse needs of the student population. Currently, 85.5% of students receive free or reduced lunches. 10.32% of students are served through the ESL program and 31.45% of our students are served in our Bilingual program in grades Pre-Kindergarten through Fifth grade. 12.53% of students are served through Special Education. 2.95% are served through dyslexia programs, and 4.18% of students are served through Gifted and Talented.

In addition, we have a strategic and successful RtI program that identifies students with needs in math and reading in Kindergarten - 5th grade. These students are placed on tiers, given strong research-based instruction in small group settings, and their progress is monitored and assessed frequently. Teachers are provided with trainings, resources, and staff support to meet the needs of these struggling students.

DES also offers an after school enrichment program, ASPIRE. ASPIRE serves approximately 100 students each week and offers academic and extracurricular activities.

David E. Smith is committed to guaranteeing growth for all students- academically, emotionally and physically. Our students are involved in setting individual, class and grade level goals and monitoring their progress along the way in meeting these goals. Students celebrate their growth and success with six-weeks Awards Assemblies and other celebrations. The staff also sets professional goals and the campus calendar and schedule provide opportunities for the staff to visit other teachers' classrooms and learn from one another. We strive to foster a culture of literacy in all content areas. Our desire is to promote innovation with the use of Chromebooks and other technology resources that assist in increased engagement, collaboration and formative assessment. All students participate in six-weeks Counselor lessons, weekly social-emotional lessons and common school-wide focus on our social and emotional program, Conscious Discipline. In addition, students participate in Run Club and Health screenings. DES has support of a local church to provide weekend food backpacks for about 30 families. The local church also brings in mentors for our students. The mentors serve as reading buddies or lunch buddies. The campus offers a variety of extracurricular activities to meet the many needs of our students and families.

## School Processes & Programs Strengths

- The master schedule for the campus has been strategically planned and developed to maximize the time for all students and to ensure that students served for RtI tiers do not miss critical tier 1 instruction. The master schedule has also been developed to match WT Francisco's schedule so that both campuses can PLC together weekly.
- The campus RtI team has created a systematic and comprehensive approach of reviewing multiple points of data for all students several times a year. This system allows for easy identification of students and data progress monitoring from a variety of sources in both reading and math.
- There is a strong focus on social and emotional learning for both students and staff.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Despite many efforts to raise daily attendance, DES has an attendance rate of 94.26.

**Problem Statement 2:** The number of students being served in Special Education is rising. **Root Cause:** The number of students being identified to receive special education services rose from 12.53% to 17.06% by the end of the year.

# Perceptions

## Perceptions Summary

Students participate in attendance incentive programs. Classes track their data weekly and classes and grade levels are celebrated each six weeks.

The teacher retention rate for DES is about 86%.

Parent and community involvement and participation is increasing at DES.

A family and student survey was conducted in the Spring, and over 200 responses were returned. The survey asked families about safety, communication, connection to the school and many other things. Over 99% of the surveys returned had only positive statements and comments about the campus.

A staff survey was also conducted in the Spring and the results were very positive. 98% of the responses showed that the school had clear priorities, where most everyone can be trusted, and that people are cared for and that school expectations/priorities and goals are well known.

## Perceptions Strengths

Last year, DES held 2 Parent education virtual events and these were well attended. One event was a math night and the other was a literacy night. Six-weeks Award Assemblies are held individually in each classroom and the videos were sent out to families to view virtually. This year we will focus on connecting with the families virtually and safely in person. We have been creative with virtual and in person parent information nights. We plan to have a drive through and an in person option for Grandparents breakfast.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is less parent participation shown in 4th and 5th grades.

**Problem Statement 2:** Our safety survey showed a need to feel safe at drop off and pick up lines.

# 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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## 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
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress

- 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
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

Revised/Approved: September 7, 2021

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading between the beginning and end of year.





a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels, CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5), iStation (reading, grades K-5), grades 3-5 reading and math TEA Interims

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Continue to build capacity to implement the district literacy plan at the campus level.</p> <p><b>Actions:</b> a) Provide ongoing training for all staff to build their capacity to implement campus literacy plan.                      b) Support grade level leadership teams to lead the implementation of the District literacy plan.                      c) Recalibration of literacy strategies with staff at beginning of the year and ongoing throughout staff meetings and campus walks.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, LOL team and academic coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Literacy Resources and Professional Development - 199 - General Funds, Literacy Resources and Professional Development - 211 - Title I - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.</p> <p><b>Actions:</b> a) Provide time for staff to conduct campus instructional walks and debriefing sessions                      b) Infuse literacy-focused discussions into staff meetings                      c) Utilize data from instructional walks and formative assessments to customize campus professional learning                      d) Collaborate with WT Francisco to create identical master schedules. DES teachers and WT teachers can PLC together weekly.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, LOL team and academic coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communicate and assist campuses in implementing personalized learning for students.</p> <p><b>Actions:</b> a) Train campus staff in analyzing student data and utilizing it for personalized learning opportunities.  b) Provide campus staff with opportunities to learn about differentiated instruction.  c) Develop and train staff in utilizing technology to further personalize learning for all students.  d) Monitor, support and provide feedback to support campus staff of implementation of personalized learning  e) Provide accelerated instruction to students who failed STAAR math and/or reading in a small group setting before, after and during school.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, academic coaches, campus staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Resources/PD - 211 - Title I - \$1,000, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Participate in the reading academies and utilize the coaching model established by TEA based on the HB3 requirements.</p> <p><b>Actions:</b> a) Implement the district plan for Reading Academies.  b) Continue to participate in the pilot of the TEA Reading Academy to give input to the state and gain insight into the reading academy modules.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Reading Academy Coaches, Classroom/SPED teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement a full day prekindergarten program for four year olds that qualify based on a board approved three year plan.</p> <p><b>Actions:</b> a) Employ prekindergarten teachers who are appropriately certified to teach prekindergarten and who have an additional qualification that is early childhood education specific.  b) Convert one section of half day prekindergarten services for four-year olds who qualify to full day based on the three year approved plan.  c) Implement the district curriculum in the prekindergarten programs that addresses all ten developmental domains.  d) Maintain an average ratio of 1 to 11 in any full day prekindergarten class of not less than one certified teacher and one teacher's aide for every 22 students per TEA.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Prekindergarten teachers and coach</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 3rd.</p> <p><b>Actions:</b> a) Continue to support and train staff with the BAS assessment.  b) Train and support teachers and campus staff from prekindergarten - 3rd grades on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions.  (assessments including: MClass math and reading, Star math, BAS, Circle, Interims)  c) Provide opportunities for the instructional coaches to work with teachers on designing instruction in response to the progress monitoring data.  d) Monitor progress made of grades prekindergarten - 3rd students based on assessment instruments being used for reading and math.  e) Oversee the implementation of progress monitoring windows.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, Classroom teachers, Reading and Math Interventionist, Resource teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Substitutes for BAS testing - 211 - Title I - \$1,000, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Inform and educate parents and guardians of strategies that can be implemented at home to help support students' math and reading progress.</p> <p><b>Actions:</b> a) Host parent literacy and math nights with each grade level presenting specific strategies parents can implement at home to support students academics.  b) Hold parent-teacher conferences to inform and create best practices for each individual student.</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2</p> <p><b>Funding Sources:</b> Family Engagement and Information Events - 211 - Title I - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.

b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.





c) Monitor the data of the under performing student groups every six weeks in grades kinder through fifth grade.

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement system-wide practices appropriate for ELs</p> <p><b>Actions:</b> a) Monitor performance data to identify where additional support is needed b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff, Academic Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a collaborative process that requires gen ed teachers to collaborate with special ed teachers and interventionist to monitor student progress on a regular and consistent basis.</p> <p><b>Actions:</b> a) Provide a collaborative time that gen ed teachers can collaborate with Special Education teachers and Interventionist to review individual progress and growth of all students. b) Provide quality professional learning on Tier I priorities and how to connect the priorities in a way to meet the needs of students receiving special education services and intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom</p> <p><b>Actions:</b> a) Recalibrated clear continuous improvement expectations for campus staff b) Monitor and provide feedback to campus staff regarding the implementation and growth of continuous improvement throughout the year c) Utilize LOL team and campus instructional walks to analyze the campus needs and next steps required based on the continuous improvement rubric</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Enlist community and business partners to assist in providing support to students and families who are in need.</p> <p><b>Actions:</b> a) Collaborate with PTA and ASPIRE to schedule and host school-wide events in order to increase parent involvement, such as parent education classes.  b) Identify and communicate the needs of the student population and their families with community partners.  c) Implement a strategic plan for weekend food backpacks and clothing needs.  d) Partner with community partners (Bethesda and Mercy Cares) to provide mentoring to our at risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$600</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Coordinate professional development that assists teachers in developing, implementing and progress monitoring student learning.</p> <p><b>Actions:</b> a) Provide professional development for special education teachers in analyzing and use of data for the purpose of focused instruction and identifying appropriate accommodations (ie. state testing and classroom instruction).  b) Track student performance to determine progress toward success on STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom teachers, Reading and Math Interventionists, Resources teacher, Academic coaches</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Monitor the equitable programming to access services based upon special education, RtI, EL, and 504.</p> <p><b>Actions:</b> a) Continue to provide access to students receiving special education services to all available and appropriate interventions as determined by the ARD committee.  b) Provide equitable access to all English Learners in the appropriate bilingual or ESL program.  c) Use SuccessEd to monitor program responses to students who are identified for 504, special education, or RtI services.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE, Tutoring Personnel - 211 - Title I - \$45,000, Educational Assistants - 211 - Title I - \$38,459, Intervention Personnel - 211 - Title I - \$37,746</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p><b>Actions:</b> a) Provide before and after school tutoring for students who failed the BOY assessment and STAAR math and reading in 3rd-5th grades.  b) Monitor the progress of students in tutoring during RTI meetings and communicate this progress to the tutors.  c) Utilize the resources provided by the district for AI tutoring.  d) Purchase materials that will support teachers small group during RTI and in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Reading and Math Interventionist, AI tutors, Classroom teachers, and Academic Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Classroom books/resources/technology - 211 - Title I - \$8,419, ESSER Tutors - ESSER - \$9,656</p>	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by campus expectations.

**Evaluation Data Sources:** Observation data





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train all staff and continue to implement Conscious Discipline campus wide.</p> <p><b>Actions:</b> a) Train all staff members on Conscious Discipline throughout the year and provide clear implementation expectations.                      b) Regularly monitor campus needs.                      c) Evaluate the effectiveness of the campus plan and revise it as needed.                      d) Train campus staff on the implementation of Harmony expectations and begin weekly lessons of 20 minutes.                      e) Select staff to attend a CD conference and bring in a CD trainer for the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> SEL/CD Conference - 211 - Title I - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.





**Evaluation Data Sources:** Behavioral RtI data records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Implement the behavioral RtI plan with fidelity</p> <p><b>Actions:</b> a) Implement the district behavior RtI plan and evaluate its progress for needed revisions                      b) Implement Conscious Discipline campus wide                      c) Use SuccessEd to input behavioral RtI student plans.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**Evaluation Data Sources:** 2019 - 2020 Campus Attendance





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine and implement a campus plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.</p> <p><b>Actions:</b> a) Utilize funding to provide incentives to improve student attendance.                      b) Monitor student attendance and review progress with campus staff on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance.                      c) Continue to use our campus system to celebrate campus attendance improvement.                      e) Identify and address social needs within families that prevent students from attending schools and involve key stakeholders including crisis counselor that can help to mitigate student attendance issues.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Attendance clerk, Classroom teachers, Truancy Officer, Counselor and Crisis Intervention Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				



**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.

**Evaluation Data Sources:** Evaluation of goal achievement as per department improvement plans.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate and implement campus continuous improvement processes at the campus, grade and classroom level.</p> <p><b>Actions:</b> a) Classes write mission statements and develop strategic learning goals.                      b) Rewrite campus mission statement.                      c) Campus departments and classes utilize the PDSA process to monitor progress towards goals.                      d) Students regularly track individual growth in data folders.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and campus staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Staff and student surveys and accident reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p><b>Actions:</b> a) Model and communicate to students, staff and families the safety protocols for our campus.                      b) Review the district safety protocols and implement them.                      c) Schedule and monitor safety drills and revise plans as needed. Implement Navigate360 with all safety drills.                      d) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.                      e) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors.                      f) Implement the Anonymous Alerts and Threat Assessment system</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                      Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.





**Evaluation Data Sources:** Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a district-wide program that promotes an accident-free work environment.</p> <p><b>Actions:</b> a) Require staff to review district plan and safety training sessions.            b) Perform campus safety walks and address needs.            c) Provide safety equipment as needed.            d) Monitor the implementation of safety procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** The campus will meet all compliance requirements for improvement planning.

**Evaluation Data Sources:** Campus Site Base Team Meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure the district-wide coordinated health program.</p> <p><b>Actions:</b> a) Continue to implement health related plans, including: Play it Safe, Health and Vision Screenings, and Fitness Grams.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment was reviewed and revised on May 18 2021.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The CIP is developed and reviewed by:

Amanda Holman, Principal

Latisha Moore, Assistant Principal

Amanda Jones, Counselor

Sheila Anderson, Kinder Lead

Roxanee Magee, 1st Grade Lead

Eva Fisher, 2nd Grade Lead

Morgan Martinez, 3rd Grade Lead

Shelly Villa, 4th Grade Lead

Brandon Brumley, 5th Grade Lead

Julie Herring, Academic Coach

Emily Reed, Parent

### **2.2: Regular monitoring and revision**

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

## **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

Additional assistance will be provided to students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs, targeted tutorials, and AI tutorials.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

Members of the CIP Committee:

Amanda Holman, Principal

Latisha Moore, Assistant Principal

Amanda Jones, Counselor

Sheila Anderson, Kinder Lead

Roxanee Magee, 1st Grade Lead

Eva Fisher, 2nd Grade Lead

Morgan Martinez, 3rd Grade Lead

Shelly Villa, 4th Grade Lead

Brandon Brumley, 5th Grade Lead

Julie Herring, Academic Coach

Emily Reed, Parent

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2020-21:

- August Refresh Back to School Event (Saturday 9:00-12:00) at the Plaza
- October Title I Meeting (Thursday/Friday) on campus
- Fall Book Fair in October (Monday through Thursday 8:00-5:00) on campus
- December Literacy Event (Thursday evening) on campus
- February Math Event (Thursday evening) on campus
- March Open House (Monday only) on campus
- Spring Book Fair in March (Monday through Thursday 8:00-5:00) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus

Events may be cancelled or held virtually due to COVID 19.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carmen Oliveros	Tutor	Title 1	.5
Debbie Self	Tutor	Title 1	.5
Karen Humphrey	Educational Assistant	Title I	.5
Patricia Wadlington	Tutor	Title 1	.5
Robin Higgins	Educational Assistant	Title 1	1.0
Stacey Self	Math Interventionist	Title I	0.5



# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Resources and Professional Development		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$0.00
1	1	6	Intervention Personnel		\$0.00
1	2	2	Intervention Personnel		\$0.00
1	2	5	Intervention Personnel		\$0.00
1	2	6	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Resources and Professional Development		\$20,000.00
1	1	3	Instructional Resources/PD		\$1,000.00
1	1	6	Substitutes for BAS testing		\$1,000.00
1	1	7	Family Engagement and Information Events		\$1,200.00
1	2	4	Title I Family Engagement		\$600.00
1	2	6	Tutoring Personnel		\$45,000.00
1	2	6	Educational Assistants		\$38,459.00
1	2	6	Intervention Personnel		\$37,746.00
1	2	7	Classroom books/resources/technology		\$8,419.00
1	3	1	SEL/CD Conference		\$7,000.00
<b>Sub-Total</b>					<b>\$160,424.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7	ESSER Tutors		\$9,656.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Sub-Total</b>	\$9,656.00
				<b>Grand Total</b>	\$170,080.00

# Addendums

**Birdville Independent School District**  
**W.T. Francisco Elementary**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	12
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	20
Goal 3: All students and staff will learn and work in a safe and responsive environment.	21
State Compensatory	24
Budget for W.T. Francisco Elementary	25
Personnel for W.T. Francisco Elementary	25
Title I Schoolwide Elements	25
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	26
1.1: Comprehensive Needs Assessment	26
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	26
2.1: Campus Improvement Plan developed with appropriate stakeholders	26
2.2: Regular monitoring and revision	27
2.3: Available to parents and community in an understandable format and language	27
2.4: Opportunities for all children to meet State standards	28
2.5: Increased learning time and well-rounded education	28
2.6: Address needs of all students, particularly at-risk	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	29
3.1: Develop and distribute Parent and Family Engagement Policy	29
3.2: Offer flexible number of parent involvement meetings	30
Title I Personnel	30
Campus Funding Summary	31
Addendums	32

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics Summary

WT Francisco is a Title I campus that currently serves 365 students in grades EE through fifth grade for the 2021-2022 school year.

#### Students

Our student demographics as of 2020-21 school year were made up of 70% Hispanic, 11% Asian, 17% White, 2% African American, 0% American Indian and 1% other races. The percentage of students served by special education was 6% and 5% were served by gifted and talented services. 73% of students were considered At-risk and 84% were considered Economically Disadvantaged. The campus served 26% of students in the Bilingual Program and 41% of students were identified as LEP.

#### Teachers

A total of 38.5 teachers served W.T. Francisco during the 2020-21 school year. 26% are Hispanic, 38% White, 5% Asian and 97% Female. The majority of our teachers have more than 5 years experience.

#### Demographics Strengths

- *This following information was current as of 8/30/21*
- 34% of our students are currently enrolled in bilingual classes, which provide them the opportunity to be bi-literate.
- 84% of our students are Economically Disadvantaged which provides free and reduced lunch and federal funding for additional resources and personnel to meet students' needs.

#### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our 4th economically disadvantaged students reading scores dropped in all 3 performance categories.

**Problem Statement 2:** Our Hispanic pop had a decrease in scores in all 3 performance categories.

# Student Learning

## Student Learning Summary

### STAAR

Our campus experienced an improvement in approaches, meets, and masters on STAAR in reading in 3rd grade. Also, an increase in approaches and masters in 4th-grade Math STAAR. reading in. Furthermore, in 5th grade, we had an increase in reading masters when compared to the 2019 STAAR results.

In both 4th reading and writing, STAAR scores dropped in all 3 performance areas when compared to 2019 STAAR results.

#### **2021 Results Third Grade**

*Reading- Approaches 74%, Meets 36% and 24% Masters*

*Math-Approaches 63%, 23% Meets and 7% Masters*

#### **2021 Results Fourth Grade**

*Reading- Approaches 47%, Meets 16% and 9% Masters*

*Math- Approaches 77%, Meets 42% and 21% Masters*

*Writing- Approaches 53%, Meets 19% and 2% Masters*

#### **2021 Results Fifth Grade**

*Reading- Approaches 64%, Meets 36% and 24% Masters*

*Math-Approaches 71%, Meets 36% and 15% Masters*

*Science- Approaches 66%, Meets 30% and 13% Masters*



## State Accountability

WT Francisco's state accountability was labeled Not Rated; Declared State of Disaster in 2020-21 due to the impact of Covid 19.

### Student Learning Strengths

- 3rd-grade reading had an increase of 9% in approaches, 14% in meets, and 13% in masters.
- Fourth-grade math had an increase of 7% in approaches and 4% in masters.
- Fifth-grade reading had a 3% increase in masters.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The overall percentage of 4th graders performing on the 20-21 reading STAAR in comparison to the 2019 reading STAAR decreased by 24% on approaches, 22% meets, 11% masters.

**Problem Statement 2:** The overall percentage of 5th graders performing on the 20-21 reading STAAR in comparison to the 2019 reading STAAR decreased by 24% on approaches and 22% meets.

## School Processes & Programs

### School Processes & Programs Summary

WT Francisco's students are served by a variety of programs and processes. 84% of students are currently receiving free and reduced lunch, 34% are enrolled in our bilingual program and 41% are limited English proficient being served by certified ESL teachers. We currently have six percent receiving special education services and five percent qualified for gifted and talented.

At WT Francisco, we utilize Response to Intervention as a means to establish an individualized plan focused on student needs. In addition, students who did not meet the standard on reading, writing, and math STAAR tests will receive a minimum of 30 additional hours in accelerated instruction for each test he/she did not meet. Teachers and support staff meet every six to eight weeks to look at a preponderance of evidence and develop a plan to strengthen tier I, II, and III instruction. We schedule extended RTI meetings for students who are moving from tier II to tier III, or have not progressed. During these extended RTI meetings, we involve additional staff such as, the counselor, speech pathologist, LSSP, etc based on student need. The team collaborates and develops an individualized plan for the student.

In order to strengthen tier I, II, and III instruction, professional development opportunities are offered throughout the school year for staff. Academic coaches, administration and district coordinators are utilized during campus professional development trainings. Furthermore, we are partnering with David E Smith to PLC with teachers so that they can collaborate on best practices to serve our students.

This year we will continue to implement Conscious Discipline campus-wide. Conscious Discipline is an innovative social-emotional learning and classroom management program with a proven track record of sustainable results. Our counselor will continue to provide social-emotional lessons twice every six weeks as well as teachers will utilize Harmony on a weekly basis. It is designed to foster intergender communication and understanding, connection, and community both in and outside the classroom and develop boys and girls into compassionate and caring adults.

We will continue to use instructional rounds as a process to better understand teaching and learning on our campus in order to improve teacher and student performance.

### School Processes & Programs Strengths

We have a campus scheduled time for Response to Intervention at WT Francisco Elementary. During this time, all students receive interventions based on individual student needs. Special education students are served during our Response to Intervention block. We utilize all interventionists and teachers during this time, staff works together to create

a plan to serve all student needs.

- WT offers AI support for a minimum of 30 hours according to tests not mastered for 3rd-5th. This is offered during, before, and after school. Each student has an AI Individualized plan according to testing data.
- WT has the support of local churches that provide weekend food bags to qualifying students weekly.
- WT offers a digital one-to-one opportunity for all students.
- All certified teachers will have an IFP board installed in their classrooms by the end of the 21-22 school year.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Some of our students did not make one year's worth of growth in reading according to BOY and EOY Fountas and Pinnell reading levels. In addition, some students did not make a years growth on the math star progress monitor.

# Perceptions

## Perceptions Summary

- Our students were given a safety survey at the end of the 20-21 school year and the survey found that 93% of students stated they felt safe at WT Francisco.
- We had a 100% teacher and staff retention rate for the 20-21 school year.
- We had the performance of excellence on our annual safety walk for the 20-21 school year.
- We have three separate committees to address campus needs. These include; Leaders of Learners who support instructional practices and leadership on campus initiatives, CSI- support logistical problem-solving team that address campus logistics, and Spirit Committee-help organize recognitions, assemblies for staff and students.

## Perceptions Strengths

At WT Francisco, we believe that all of our stakeholders should experience excellent customer service.

- Keep the community informed of school wide events and information
- Send home monthly calendars highlighting school events
- Various forms of communication in English/Spanish
- School performances are scheduled throughout the school year
- Active PTA
- Inform parents regarding Title I campus funds and information
- Invite the community to participate in school programs and events
- A safety vestibule has been added to the front doors to add a second barrier of locked doors for entrance.
- SRP drills are performed monthly and twice yearly with our SRO and local PD.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Due to covid, there has become a disconnect with parent and community involvement due to campus being closed to outside visitors.

# 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

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Response to Intervention (RtI) student achievement data

## **Employee Data**

- Staff surveys and/or other feedback

## **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

**HB3 Goal**





**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels, CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5), iStation (grades 3-5 reading), mClass (Kinder math) and (K-2 reading) and math TEA Interims

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to build capacity to implement the district literacy plan at the campus level.</p> <p><b>Actions:</b> a) Provide ongoing training for all staff to build their capacity to implement the campus literacy plan. b) Support campus Leaders of Learners team to lead the implementation of the District literacy plan.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Leaders of Learners Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.</p> <p><b>Actions:</b> a) Provide time for staff to conduct campus instructional walks with partner school and debriefing sessions.  b) Infuse literacy-focused discussions into staff meetings.  c) Utilize data from instructional walks and formative assessments to customize campus professional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Coaches  Leaders of Learners Team  Teachers</p> <p><b>Title I Schoolwide Elements:</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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communicate and assist campus staff in implementing personalized learning for students.</p> <p><b>Actions:</b> a) Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessments.  b) Provide campus staff with opportunities to learn about differentiated instruction.  c) Assist campus staff in utilizing technology to further personalize learning for students.  d) Monitor, support and provide feedback for campus implementation of personalized learning.  e) Administration will meet and review campus data regularly.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Coaches  Campus Staff</p> <p><b>Title I Schoolwide Elements:</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 5: Effective Instruction</p> <p><b>Funding Sources:</b> Campus Personnel - 211 - Title I - \$95,776, Instructional Resources - 211 - Title I - \$19,420</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Participate in the reading academies and utilize coaching model established by TEA based on the HB3 requirements.</p> <p><b>Actions:</b> a) Implement, monitor and support the district plan for Reading Academies. b) 2nd and 3rd grade teachers along with the campus principal will participate in this year's Reading Academy.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Reading Academy Coaches 2nd and 3rd Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to implement a full day prekindergarten program for four year olds that qualify based on a board approved three year plan.</p> <p><b>Actions:</b> a) Employ prekindergarten teachers who are appropriately certified to teach prekindergarten and who have an additional qualification that is early childhood education specific. b) Implement a curriculum in the prekindergarten programs that addresses all ten developmental domains. d) Maintain an average ratio of 1 to 11 in any full day prekindergarten class of not less than one certified teacher and one teacher's aide for every 22 students per TEA.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Prekindergarten teachers Prekindergarten Coach</p> <p><b>Title I Schoolwide Elements:</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th.</p> <p><b>Actions:</b> a) Continue to support and train staff with the BAS assessment.  b) Train teachers and campus staff in grades prekindergarten - 5th on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions.  c) Provide opportunities for instructional coaches to work with teachers on designing instruction in response to the progress monitoring data.  d) Monitor progress made of grades prekindergarten - 5th students based on assessment instruments being used for reading and math.  e) Oversee the implementation of progress monitoring windows.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Coaches  Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Implement system-wide instructional practices to support English learners.</p> <p><b>Actions:</b> a) Utilize Multilingual Instructional Coach to assist teachers in personalizing learning based on student data.  b) Implement district biliteracy framebook and continue to support grade levels as they migrate through the implementation of the redesigned Dual Language Program.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Multilingual Instructional Coach  Teachers</p> <p><b>Title I Schoolwide Elements:</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.





b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

**HB3 Goal**

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom and across campus.</p> <p><b>Actions:</b> a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year.                      b) Support, monitor and provide feedback regarding the implementation of continuous improvement practices across the campus.                      c) Utilize campus teams to analyze the campus needs and next steps required based on the continuous improvement rubric.                      d) Teachers will complete an analysis protocol for common assessments and complete PDSAs for core subjects assessed.                      e) Revisit campus mission statement.                      f) Classrooms develop a mission statement and strategic learning goals.                      g) Campus departments and classes utilize the PDSA process to monitor progress towards goals.                      h) Students regularly track individual growth in data folders.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Enlist community and business partners to assist in providing support to students and families who are in need.</p> <p><b>Actions:</b> a) Collaborate with PTA to schedule and host school wide events to support students and families such as parent education classes.  b) Identify and communicate the needs of student populations and their families with community partners.  c) Developed parent and family engagement policy and offer flexible number of meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$1,300</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth.</p> <p><b>Actions:</b> a) Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations.  b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments during PLCs with partner school.  c) Provide professional development for all staff in the use of AWARE to build assessments and analyze data to inform instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Coaches  Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$11,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.</p> <p><b>Actions:</b> a) Implement and monitor an ESSER plan that is approved by TEA and supported by the district.  b) Create and Implement an Accelerated Intervention Plan to address HB4545.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Campus Staff</p> <p><b>Title I Schoolwide Elements:</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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$12,036</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement the RTI framework to facilitate a multi-tiered system of support for identified students.</p> <p><b>Actions:</b> a) Hold campus RTI meetings throughout the year.  b) Develop time within the master schedule that allows time for each grade level to have designated RTI time.  c) Regularly meet with campus interventionist to discuss progress, needs, curriculum and resources.  d) Implement SEL curriculum with Harmony and Conscious Discipline.  e) Continue to provide professional learning for Conscious Discipline and tiered behavior interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fourteen at-risk indicators.</p> <p><b>Actions:</b> a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students.  b) Ensure students are receiving appropriate services.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Attendance Clerk  504 Coordinator  Special Education Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Students will display an awareness of social-emotional development as measured by a campus-administered student/staff survey.





**Evaluation Data Sources:** Observation Data  
Social-Emotional Learning Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a district-approved program that teaches social-emotional skills.</p> <p><b>Actions:</b> a) Provide training for all staff utilizing Conscious Discipline as a way to identify and campus social and emotional needs and collaborate with campus staff to develop a plan and revise our plan throughout the school year. b) Implement Harmony as a SEL curriculum used throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Staff CSI Team Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the SEL component contained in the district ESSER plan.</p> <p><b>Actions:</b> a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Conduct surveys to determine the needs of families in crisis.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.





**Evaluation Data Sources:** Behavioral RtI data records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deliver the behavioral RtI plan with fidelity.</p> <p><b>Actions:</b> a) Provide training on the district behavior RtI plan.                      b) Implement Conscious Discipline campus wide.                      c) Schedule extended behavior RtI collaboratives and utilize Success Ed to input behavioral student plans.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                      Campus Staff                      CSI Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**Evaluation Data Sources:** 2020-2021 Campus Attendance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to implement a campus-wide program that increases student attendance.</p> <p><b>Actions:</b> a) Develop and communicate campus attendance plan with all stakeholders.                      b) Monitor and make adjustments to the attendance plan throughout the year as needed.                      c) Track student and staff attendance.                      d) Provide incentives that encourage student attendance.                      e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help mitigate student attendance issues.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                      Campus Staff                      Attendance Clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Staff and student survey, Accident Reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p><b>Actions:</b> a) Review perception data from students, staff and parents to identify strategies to improve campus safety.                      b) Utilize campus CSI team to review student and staff safety concerns.                      c) Take corrective action of findings at the campus by utilizing our CSI Logistics Team.                      d) Implement and review the district safety protocols.                      e) Schedule and monitor safety drills and revise plans as needed.                      f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.                      g) Continue to implement the Anonymous Alerts and Threat Assessment System.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims over the previous year.





**Evaluation Data Sources:** Campus WC Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district-wide program that promotes an accident-free work environment.</p> <p><b>Actions:</b> a) Conduct facility reviews to locate and address issues and needs.            b) Provide safety training for campus staff based on district protocols.            c) Provide safety equipment as needed.            d) Continue to monitor the implementation of safety procedures.            e) All employees will complete Safe Schools Training.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** The campus will meet all compliance requirements for improvement planning.

**Evaluation Data Sources:** Campus Site-Based Team Meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain a district-wide coordinated health program.</p> <p><b>Actions:</b> a) Continue to implement health related plans at the campus level. Examples include: Play It Safe, Dental and Vision Screenings, Employee Wellness Challenges, etc.                      b) Follow district health requirements.                      c) Students participate in regular pacers and fitness gram tests in physical education class.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                      Nurse                      Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# State Compensatory

## Budget for W.T. Francisco Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 2.5**

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

--

## Personnel for W.T. Francisco Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anai Geyer	Reading Interventionist	1
Brianda Vizcarra	ESL Educational Assistant	1
Jennifer Brimer	Math Interventionist	0.5

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Plan was developed through the input and involvement of the following:

Angela Limon- Principal

Allison Crook- Assistant Principal

Shelbee Russell-Counselor

Amanda Stapleton-Parent

Skye Stapleton-Parent

Vickie Brouse-Business Member

Monty Brouse-Business Member

John Howard-Community Member

David Crook-Community Member

Kristin Gaines- Teacher

Susan Walker-Teacher  
Ashley Greene-Teacher  
Abbie Symons-Teacher  
Carey Francisco-Teacher  
Ruth Camacho-Teacher  
Iluvia Ruiz-Teacher  
Luz Sanchez-Teacher  
Lindsey Long-Teacher  
Ruby Blamey-Teacher  
Rosa Buruato-Teacher  
Elizabeth Bui-Teacher  
Beth Brimer-Teacher  
Anai Geyer-Teacher

## **2.2: Regular monitoring and revision**

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

## **2.3: Available to parents and community in an understandable format and language**

Copies of the CIP will be available in the front office in English and other languages as practicable.

## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, 73% of students were identified as at-risk based on one or more of the following state criteria:

1. Low performance on a readiness test or assessment instrument
2. Semester failure of two or more academic subjects
3. Grade retention
4. Lack of satisfactory performance on state-mandated testing
5. Placement in an alternative education program
6. Expulsion
7. Parole, probation, deferred prosecution, or conditional release
8. Drop out status
9. Limited English proficiency
10. Custody or care of the Department of Protective and Regulatory Services
11. Homelessness
12. Residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

**Parents:**

**Amanda Stapleton**

**Skye Stapleton**

**Teachers:**

Kristin Gaines

Susan Walker

Angeliz Castillo

Ashley Greene

Abbie Symons

Carey Francisco

**Administrators:**

Angela Limon, Principal

Allison Crook, Assistant Principal

**Other Campus and District Staff:**

Shelbee Russell, Counselor



The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2021-22:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night on campus
- September Title I Meeting (Thursday/Friday) on campus
- November Book Fair (Monday through Thursday 8:00-5:00) on campus
- March STEM Event/ Open House (Thursday) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Lopez	Bilingual Title I EA	Title I	1.0
Charlene Soto	Title I Educational Assistant	Title I	1.0
Jennifer Brimer	Math Interventionist	Title I	.5

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development		\$2,000.00
1	1	3	Campus Personnel		\$95,776.00
1	1	3	Instructional Resources		\$19,420.00
1	2	2	Title I Family Engagement		\$1,300.00
1	2	3	Professional Development		\$11,500.00
<b>Sub-Total</b>					<b>\$129,996.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	ESSER Tutors		\$12,036.00
<b>Sub-Total</b>					<b>\$12,036.00</b>
<b>Grand Total</b>					<b>\$142,032.00</b>

# Addendums

**Birdville Independent School District**  
**Jack C. Binion Elementary**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

Our mission at Jack C Binion Elementary is to provide a high quality education in an inclusive environment for life-long learners.

## Vision

Jack C Binion Elementary is devoted to developing a community of life-long exemplary learners.

## Core Beliefs

Core Beliefs - Meaningful Relationships, High Expectations, Growth Mindset, Empowering, Foster a Love for Learning

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	12
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	16
Goal 3: All students and staff will learn and work in a safe and responsive environment.	18
State Compensatory	20
Budget for Jack C. Binion Elementary	21
Personnel for Jack C. Binion Elementary	21
Title I Schoolwide Elements	21
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	22
1.1: Comprehensive Needs Assessment	22
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	22
2.1: Campus Improvement Plan developed with appropriate stakeholders	22
2.3: Available to parents and community in an understandable format and language	22
2.4: Opportunities for all children to meet State standards	23
2.5: Increased learning time and well-rounded education	23
2.6: Address needs of all students, particularly at-risk	24
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	24
3.1: Develop and distribute Parent and Family Engagement Policy	24
3.2: Offer flexible number of parent involvement meetings	25
Title I Personnel	25
2021-2022 Campus Site-Based Committee	26
Campus Funding Summary	27
Addendums	28

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our campus serves approximately 722 students in grades PK-Fifth grade using both an in face and online learning platform. Grade levels range from 5 to 7 sections with grade levels having 2 or 3 one way dual language classrooms and 3 to 4 monolingual classrooms.

### Student Population

44 - Pre-Kindergarten 6.09%

100 - Kindergarten 13.85%

120 - First Grade 16.62%

127 - Second Grade 17.59%

93 - Third Grade 12.88%

121 - Fourth Grade 16.76%

116 - Fifth Grade 16.07%

### Student demographics

385 - female students 53.32%

337 - male students 46.68%

418 - Hispanic/Latino 57.89%

181 - White 25.07%

87 - African American 12.05%

22 Two or More Races 3.05%

4 - Asian .55%

4 - Native Hawaiian - Pacific Islander .55%

598 - Economically disadvantage - 82.83%



36 - Immigrant - 4.99%  
307 - Limited English Proficient - 42.52%  
8 - Homeless - 1.11%  
1 - Military Connect - .14  
2 - Foster Care - .28%  
393 - At Risk Scholars - 54.43%  
47 - Section 504 - 6.51%

### **Student by Program**

262 - Bilingual 36.29%  
39 - ESL 5.4%  
4 - Alternative ESL Program .55%  
534 - Free Lunch 73.96%  
64 - Reduced Lunch 8.59%  
41 - Gifted & Talented 5.68%  
62 - Special Education 8.59%  
722 - Title 1 Participation 100%  
41 - Dyslexia 5.68%

### **Special Services**

#### **Primary Disabilities**

2 - OHI 3.23%  
1 - Auditory Impairment 1.61%  
5 - Intellectual Disability 8.06%  
4 - Emotional Disturbance 6.45%

15 - Learning Disability 24.19%

24 - Speech Impairment 38.71%

9 - Autism 14.52%

### **Special Services**

#### **Instructional Settings**

23 - Speech Therapy 37.1%

4 - Mainstream 6.45%

33 - Resource Room 53.23%

2 - Full-Time Early Childhood 3.23%

Binion Elementary has 50 Highly Qualified Teachers. 11 Administrative Support Staff. 6 Educational Aides

Our campus serves approximately 722 students in grades PK through Fifth grade. Each grade level ranges from 5 to 7 sections with 2 or 3 one way dual language classrooms in each grade.

### **Demographics Strengths**

Binion Elementary has a diverse staff and student population, one way dual classrooms and an early childhood education program that embrace and celebrate the needs of the community, teacher and students.

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

**Problem Statement 1:** Only 43% of Limited English Proficient students passed STAAR Writing 2018.

# Student Learning

## Student Learning Summary

A review of the data indicates a need to provide our students with strong Tier I instruction and focus on literacy. We will focus on implementing professional development and support for teachers to ensure these needs are met. Through Professional Learning Communities, the use of district instructional resources, and having a systematic and systemic RTI process, our school staff will be equipped to meet all students learning needs. We will continue to provide our students with technology which would enhance their opportunity to meet the expectations of the districts mission and vision while also satisfying the requirements of the curriculum through engaging instruction utilizing 21st century teaching and learning strategies. A combination of implementing research based best practices and advanced technology will meet the needs of learners with different learning styles, English language learners and other at risk students while yet being a great source to differentiate instruction for GT and other students of diverse ability levels.

Our Accountability Rating for the 2019-2020 school year is a C. We were in Q1 for Writing Performance but did not earn the ELAR distinctions due to Reading performance. We will be working hard to improve our scores and obtain other this school year. Overall our Tier II and Tier III students are still much higher than we prefer, therefore, we are utilizing RtI intervention, implementing PLCs, and improving our Tier I instruction to combat this concern with the expectation that we will increase our Tier I student count.

## Student Learning Strengths

Binion received TEA Distinctions for Academic Achievement in ELA/Reading and Post Secondary Readiness. Our campus improved 9% in 3rd grade Math STAAR, 13% in 3rd grade Reading, 8% in 4th grade Math, 6% in 5th grade Reading and 5% in 5th grade Science.

4th grade Writing STAAR approaches grade level increased from last year by 4%. 4th grade Writing STAAR approaches grade level is the same as the state level of 67%. 5th grade Reading and Math STAAR approaches grade level is at or above the state level. 4th grade Math STAAR approaches grade level is above the state. As a campus we are 3% points higher than the state in Reading STAAR.

This year our goal is to focus on the percentage of Meets Grade Level Standards as well so that we don't just have students passing the test but have a solid understanding of the TEKS.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** STAAR Writing results show 59% approached and 43% meet standards.

**Problem Statement 2:** Across the board our Approaches Grade Level percentages are low. **Root Cause:** We have not tracked, monitored and implemented effective interventions with students that low performing.

# School Processes & Programs

## School Processes & Programs Summary

Students at Jack C. Binion Elementary are served through a variety of programs related to students' needs. The academic RtI program serves students in grades Kindergarten through 5th in both reading and mathematics. Students are identified for intervention services using data from universal screener and other performance evidence via collaborative conferences with staff. Tier 3 students receive intervention from interventionists. Tier 1 and 2 students are divided among general education teachers based on skills that need reinforcement for an hour 4-5 times a week.

While the RtI program has strengthened over time, there remains a large proportion of students served on a Tier 3.

All staff at Binion are highly qualified. Binion had a lot of turnover and hired 20 new staff members for the 2020 - 2021 school year. Most of the new hires were interviewed by a group of teachers that consisted of the current Binion Leadership team.

## School Processes & Programs Strengths

Kindergarten and 2nd-5th grade increased Tier 1 percentages due to intense Tier 1 instruction and interventions.

At the beginning of 2018, 5th grade had 52% of students on Tier 1. By the end of the 2017-18 school year, 5th grade had 69% of their students on Tier 1.

First-3rd and 5th grade decreased their Tier 3 percentages by at least 6 percentage points.

The campus has 3 reading interventionists with one designated to serve Dyslexic students. The campus also has 2 math interventionists. The campus has allocated Title 1 money to hire tutors specifically to work with 3rd - 5th grade bilingual and monolingual students.

# Perceptions

## Perceptions Summary

In the fall of 2018, the district collected data from students, parents, and staff members regarding school safety issues using an online survey. Students considered the following to be the top 3 safety issues of concern (in order from greatest to least): Bullying, bus safety, and weapons. Parents considered these to be the top 3 safety issues on campus: No safety concerns, bullying, and safety in drop off/pick up areas. Staff considered the following to be the top 3 safety issues: No safety concerns, school discipline, and bullying.

Students at Jack C. Binion Elementary are served through a variety of programs related to students' needs. The academic RtI program serves students in grades Kindergarten through 5th in both reading and mathematics. Students are identified for intervention services using data from universal screener and other performance evidence via collaborative conferences with staff. Tier 3 students receive intervention from interventionists. Tier 1 and 2 students are divided among general education teachers based on skills that need reinforcement for an hour 4-5 times a week. While the RtI program has strengthened over time, there remains a large proportion of students served on a Tier 3.

## Perceptions Strengths

According to the 2018-19 safety survey, 89% of students, 92% of parents, and 96% of staff members consider our campus to be safe and orderly.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 39% percent of students and 48% of parents responding to the survey indicated that bullying was a safety concern on campus, while only 21% of staff members had similar concerns about bullying as a safety issue. **Root Cause:** Perception is our low income, Title I campus that potentially has more behavior problems and other issues due to their diverse population.

# 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
- Performance Objectives with summative review (prior year)

## **Accountability Data**

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

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Student surveys and/or other feedback

# Goals

Revised/Approved: September 7, 2021

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.





**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.

## HB3 Goal

**Evaluation Data Sources:** Elementary: BAS BOY, MOY EOY....Fountas & Pinnell reading levels, Education Galaxy pre - post tests, LSKA & LENA for Kinder, Circle for Pre-K, I-Station 3rd - 5th Monthly Progress, Star Math for 1st - 5th Monthly Progress, Think UP, TEA Interims, Brain POP, Stemscores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to build capacity as we implement the BISD literacy plan.</p> <p><b>Actions:</b> 1. Utilize LOL, campus coaches, and dual language coaches to systematically support teachers with expected outcomes throughout the process.                      2. Provide coaching cycles through the campus instructional coach for new teachers to the campus.                      3. Set up opportunities for teachers to watch model classrooms.                      4. Work in PLC will be focused on instructional practices. PDSA, data, and building of assessments across all content.                      5. Create opportunities for our teacher leaders to train our staff on the literacy components of reading, writing, speaking, and listening in math, science, reading, technology and writing.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$4,130</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The principal and all second and third grade teachers will attend year two of the Reading Academy per TEA.</p> <p>Any kinder or first grade teacher that did not attend last year's Reading Academy will attend this year.</p> <p><b>Actions:</b> 1. Designated teachers will train and implement what is learned in the reading academies.                      2. Campus and district coaching will be provided throughout the year as we participate and implement the components of the reading academy.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, District Teaching and Learning Personnel, Campus Instructional Coaching, Reading Academy Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades PK - 5 .</p> <p><b>Actions:</b> 1. Train teachers with the BAS/SEL and mClass assessment.            2. Continue to use campus coaches to support teachers instructionally in response to the progress monitoring data.            3. Use Eduphoria - Aware to build CFA's and monitor student progress data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups as measured by state and district assessments and running records.

**HB3 Goal**

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a writing vertical team to support all staff in building their capacity to implement effective writing instruction.</p> <p><b>Actions:</b> 1. Planned writing vertical team meetings on September 13th, October 25th and December 6th for the first semester.            2. Track writing growth in K-5 data folders.            3. Each grade level will have a writing representative attend all vertical team meetings.            4. Staff will be trained on September 14th on the writing rubric.            5. Staff will attend writing specific training in October.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Vertical Team Leader, Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement our ESSER plan to provide accelerated instruction according to HB4545.</p> <p><b>Actions:</b> 1. Hire ESSER tutors to work with our 4th and 5th graders who were not successful on their previous year's STAAR test.            2. Create an accelerated instruction schedule.            3. Create an attendance tracking system to monitor the required 30 hours of accelerated instruction.            4. Progress monitor student data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$83,776</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement the RTI district framework to create learning opportunities for students, including those served through State Compensatory Education, Title I, special education, and dyslexia programs.</p> <p><b>Actions:</b> 1. Provide math and reading interventionists to serve Tier 2 &amp; 3 students  2. Create a designated WIN/Intervention time in the master schedule  3. Implement a push-in, pull-out tutoring program with paid tutors during the school day</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionists, Tutors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutoring Personnel - 211 - Title I - \$5,000, Intervention Personnel - 199 - General Funds: SCE, Campus Personnel - 211 - Title I - \$212,863</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide multiple opportunities for parents and the community to be engaged in the educational process</p> <p><b>Actions:</b> 1. Develop and distribute a campus Parent and Family Engagement Compact  2. Conduct Title 1 meetings and curriculum nights - math, reading and science to explain the programs and services  3. Collaborate with PTA to schedule and host school wide events to support students and families  4. Provide Parent Workshops  5. Celebrate the diversity of our building by honoring all nationalities with flag display</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  Vertical Team Leaders  Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$2,595</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement campus-wide instructional practices appropriate for English Learners.</p> <p><b>Actions:</b>  1. All core teachers will demonstrate evidence of implementing strategies that support ESL content-based program  2. Dual language teachers will demonstrate evidence of implementing Dual Language 80/20 Model.  3. In Kinder - 2nd grade we want to determine evidence of student engagement and biliteracy implementation through the physical environment and instructional strategies  4. In Kinder - 2nd grade we want to observe students actively engaged in instructional experiences that embed biliteracy strategies to increase academic discourse and/or English language development</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

**Evaluation Data Sources:** Social-Emotional Learning Survey ? Observations during SEL Friday.  
Reduced Discipline Referrals and suspensions from previous school year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and teach a district approved social-emotional curriculum.</p> <p><b>Actions:</b> 1. Weekly SEL lessons provided through Harmony curriculum and activities during Friday WIN Time following the Harmony Scope and Sequence 2. Provide counseling for students who have high higher social emotional needs or crisis 3. Provide weekly SEL schoolwide morning announcements 4. Train Students Supporting Students 5. Provide SEL guidance lessons 6. Celebrate students each 6 weeks who demonstrate SEL components 7. In Physical Education classes teachers will incorporate and reinforce SEL components 8. Individual and group counseling sessions</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement the self-accountability and relationship building components in the Capturing Kids Hearts plan.</p> <p>Kinder will use MySELF curriculum with their children. Pre-K will use Conscious Discipline with their children.</p> <p><b>Actions:</b> 1. Entire teaching staff trained in Capturing Kids Hearts. 2. Greeting Kids at the door every morning. 3. Social Contracts built and posted. 4. Hand Signals 5. 4 Questions 6. Affirmations</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Training - 211 - Title I - \$26,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.


**Evaluation Data Sources:** Student Attendance Rate:


2017-2018 95.6%


2018-2019 95.4%


2019-2020

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus-wide program to increase student attendance</p> <p><b>Actions:</b> a) Award students with an Ice Cream Coupon each six weeks                      b) Conference with parent to encourage increased attendance                      c) Campus administration and attendance clerk collaborate with Tom Ladesau on severe truancy cases to increase attendance                      d) Awards at semester and end of year for perfect attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administrators , All staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p> <p><b>Funding Sources:</b> Attendance Incentives - 199 - General Funds - \$850</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.





**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement continuous improvement components to achieve campus goals</p> <p><b>Actions:</b> a)Continue to support and monitor campus wide implementation of continuous improvement (PDSA, SMART Goals, Data tracking, Data Folders, Surveys)                      b)Meet with LOL as needed to address needs of the campus.                      c.Meet with grade levels as needed to address grade level needs.                      d.)Established PLC process to track SMART goals and campus trends and data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Substitutes - Professional Development LOL - 199 - General Funds - \$1,400</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.


**Evaluation Data Sources:** Survey


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review the perception data from students, staff and parents campus safety survey</p> <p><b>Actions:</b> a) Review and analyze existing safety survey data to identify areas of concern                      b) Take corrective action on findings at the campus and district level                      c) Include corrective actions in quarterly reviews.                      d.) Meet routinely with a Campus Safety Committee</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				


**Goal 3:** All students and staff will learn and work in a safe and responsive environment.


**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 25% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 25%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district-wide safety program</p> <p><b>Actions:</b> a) Complete on-line safety videos and successfully pass all safety quizzes as shown with documentation on district website                      b) Monitor and address safety and security standards as defined in school safety audits as evidenced by decreased number of staff worker's compensation incidents                      c) Train staff on updated school wide safety manual on appropriate actions a to be taken in emergency situations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue



# State Compensatory

## Budget for Jack C. Binion Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## Personnel for Jack C. Binion Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Crystal Cummings	Reading Interventionist	1
Nichole Wood	Reading Interventionist	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

CNA was done on April 13, 2021: The committee conducted a self-assessment on the 4 areas: demographics, perceptions, student learning, and processes/programs.

Formal meeting with Campus Leadership Team on June 4th to review and discuss the CNA and begin drafting the 2021-2022 plan.

Community meeting scheduled for October 7th.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

Worked with LOL and CIC to review and develop the 2021 - 2022 CIP. Met with Campus Leadership Team to review the components of the plan and provide feedback on the goals, objectives and actions.

CIC Members Involved:

Donald Bartlett, Principal  
Alicia Rourke, Administrative Assistant  
Molly Reyes, Teacher  
Linnie Jo Benavides, Teacher  
Yadira Jimenez, Teacher  
Angela Bailey, Counselor  
Nichole Wood, Teacher  
America Rainey, Teacher  
Lindsey Jones, Assistant Principal  
Brittany Smith, Assistant Principal  
Lynn DeMoss, Community Member  
Lauren Jones, District Representative Learning Coach  
Jennifer Thomas, Parent  
Jesse Rourke, Business Representative  
Misty DeMoss, Teacher

### 2.3: Available to parents and community in an understandable format and language

Parent Compact being sent home.

CIP will be available on campus and on website when it is approved by the board. It will be made available in English and Spanish.

Community/Parent Meeting will take place on October 7th, 2021.

## **2.4: Opportunities for all children to meet State standards**

All students are assessed and monitored routinely to evaluate current levels of academic performance. This data is used to organize and implement reading/math small groups. This data is also used to evaluate the need for intervention support. PLC's began on September 9th with our focus being SLO's and teacher professional learning goals.

Demographics:

723 Total Students

44- PK 6%

100 - Kinder 13.83%

120 - First 16.6%

127 - Second 17.57%

94 - Third 13%

121 - Fourth 16.74%

116 - Fifth 16.04%

Female Students 386 - 53.39%

Male Students 337 - 46.61%

Hispanic-Latino 418 - 57.81%

American Indian 6 - .83%

Asian 4 - .55%

Black - African American 87 - 12.03%

Native American 4 - .55%

White 182 - 25.17%

Two or More Races 22 - 3.04%

LEP 307 - 42.46%

Bilingual 261 - 36.10%

ESL 40 - 5.53%

Gifted and Talented 41 - 5.67%

Special Education 63 - 8.71%

Title 1 Participation 723 - 100%

Dyslexia 42 - 5.81%

Economically Disadvantaged 582 - 80.50%

Homeless Status 8 - 1.11%

At-Risk 488 - 67.5%

Section 504 48 - 6.64%

Special Education Resource Room 34 - 53.97%

Mobility Rate 20%

## **2.5: Increased learning time and well-rounded education**

We have intentionally created a master instructional schedule on our campus that allows for large blocks of uninterrupted instructional time.

We have put into action our Accelerated Learning Plan. This plan is being implemented with the use of classroom teachers, interventionists, tutors, resource teachers and administration.

Increased learning time is provided through pullout intervention programs and targeted tutorials.

Staff has been trained and has implemented the critical components of Capturing Kids Hearts.

Campus/Grade Level PLC's have been created with protocols and a year long calendar has been established.

Student learning will be supported through research-based instructional strategies such as:

1. Workshop model
2. Dual Language and Sheltered Instruction
3. Leveled Literacy Intervention

Harmony SEL program has been established with a year long scope and sequence. Most lessons are taking place on Friday with the general education teacher on Fridays. We are also teaching lessons on Fridays through our physical education classes.

We have established a 5th grade leadership team of students.

We are doing guidance lessons via the counseling department.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, schoolwide incentive programs, individual and class recognition, two-way communication between the school and home, and parent and family engagement activities.

Intentional focus on staffing used to address intervention of our TIER 2 and TIER 3 students.

We have 2 special education resource teachers, 2 dyslexia teacher, 2 reading interventionists and 2 math interventionists and a part-time bilingual interventionist.

Regular and scheduled coaching of staff to help improve instruction through campus and district level coaches.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Donald Bartlett, Principal  
Alicia Rourke, Administrative Assistant  
Carlton Franklin, Office Assistant  
Crystal Cummings, Parent  
Molly Reyes, Teacher  
Linnie Jo Benavides, Teacher  
Yadira Jimenez, Teacher  
Angela Bailey, Counselor  
Nichole Wood, Teacher  
America Rainey, Teacher  
Lindsey Jones, Assistant Principal  
Brittany Smith, Assistant Principal  
Misty DeMoss, Teacher

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2021-22:

- Meet the Teacher
- New to Binion or Kinder First Day Breakfast
- PTA
- Curriculum Nights
- School Dance
- October 7th Binion Parent Title 1 Meeting
- Math & Literacy Nights

Events may be cancelled or held virtually due to COVID 19.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angella Rhodes	Reading Interventionist	Title I	1.0
Dara Chaney	Math Interventionist	Title I	1.0
Debbie Burroughs	Math Interventionist	Title I	.5
Natalee Vitela	Science Lab EA	Title I	1.0

# 2021-2022 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Donald Bartlett	Principal
Classroom Teacher	Yadira Jimenez	Teacher
Administrator	Brittany Smith	Assistant Principal
Administrator	Lindsey Jones	Assistant Principal
Community Representative	Lynn DeMoss	Community
Business Representative	Jesse Rourke	Business
Parent	Jennifer Thomas	Parent
District-level Professional	Lauren Jones	Instructional Coach
Counselor	Angela Bailey	Counselor
Classroom Teacher	Nichole Wood	Teacher
Classroom Teacher	Misty DeMoss	Teacher
Classroom Teacher	Linnie Benavides	Teacher
Classroom Teacher	Molly Reyes	Teacher
Classroom Teacher	America Rainey	Teacher
Paraprofessional	Alicia Rourke	Administrative Assistant

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Attendance Incentives		\$850.00
2	2	1	Substitutes - Professional Development LOL		\$1,400.00
<b>Sub-Total</b>					<b>\$2,250.00</b>
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$4,130.00
1	2	1	Professional Development		\$1,500.00
1	2	3	Tutoring Personnel		\$5,000.00
1	2	3	Campus Personnel		\$212,863.00
1	2	4	Title I Family Engagement		\$2,595.00
1	3	2	Training		\$26,500.00
<b>Sub-Total</b>					<b>\$252,588.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	ESSER Tutors		\$83,776.00
<b>Sub-Total</b>					<b>\$83,776.00</b>
<b>Grand Total</b>					<b>\$338,614.00</b>



# Addendums

**Jack C Binion Elementary Parent Involvement Strategies**

	<b>Requirement</b>	<b>Timeline</b>	<b>Activity</b>	<b>Evaluation Measure(s)</b>
1.	Participation in parent involvement policy development	End of 1 <sup>st</sup> 6 wks and end of Jan.	Involve parents in policy development through... • Survey comments 1 time per semester • Distribute through Skyward	• Campus policy • Written parent suggestions
2.	Participation in decision making for Title I Program	All year	Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings	• SBDM • Agenda
3.	Communicate program information to all parents	Sept. PTA meeting	Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers. Bulletin and social Media	• Calendar of parent activities and sign in sheet of participation. • Schedule of staff development.
			3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data	• Parent Conferences • Letters to parents • State reports
			4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English	• Notes home to parents • Tuesday Folder communication

**Jack C Binion Elementary Parent Involvement Strategies**

	<b>Requirement</b>	<b>Timeline</b>	<b>Activity</b>	<b>Evaluation Measure(s)</b>
4.	Shared responsibility for student achievement	August	Utilize the school/parent compact 1. Develop 2. Distribute in August 3. Evaluate in January 4. Revise for fall registration	<ul style="list-style-type: none"> <li>• Compacts • Surveys</li> <li>• PL Summer Resources Kinder</li> </ul>
5.	Build capacities of all parents	All year	Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR, TELPAS) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement Provide training and materials to parents to help them work with their children. • English classes for Non English speaking parents • Parent Conferences • Parent Workshops	<ul style="list-style-type: none"> <li>• Parent Conferences • Parent Workshops • Sign in sheets • Weekly assignment sheet • Class registrations</li> </ul>
6.	Build capacities of staff	Aug. to May	Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents	<ul style="list-style-type: none"> <li>• Sign in sheets</li> </ul>
8.	Coordinate and integrate Title I parent program with other parent programs	Aug. to May	Coordinate parent involvement under Title I with Head Start, Even Start, Title III, 21 <sup>st</sup> Century, Communities in Schools • Information about other programs is sent home to parents to encourage participation.	<ul style="list-style-type: none"> <li>• Parent training schedules • Session evaluations • Budget records</li> </ul>
7.	Ensure smooth transition for students and families into Kindergarten and from 5 <sup>th</sup> grade to Middle School.	January March to Aug	Middle school and elementary counselors arrange school visit for 5 <sup>th</sup> graders in December; the middle school conducts a summer camp for incoming 5 <sup>th</sup> graders; all course registration for 6 <sup>th</sup> grade is completed with counselor guidance in spring semester for 5 <sup>th</sup> graders; Meet the Teacher night; PreK program also provided on campus for eligible students	<ul style="list-style-type: none"> <li>• Trip to middle school • Sign in sheets • Preregistered students for 6<sup>th</sup> grade • Pre-registered students • Sign in sheets • PreK attendance</li> </ul>



## 2019-20 Literacy Plan ❖ Campus Implementation Plan

# Jack C Binion Elementary

### CAMPUS RESPONSIBILITIES

- Commit to literacy targets and learning provided by District
- Prepare to lead adult learning for teachers utilizing campus LOL team
- Schedule adult learning for teachers
- Conduct adult learning for teachers
- Support adult learning for teachers
- Collaborate with academic coaches and deans to provide targeted coaching and a system of feedback for teachers
- Monitor teachers' implementation of both district and campus-led adult learning in their classroom instruction
- Use data from monitoring to provide feedback and support to teachers

### CAMPUS CULTURE OF LITERACY

<b>Focus Areas</b>	Teachers will create a classroom structure that supports the literacy goals measured by the rubric ( reading, writing, thinking, and collaboration discussion for students).		
<b>SMART Goal</b>	100% of teachers will create a culture of literacy using the actions stated below by the end of the 1st 6 weeks.		
Actions	Champions	Estimated Cost	Evaluation
Use signposts strategies in all content areas			Evidence of student use (journals, readers notebook, stations, walkthroughs)
Provide opportunities to have choice in reading and respond to the reading (writing, discuss, ART, technology).			Response journals, Enrichment lab,

	Provide opportunities for students to have book talks in the classroom on a regular basis (use enrichment lab for students to do book talks and respond to book talks)			Bank of booktalks
	Celebrate Literacy—"look at what I am reading," celebrate reading goals, number of books read, book challenge, book buddies, school wide book to promote community of literacy.			Number of books read, % met reading goals,

### READ-WRITE-THINK-DISCUSS: Creating Understanding

<b>Focus Areas</b>	Build a campus of literacy where students Read, Write, Think and Discuss in high volumes in all content areas.			
<b>SMART Goal</b>	100% of teachers will provide opportunities for students to Read, Write, Think and Discuss their learning by the of the 1st 6 weeks.			
Actions	Champions	Estimated Cost	Evaluation	
Teachers model daily RWTD in all content areas <ol style="list-style-type: none"> <li>1. Read (observe) &amp; Write: 3 questions</li> <li>2. Think: Cover, Remember</li> <li>3. Discuss: Retell with peer</li> <li>4. Write summary of learning</li> </ol>			Walkthroughs, Journals	
Use mentor texts to response to writing			Visuals in journal, bulletin board, lesson plans	
Use visuals in all content areas to make connections (behavior, wordless picture books, math graphs and charts, <i>numberless word problems</i> ,) <a href="https://docs.google.com/docum">https://docs.google.com/docum</a>				

	<a href="https://www.flipgrid.com/ent/d/10leYxKvmOi9St8FI3UQUJEIrsXFwlrw_nMjHdq7opM/edit">ent/d/10leYxKvmOi9St8FI3UQUJEIrsXFwlrw_nMjHdq7opM/edit</a>			
	Provide opportunities for students to discuss ideas and writing (not peer edit).			Flipgrid, enrichment lab
	Model and Teach students to listen and use think time (use of timer, how to respond)			



What role did **READ - THINK - WRITE - DISCUSS** play in your learning?

What **connections** did you experience that helped you to create understanding?

What structures and strategies **supported** your learning?

Why is **continuous improvement** important to this process?

**Jack C Binion Elementary Parent Involvement Strategies**

	<b>Requirement</b>	<b>Timeline</b>	<b>Activity</b>	<b>Evaluation Measure(s)</b>
1.	Participation in parent involvement policy development	End of 1 <sup>st</sup> 6 wks and end of Jan.	Involve parents in policy development through... • Survey comments 1 time per semester • Distribute through Skyward	• Campus policy • Written parent suggestions
2.	Participation in decision making for Title I Program	All year	Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings	• SBDM • Agenda
3.	Communicate program information to all parents	Sept. PTA meeting	Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers. Bulletin and social Media	• Calendar of parent activities and sign in sheet of participation. • Schedule of staff development.
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## 2019-20 Literacy Plan ♦ Campus Implementation Plan

# Jack C Binion Elementary

### CAMPUS RESPONSIBILITIES

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What role did **READ - THINK - WRITE - DISCUSS** play in your learning?

What **connections** did you experience that helped you to create understanding?

What structures and strategies **supported** your learning?

Why is **continuous improvement** important to this process?

# Birdville Independent School District

## Alliene Mullendore Elementary

### 2021-2022 Campus Improvement Plan

B I R D V I L L E   I N D E P E N D E N T   S C H O O L   D I S T R I C T



# Alliene Mullendore Elementary

All students succeed in a future they create.

# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	9
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	10
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	15
Goal 3: All students and staff will learn and work in a safe and responsive environment.	17
Title I Schoolwide Elements	19
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	20
1.1: Comprehensive Needs Assessment	20
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	20
2.1: Campus Improvement Plan developed with appropriate stakeholders	20
2.2: Regular monitoring and revision	20
2.3: Available to parents and community in an understandable format and language	20
2.4: Opportunities for all children to meet State standards	21
2.5: Increased learning time and well-rounded education	21
2.6: Address needs of all students, particularly at-risk	22
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	22
3.1: Develop and distribute Parent and Family Engagement Policy	22
3.2: Offer flexible number of parent involvement meetings	23
Title I Personnel	23
Campus Funding Summary	24
Addendums	25

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Alliene Mullendore Elementary was built in 1955 and is located in the southern area of North Richland Hills in Tarrant County and serves an economic and ethnically diverse student population of approximately 370 students in grades pre-kindergarten through fifth grade. Of these 370 students, 41% are white, 33% are Hispanic, 12% are African American, 10% are Asian, 5% are considered multi-racial, while the Native American and Pacific Islander populations combine for less than 1% of the student population. Mullendore is considered a Title 1 campus with approximately 73% of the student population meeting this qualification. Additionally, 56% of the student population are considered to be "At-Risk", 20% of the students meet eligibility to be considered as an LEP student, and 19% of the students receive special education services. Approximately 4% of the student population are identified as being Gifted and Talented and receive GATE services. 7% of the students are identified as being dyslexic. All staff members meet federal highly qualified requirements. The school's attendance rate was reported to be 94.7% and the student mobility rate is 23.6%.

### Demographics Strengths

- Student demographics remain fairly stable.
- Typical student population groups remain within 2 or 3 percentage points from year to year and there have not been significant changes noted in student population groups.
- The number of enrolled students has decreased this year due to Covid. The trend of student enrollment has been on the incline over the past two years however due to Covid, we have seen enrollment decrease this school year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Student mobility rate had a slight decrease from 17.8% to 16.2% in the past two years however this year we have seen a decrease in student enrollment.  
**Root Cause:** In addition to normal student movement, we have had families choose to homeschool due to the COVID outbreak and we have had families relocate due to loss of jobs associated with Covid.



# Student Learning

## Student Learning Summary

A campus academic goal is for all students to achieve at least one year's growth in math and reading. Mullendore staff and administrators track students' annual growth for the year using Progress Monitoring checks, student data folders, and PDSA to help analyze success and to refine practices.

In math the campus will utilize the data collected from Mclass for Kindergarten, Education Galaxy Diagnostic for grades 1-5, STAR Math program for grades 1-5 and grade level assessments to define the amount of growth each student achieves. In first grade 47% students achieved one year's growth while second grade reported 61% of their students made one year's growth. Third grade reported that 55% of their student achieved on year's growth, 84% of fourth grade students made a year's growth, while 73% of fifth grade students netted a year's growth.

Reading growth will be determined by Mclass for grades Kindergarten-2, ISIP scores as derived from I-Station for grades 2-5, Interim Assessment data for grades 3-5, BAS Assessment and progress monitoring for grades K-5, and common assessments created by teachers in grades K-5. Kindergarten reported that 32% of their students achieved "expected growth." Since kindergarten is a baseline year, actual growth cannot be measured, but the campus uses the EOY reading standard to report the number of students who were at the district recommended reading level by the end of kindergarten. First grade students had a growth percentage reported at 32% and second grade had 49% of their students achieve one year's growth. Additionally 50% of third grade students achieved a year's growth. Fourth and fifth grade percentage of growth was based on STAAR. Additionally 46% of fourth grade students met one year's growth standard, while 24% of fifth grade students showed a year's growth.

In addition to tracking the percentage of students that achieve a year's growth in math and reading, the campus also notes the student passing rate of each of the STAAR tests.

This year's percentage of students who met the approaches level on the math test are as follows: 61% of the third grade students, 60% of fourth grade students, and 81% of fifth grade students.

This year's percentage of students who met the approaches level on the reading test are as follows: 65% of third grade students, 58% of fourth grade students, and 67% of fifth grade students.

Additionally 53% of fourth grade students met the approaches level on the writing test, and 66% of the 5th grade students met the approaches level on the science test.

## Student Learning Strengths

When looking at data reported by the 2020-2021 STAAR assessment;

- Special Education students in 3rd grade Math increased meeting expectation by 13% and in Reading increased meeting expectation by 12.5%.
- Special Education students in 4th grade Math increased meeting expectation by 22.86% and in Math increased meeting expectation by 14.29%
- Students in our Gifted and Talented Program increased mastery expectation in writing by 20%.

- Students in our Gifted and Talented Program maintained 100% mastery of expectation in 5th grade Science.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Mullendore Elementary School met the target with a TELPAS progress rate of 42%. In 2020-2021 Mullendore Elementary School again met the target with a TELPAS progress rate of 52%. In comparing the progress rate from 2019 and 2021, Mullendore demonstrated a 10% point increase in students' English Language Proficiency Status.

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

**Problem Statement 1:** Students who are classified as economically disadvantaged, did not meet grade level expectation in STAAR Math, Reading, Writing, and Science. **Root Cause:** Staff needs to track and monitor student progress, make adjustments and be informed of students who fall in multiple sub-populations.

# School Processes & Programs

## School Processes & Programs Summary

Mullendore houses the Structured Environment to Enhance Communication (SEEC) program for the Richland High School cluster feeder pattern. This program is an early intervention environment designed to meet the needs of students in Pre-Kindergarten-5th grade students who have multiple learning and language acquisition barriers. New to Mullendore this year, we also house the Preschool Program for Children with Disabilities, ECSE-SEEC program. This program serves children who are ages 3 and 4 and require early special education intervention with a focus on cognitive, social-emotional, language and communication, and physical skills.

Mullendore has a gifted and talented (GATE) program that serves K-2 students who have been identified as GT on campus. The campus also has an "Invest" program that is designed to enhance the skills of second grade students who were close to meeting qualifying requirements for GATE. The program seeks to enrich 2nd grade students' skills to help them be better prepared to qualify for GATE as a third grade student.

Mullendore provides services to students with academic struggles through a resource program that provides both "push-in" as well as "pull-out" programming. Students that struggle with reading due to dyslexia are provided intensive reading instruction through a full-time reading specialist that is trained in MTA. Students that struggle with math are provided intensive small group instruction through a full-time math interventionist. The campus also provides additional reading support to students who struggle with reading but are not considered dyslexic with an additional reading support tutor that is a certified teacher. Students who struggle with math but are not considered tier 3 receive additional math support from a math tutor that is a certified teacher.

## School Processes & Programs Strengths

Mullendore has a Response to Intervention (RtI) process that involves a collaborative discussion of all students every three weeks. The first "cycle" is where intervention/enrichment strategies are discussed and then a student's tier placement is considered and moved, if deemed appropriate by the RtI committee. The second "cycle" is where students are discussed individually to determine if strategies are effective. Both "cycles" of RtI collaboratives are staffed by Principal, Assistant Principal, teacher of record, math and reading interventionists, and often times an instructional coach is present to offer instructional/curricular suggestions.

Professional development is provided to staff based on teacher self-identified needs. A "Big 3 Meeting" is held each 6 weeks where teachers share instructional concerns based on data. Concerns are discussed and reviewed using a Data Analysis Protocol. This protocol helps determine the area of need and if specific professional development is needing to be addressed. Professional development is then provided via district content specialist, campus specialists, or off-site professional development offered by district as well as non-district opportunities.

To meet the many social and emotional needs of our students, an alternative Friday Schedule has been created. This schedule provides support and encouragement school wide. Grade levels are able to focus on Harmony lessons as well as meet with a "Buddy Class" to discuss Conscious Discipline routines and procedures, students can read with their "buddy", share data folders, and PDSA's can be discussed and reviewed.

# Perceptions

## Perceptions Summary

Using Conscious Discipline as our school-wide discipline plan has helped the children and their families feel involved and successful in the emotional growth and health of their child. Utilizing Social Media posts, live Facebook Feeds and six week newsletters to families, we have worked to keep our parents and stakeholders informed and involved with what is happening on our campus. While in the past there have been monthly activities for families and PTA programs throughout the year, due to Covid we are having to look at how we can involve families and our community in school events and functions while still keeping our families safe. Our school and PTA plan on continuing to host "restaurant nights" to serve not only as a fund raiser but more importantly to continue to build community and rapport among our parents, students, and staff. School events have been spread out over several nights to minimize the amount of crowding in the halls and building. School wide family events are scheduled to take place outside when the weather allows. Families and students are greeted each morning at the door and on Friday's music is played to motivate, welcome, and bring happiness to families as they arrive.

## Perceptions Strengths

Using the data from surveys sent to parents, students and staff each year, we were able to indicate areas that have shown positive results. Parents have shared and expressed appreciation regarding communication, the organization of arrival and dismissal of students, and how information is shared in a variety of ways. The vast majority of respondents feel that they are safe and secure while at school. Parents also report that they are proud to state that their children attend Mullendore Elementary and that they feel Mullendore meets the academic and social and emotional needs of their children.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We struggle with having an increase in PTA membership each year. **Root Cause:** Many parents report that it is difficult to leave work or family to attend meetings or designate time for events and activities.

# 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

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

## **Student Data: Student Groups**

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records

## **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- TTESS data

## **Parent/Community Data**

- Parent surveys and/or other feedback





# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's growth in reading between the beginning and the end of the year.

**Evaluation Data Sources:** Fountas & Pinnell reading levels

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement district literacy plan.</p> <p><b>Actions:</b> a) Ensure all reading teachers attend district training.            b) Utilize instructional coaches to help mentor and train teachers with use of district-provided strategies.            c) Provide coverage so that teachers will be able to visit Model Classrooms.            d) Implement comprehensive RtI plan and Progress Monitoring            e) utilize Jan Richardson strategies.            f) implement F &amp; P curriculum with fidelity</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math -</p> <p><b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$4,500, Professional Development - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement personalized learning for students.</p> <p><b>Actions:</b> a) Scheduled WIN time for intervention and extension            b) sight word challenge            c) implement guided reading strategies            d) implement flexible small groups based on data            e) utilize performance data from I-Station and STAR programs to target instruction to student need            f) utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas."</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Math and reading interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$2,000, Instructional Resources - 211 - Title I - \$4,500, Intervention Personnel - 199 - General Funds: SCE, Instructional Resources - ESSER - \$17,150</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement district Social and Emotional Learning using Sanford and Harmony <b>Actions:</b> a) Ensure all teachers participate in weekly lessons and activities with students. b) Utilize campus counselor to assist and collaborate with teachers to ensure instruction is effective. c) Encourage and recognize students each six weeks who model and demonstrate character values and traits shared during daily morning announcements. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups as measured by state and district assessments.

**Evaluation Data Sources:** Historical performance by student groups on STAAR and CBA Assessments





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a special education and dyslexia schedule to maximize the amount of time students spend in the general education setting.</p> <p><b>Actions:</b> a) work with special education teacher and identified teachers to include students in general education setting b) Train general education teachers to scaffold instruction and work with students who have special learning requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Special Education teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use intervention strategies designed to meet student needs.</p> <p><b>Actions:</b> a) Meet each 6 weeks to discuss student progress, academic growth, and instructional celebrations and concerns (Big 3). b) Implement strategies discussed at RtI (Big 3) collaborative discussions. c) Integrate a GAP class (Gaining Academic Performance) during specials rotations that allows flexibility for students to regularly use remediation and extension programs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, RtI team</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> Campus Personnel - 211 - Title I - \$61,799, Intervention Personnel - 199 - General Funds: SCE, Instructional Resources - 211 - Title I - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize tutors to help serve Tier 3 students.</p> <p><b>Actions:</b> a) Hire certified teachers to serve as tutors. b) Have tutors work closely with reading and math interventionist to group students and to provided targeted instruction based on student need. c) Create a WIN time schedule where students can be supported during times that new information is not being delivered.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE, Tutorials - 211 - Title I - \$25,580</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize continuous improvement strategies to ensure instructional strategies are meeting student needs.</p> <p><b>Actions:</b> a) Ensure teachers are trained in the understanding of and the use of continuous learning strategies.  b) Utilize campus "gallery walks" to ensure all teacher are familiar with strategies.  c) Ensure teachers are decomposing the standards and students are able to explain how the product used to demonstrate mastery shows how they met or exceeded the standard.  d) Use district instructional coaches to refine teacher's understanding and use of PDSA structures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Use intervention strategies designed to meet the needs of English Language learners.</p> <p><b>Actions:</b> a) Ensure all staff are ELL certified and have the training needed to support English Learners.  b) Track the performance growth of students identified as EL during RTI.  c) Use the campus instructional coach to assist in providing tools, resources and strategies needed to support the EL students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Coach  <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by campus-administered student survey.





**Evaluation Data Sources:** Student survey results and office referral data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Conscious Discipline strategies to teach social-emotional skills.</p> <p><b>Actions:</b> a) Continue to teach and refine knowledge base of Conscious Discipline (CD) principles and practices.                      b) Continue to use CD team - meet monthly to discuss campus progress and needed next steps for faculty training.                      c) teach students brain states and self-regulation strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$349</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize lessons in Harmony and the SELF values to teach and promote virtues.</p> <p><b>Actions:</b> a) Teachers and students in each homeroom class will elect a classmate that exemplifies the SELF virtue for each six weeks. This student will be recognized as the "Selfie Kid".                      b) Students will be recognized on a grade level awards presentation that will be displayed in the school and emailed to families.                      c) Student "Selfie Picture" is hung in the front foyer with the value.                      c) Students who are selected will be given a dog tag and a water bottle promoting the values.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.





**Evaluation Data Sources:** Behavioral RtI data records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement district Behavior RtI plan.</p> <p><b>Actions:</b> a) Create behavior RtI team.                      b) Ensure teachers Conscious Discipline and the tools and strategies shared for supporting students.                      c) Schedule opportunities each six weeks for counselor to provide guidance lessons to students.                      d) Schedule lunch bunches for students where conversations can be had regarding feelings and how to handle and react to situations.                      e) Utilize district Behavior RtI Specialist.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal and Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared with prior school year.





**Evaluation Data Sources:** Campus ADA percentages compared with previous school year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus-wide program to promote improved student and staff attendance.</p> <p><b>Actions:</b> a) Promote attendance incentives to staff, students, and parents.                      b) Track attendance and display in public place for staff, students, and parents to see.                      c) Acknowledge and reward student attendance by recognizing classes with the highest percentage of attendance on the announcements each six weeks.                      d) Teachers and Administrators will call parents of students who are absent to make connections and build relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement strategies and principles to identify and improve operations and student outcomes.

**Evaluation Data Sources:** Evaluation of goal achievement as per campus improvement plan





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and deploy continuous improvement processes.</p> <p><b>Actions:</b> a) Develop SMART goals for attendance and safety.                      b) Track attendance data throughout the school year.                      c) Meet with safety team regularly and conduct plus deltas to guide improvement.                      d) Assistant Principal and Head Custodian will complete weekly campus walks to look for areas of safety concern that need to be addressed.                      e) Establish an Operations Committee to meet and discuss ways to improve school operations for student and staff safety.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Improve the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Campus-administered survey of students, parents and staff





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p><b>Actions:</b> a) Show and discuss the quarterly safety videos.                      b) Survey staff, students, and families regarding their safety perceptions.                      c) Use data and information from previous years to implement changes if needed in areas where concern was mentioned.                      d) Meet with safety team to discuss drill and after action plan.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and to reduce the number of work days lost due to accidents occurring on the job by 10%.

**Evaluation Data Sources:** Quarterly reports of workers' compensation claims

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus program that promotes an accident-free work environment.</p> <p><b>Actions:</b> a) Ensure all campus employees complete Safe School training.            b) Ensure all staff know where all step ladders are hanging.            c) Work with custodian to ensure that all slipping hazards are marked.            d) Train necessary staff in CPI.            e) Use campus walks to evaluate areas of needed repair and concern.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Plan was developed through the input and involvement of the following:

Parents- Mandi Wisnewski and Chelsay Hendrix

Community Members- Tom Marvel and Robby Muetzenberg

Teachers- Shelley Cayce, Natalia Chancellor, Melissa Piesche, Sarah McCarty, Amanda Rivera, and Jennie Courtney

Administrators- Merritt Dobecka and Sara Muetzenberg

Other Campus Staff- Cheryl Steele and Helen Clark

### **2.2: Regular monitoring and revision**

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

### **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, 56.13% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Parents: Mandi Wisnewski, Chelsay Hendrix, Sarah McCarty, and Courtney Trevino

Teachers- Shelley Cayce, Natalia Chancellor, Melissa Piesche, Amanda Rivera, and Jennie Courtney

Administrators- Merritt Dobecka and Sara Muetzenberg

Other Campus Staff- Cheryl Steele and Helen Clark

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled throughout the week in order to accommodate parents' work schedules and the current state of COVID. The following family engagement activities are planned for 2021-22:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August 12th and 13th Meet the Teacher Night-on campus
- Title I Parent Meeting Night and Curriculum Night, August 30th, 31st, and September 1st- on campus
- September Book Fair and Grandparents Luncheon- September 14th, 15th, and 16th- on campus
- Veteran's Day Program November 11th- via ZOOM for families
- December 14th, 4th Grade Program- on campus for 4th grade families only
- January 11th, Family Math Night currently via ZOOM
- February 8th, 1st grade program- on campus for 1st grade families
- March 8th, 9th, and 10th, Open House-on campus
- March 22nd, Family Science Night- Via ZOOM
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April 12th, Family Engagement Policy and Compact Revision and 2nd grade program- on campus
- May 3rd- Family Reading Night- outdoor Picnic and Reading Event at school
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cherri Kehoe	Math Interventionist	Title I	0.5
Josephine Feiple	Reading Tutor	Title I	Part time
Pam Machun	Educational Assistant	Title I	1.0

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Personnel		\$0.00
1	2	2	Intervention Personnel		\$0.00
1	2	3	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$4,500.00
1	1	1	Professional Development		\$2,000.00
1	1	2	Professional Development		\$2,000.00
1	1	2	Instructional Resources		\$4,500.00
1	2	2	Campus Personnel		\$61,799.00
1	2	2	Instructional Resources		\$2,000.00
1	2	3	Tutorials		\$25,580.00
1	3	1	Professional Development		\$349.00
<b>Sub-Total</b>					<b>\$102,728.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Resources		\$17,150.00
<b>Sub-Total</b>					<b>\$17,150.00</b>
<b>Grand Total</b>					<b>\$119,878.00</b>

# Addendums

**Birdville Independent School District**  
**Smithfield Elementary**  
**2021-2022 Campus Improvement Plan**





# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	9
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	10
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	15
Goal 3: All students and staff will learn and work in a safe and responsive environment.	17
State Compensatory	18
Budget for Smithfield Elementary	19
Personnel for Smithfield Elementary	19
Title I Schoolwide Elements	19
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	20
1.1: Comprehensive Needs Assessment	20
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	20
2.1: Campus Improvement Plan developed with appropriate stakeholders	20
2.2: Regular monitoring and revision	20
2.3: Available to parents and community in an understandable format and language	21
2.4: Opportunities for all children to meet State standards	21
2.5: Increased learning time and well-rounded education	21
2.6: Address needs of all students, particularly at-risk	21
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	21
3.1: Develop and distribute Parent and Family Engagement Policy	21
Statement of Purpose	22
Goals	22
Annual meeting	23
Parents' Right to Know	23
Building Capacity for Parent-School Partnerships	23
School-Parent Compacts	23
Parent Engagement Evaluation	24

3.2: Offer flexible number of parent involvement meetings	24
Title I Personnel	24
Campus Funding Summary	25
Addendums	26

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Smithfield Elementary School serves approximately 530 students in grades PK-5th. Of those 530 students, 61% are White, 23% are Hispanic, 9% are African American, 2% are Asian and 4% are of two or more races. SES is a Title I campus which means that 43% of our students are economically disadvantaged. We have 31% of our students which are considered to be "At-Risk". 7% of our students are Limited English Proficient (LEP). 12% of our students receive special education services. 10% of our students are identified and served in the Gifted and Talented program. 100% of our staff members meet federal highly qualified requirements. Our student attendance was 96%.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019, Smithfield Elementary School met the target with a TELPAS progress rate of 61%. In 2020-2021 Smithfield Elementary School had a TELPAS progress rate of 35% and did not meet the progress rate. In comparing the progress rate from 2019 and 2021, Smithfield demonstrated a 26% point decrease in students' English Language Proficiency Status.

### Demographics Strengths

Smithfield Elementary has some demographic strengths such as our enrollment has grown 15% over the last few years. Our mobility rate is at 12% which is below the district and state average. Birdville ISD has a long tradition of creating a family atmosphere for both employees and families served by the district. At Smithfield Elementary we have over 50% of our teachers and staff who either have students who attend BISD schools or are a BISD graduate themselves.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We did not meet our goal of 97% on our attendance rate. **Root Cause:** Students are not in attendance and often as needed.

**Problem Statement 2:** 31% of our students are considered to be At-Risk. **Root Cause:** We are unable to close the gaps in all of our student's performance areas.

# Student Learning

## Student Learning Summary

Our 2021 STAAR scores reflected that in 3rd Grade our students scored 12% lower in math and 2% higher in math than in 2019. 4th grade scores reflected that our student scored 13% lower in math, 11% lower in reading and 28% lower in writing. For 5th grade our scores reported 9% lower in math, 3% lower in reading and 2% lower in science.

## Student Learning Strengths

In 4th grade math Smithfield Elementary scored the 3rd highest in the district with a 74%. In 5th grade we scored the 2nd highest in the district in reading with a 90% and the highest overall score in science with a 92%. Our RTI Tier 2 and 3 percentage rates have dropped 9% in both reading and math from 2019.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** In all grade levels, on the STAAR math test, our scores dropped 11%. **Root Cause:** So many variables, COVID, online instruction, online testing.

**Problem Statement 2:** Across all subjects and grades our masters scores have dropped an average of 12%. **Root Cause:** So many variables, COVID, online instruction, online testing and just trying to survive.

# School Processes & Programs

## School Processes & Programs Summary

The academic RtI program at Smithfield Elementary serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific services provided for students on Tiers 2 and 3 are outlined in the district RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions.

Performance data suggest that the RtI program has been moderately successful in moving students off of tiered interventions there remains a large proportion of students served on Tier 3, (14% in reading and 11% in math for grades K-5 as of May 2019) which is based in part on universal screener performance below the 10th percentile nationally.

## School Processes & Programs Strengths

The percentage of students in grades K-5 requiring tiered interventions has decreased steadily over the past two years. For example, the percentage of student receiving tier 3 interventions in math decreased from 17% in spring of 2018 to 14% in spring of 2019.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** RtI screener results for April 2019 indicate that 21% of students are reading below grade level.

# Perceptions

## Perceptions Summary

At Smitfield we conduct Parent Surveys on a regular basis at the beginning of the year. However the data that is collected is about expectations that parents have of teachers and their students. We also ask what we can expect from them as parents. We also have a parent survey that asks perception data such as what parents feels are strengths and areas of improvement are at Smitfield. The top 2 areas of improvement are

1. Parking/pick-up and drop off
2. Communication

## Perceptions Strengths

One of the consistent responses that parents give is that they feel as though their child is safe at school and that they feel welcomed while they are here.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** With construction and COVID we need to create an arrival/dismissal plan for parents to safely pick up and drop off their students. **Root Cause:** COVID, construction and a limited parking lot.

# 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

## **Accountability Data**

- Accountability Distinction Designations

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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

- Attendance data
- Discipline records

## **Employee Data**

- Staff surveys and/or other feedback

## **Parent/Community Data**

- Parent surveys and/or other feedback



# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading and math literacy between the beginning and end of year.

a) In addition, all students in grades PK-3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

**HB3 Goal**

**Evaluation Data Sources:** PK: Circle (reading and math)

K-5: Fountas & Pinnell reading levels

K: mClass (reading and math)





1-2: mClass (reading)

3-5: ISIP (reading)

1-5: STAR Math

3-5 TEA Interims (reading and math)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to build capacity to implement the district literacy plan at the campus level.</p> <p><b>Actions:</b> a. Utilize LOL team to train and lead implementation of district plan and strategies.                      b. Provide coaching support for teacher on literacy plan.                      c. Use model classrooms to help other teachers visualize practice in action.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                      LOL Team                      Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement the five-year literacy plan with the focus of responsive teaching and continuous improvement.</p> <p><b>Actions:</b> a. Schedule and implement instructional rounds session based on conferencing and responsive teaching.                      b. Provide monthly PD on best practices and strategies to help support teachers.                      c. Conduct campus walk throughs for the purpose of collecting artifacts to support literacy implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop a campus-wide plan for GT students to provide opportunities for rigorous learning beyond Tier I coursework.</p> <p><b>Actions:</b> a. Train teachers on Rigor and Relevance framework.  b. Collaborate with GTI to provide activities during RTI instruction  c. Use Think Up resources to increase rigor in small groups in support of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Think Up - 211 - Title I - \$1,700</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement the reading academies established by TEA based on the HB3 requirements.</p> <p><b>Actions:</b> a. Implement the plan for Reading Academies.  b. Conduct check-ins and plus/deltas with participants each quarter.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers  Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to support a full day pre-K program for four year-olds that qualify based on a board approved three-year plan.</p> <p><b>Actions:</b> a. Maintain a PK teacher who is certified and has early childhood qualified.  b. Provide PD that is relevant to early childhood both through campus and district resources.  c. Maintain an average ratio of 1 to 11 which includes one certified teachers and one teacher's aide per TEA guidelines.  d. Implement new curriculum in the pre-kindergarten classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  PK teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Train staff to administer progress monitoring assessments with fidelity for reading and math in grades PK-5.</p> <p><b>Actions:</b> A. Continue to support and train staff on BAS and mClass assessment.  B. Ensure that instructional coach is working with teachers to utilize progress monitoring data and designing instructional practices.  C. Use Aware to monitor progress of students in grades PK-5.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

- a. Meet all progress monitoring targets for grades PK-3rd in reading for all student groups measured by state and district approved monitoring instrument.
- b. Meet all progress monitoring targets for grades PK-3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

**HB3 Goal**

**Evaluation Data Sources:** Historical performance by student subgroup on state and local assessments





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency and efficiency.</p> <p><b>Actions:</b> A. Develop a campus ESSER plan and the use of the funds provided.                      B. Develop and implement a plan to collect, analyze and progress monitor student data that will address closing the achievement gaps.                      C. Implement accelerated instruction according to HB 4545.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator                      LOL</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$8,525</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth.</p> <p><b>Actions:</b> A. Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations.                      B. Track student performance to determine progress towards success on STAAR assessments.                      C. Provide professional development for teachers for the purpose of developing personalized plans through SuccessEd.                      D. Provide professional development for all teachers in the use of Aware to build assessments and analyze data to inform instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                      Academic Coach                      Digital Learning Specialist</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$1,430</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize the results of the RTI evaluation to implement a multi-tiered system of supports (MTSS) for identified students.</p> <p><b>Actions:</b> a. Strengthen the RTI process through training and small group PLCs.  b. Provide ongoing training for all staff to build their capacity to implement MTSS.  c. Monitor new math intervention resource for effectiveness.  d. Continue to implement SEL curriculum and provide professional learning to support SEL.  e. Meet with teacher each quarter to determine which students need MTSS services and who is identified for RTI support.  f. Use GAPS EA to support students who need either intervention or accelerated support.</p> <p><b>Staff Responsible for Monitoring:</b> Administration  Interventionists  Academic Coach</p> <p><b>Funding Sources:</b> Tutoring - 211 - Title I - \$12,612, Intervention Staff - 199 - General Funds: SCE, GAPS EA - 211 - Title I - \$30,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue implementation of continuous improvement processes</p> <p><b>Actions:</b> a. Use walk-through forms to evaluate implementation across campus.  b. Provide refresher professional learning for those who need it.  c. Provide new teacher training throughout the year to ensure that the processes are being used and understood.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Develop and implement system-wide practices for the design and delivery of programs and services for English Learners.</p> <p><b>Actions:</b> a. Develop professional learning sessions targeting the competencies necessary to serve the needs of ELs.</p> <p><b>Staff Responsible for Monitoring:</b> Administration  Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.





**Evaluation Data Sources:** Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement district curriculum for social-emotional learning (SEL). <b>Actions:</b> a. Use Guidance lessons to continue to build social emotional support. b. Develop and distribute a Family Engagement Policy through Title I c. Plan and implement events that increase parent and family involvement <b>Staff Responsible for Monitoring:</b> Counselor Administration <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$462	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.





**Evaluation Data Sources:** Behavioral RtI data records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor the implementation of the behavioral RTI plan. <b>Actions:</b> a. Monitor behavior RTI in classrooms b. Create a behavior RTI team to establish processes for implementation. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.





**Evaluation Data Sources:** Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement campus plan to increase staff and student attendance <b>Actions:</b> a. Create a system to celebrate staff attendance. b. Continue awards given for student attendance. c. Keep parents informed of attendance issues <b>Staff Responsible for Monitoring:</b> Admin	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.

**Evaluation Data Sources:** Evaluation of goal achievement as per department improvement plans





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to monitor continuous improvement processes at a campus level. <b>Actions:</b> a. Meet with campus problem solving committee and use CI tools to work through campus issues. <b>Staff Responsible for Monitoring:</b> Admin	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Attain a 10% annual increase on a school safety survey that is administered annually to students, staff, and parents.

**Evaluation Data Sources:** District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a safe school community where students and staff report a sense of belonging, security and well-being.</p> <p><b>Actions:</b> a. Use safety team to discuss safety issues.                      b. Collaborate with safety officials and community members to ensure security.                      c. Gather input from students about safety concerns.                      d. Work in collaboration with appropriate staff to ensure and enhance recommended CDC behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# State Compensatory

## Budget for Smithfield Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 1.5**

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

--

## Personnel for Smithfield Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carrie Growald	Math Interventionist	0.5
Jennie Bridger	Reading Interventionist	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

We developed our CNA on June 10th for the upcoming 2022-22 school year.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Melissa Pellegrino-principal

Ryan Holzberger- Assistant Principal

Sabrina Dowell-5th Grade Teacher

Weston Baccus-4th Grade Teacher

Amy Pucel- 3rd Grade Teacher

Sarah Smith-2nd Grade Teacher

Heather Bartlett-1st Grade Teacher

Courtney Wilson-Kindergarten Teacher

Maggie Shikany-PE Teacher

Courtney Maxwell-SPED Teacher

Kerrie Tillotson-Parent

Courtney Files-Parent

Kyle Fox-Community Member

### **2.2: Regular monitoring and revision**

We will evaluate/review our CIP 4 times a year. In November, January, March and June.

## **2.3: Available to parents and community in an understandable format and language**

The LEA made our CIP available in in the front office to any stakeholder who is interested. We offered our CIP only in English.

## **2.4: Opportunities for all children to meet State standards**

Additional assistance will be provided to students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

The campus Parent and Family Engagement Policy was developed by:

Amy Pucel, Teacher

Diana Kirkwood, Parent

Courtney Wilson, Teacher

Heather Bartlett, Teacher

Maggie Shikany, Teacher

Courtney Maxwell, Teacher

Kerrie Tillotson, Parent

Ryan Holtzberger, Administrator

Melissa Pellegrino, Administrator

SMITHFIELD ELEMENTARY SCHOOL

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

## Statement of Purpose

The purpose of the Smithfield Elementary Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. Smithfield Elementary has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. The campus will build capacities of staff, parents, families, and community members to work together as equal partners to improve achievement for all students.

## Goals

- Smithfield Elementary will promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Smithfield Elementary will provide a safe and open atmosphere for parents and families to visit the school and to actively encourage parent and family support and assistance for school programs
- Smithfield Elementary and its staff will develop and deliver timely information and training to parents
- Smithfield Elementary will respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate

- Smithfield Elementary will disseminate information to parents on all required Title 1 notifications

## **Annual meeting**

Smithfield Elementary will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. The campus will also host a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

## **Parents' Right to Know**

Smithfield Elementary will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

## **Building Capacity for Parent-School Partnerships**

Smithfield Elementary will facilitate the use of district resources by parents and families, including those provided through Birdville ISD parent liaisons and staff:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

## **School-Parent Compacts**

Smithfield Elementary will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the school and its families through regular two-way, meaningful communication. Smithfield Elementary will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Smithfield Elementary has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

## **Parent Engagement Evaluation**

Each spring, Smithfield Elementary will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, the campus will review the existing family engagement policy and make revisions as necessary.

### **3.2: Offer flexible number of parent involvement meetings**

The following family engagement activities are planned for 2021-22:

- August Ribbon Cutting Event
- August Meet the Teacher Event
- Annual Fall Title I Meeting and Curriculum Night
- Open House in the Spring
- Spring Family Engagement Policy and Compact Revision

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erica Parkey	Educational Assistant	Title I	1.0



# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Intervention Staff		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Think Up		\$1,700.00
1	2	2	Professional Development		\$1,430.00
1	2	3	Tutoring		\$12,612.00
1	2	3	GAPS EA		\$30,000.00
1	3	1	Title I Family Engagement		\$462.00
<b>Sub-Total</b>					<b>\$46,204.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutors		\$8,525.00
<b>Sub-Total</b>					<b>\$8,525.00</b>
<b>Grand Total</b>					<b>\$54,729.00</b>

# Addendums

## **Smithfield Elementary Parent Involvement Policy**

### **OVERVIEW**

As per Public Law 107-110, the *No Child Left Behind Act*, Smithfield Elementary has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

### **REQUEST FOR SUGGESTIONS**

The staff at Smithfield Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Melissa Pellegrino at (817)547-2100 or email at [Melissa.pellegrino@birdvilleschools.net](mailto:Melissa.pellegrino@birdvilleschools.net) to give us your suggestions or to discuss opportunities for you to work directly with us.

<b>(Campus) Parent Involvement Strategies</b>				
<b>SW #</b>	<b>Requirement</b>	<b>Timeline</b>	<b>Activity</b>	<b>Evaluation Measure(s)</b>
6.	Participation in parent involvement policy development		Involve parents in policy development through.. SBDM Distribute at registration, inviting comments	<ul style="list-style-type: none"><li>· Campus policy</li><li>· Written parent suggestions</li></ul>
6.	Participation in decision making for Title I Program		Involve parents in planning, implementing, and evaluating Title I Program: SBDM meetings	<ul style="list-style-type: none"><li>· Site-based meeting sign-ins</li><li>· Agenda</li></ul>

6.	Communicate program information to all parents	Annual Meeting	Provide information about ... Participation in Title 1 Program Description	.
			Curriculum	.
			State and local assessments and expectations for student proficiency	
			Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English)	
6.	Shared responsibility for student achievement		Utilize the school-parent compact Develop Distribute Evaluate Revise	
6.	Build capacities of parents		Assist parents in understanding State academic content (TEKS) State academic achievement standards (STAAR) Ways to monitor progress Ways to work with teachers to improve achievement	.

<b>(Campus) Parent Involvement Strategies</b>				
<b>SW #</b>	<b>Requirement</b>	<b>Timeline</b>	<b>Activity</b>	<b>Evaluation Measure(s)</b>

			Provide training and materials to parents to help them work with their children	·
6.	Build capacities of staff		Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents	·
10.	Coordinate and integrate Title I parent program with other parent programs		Coordinate parent involvement under Title I with Head Start, Title III, and other grant programs	· Parent training schedules · Session evaluations · Budget records
7.	Ensure a smooth transition for students from 5 <sup>th</sup> grade into 6 <sup>th</sup> grade and from 8 <sup>th</sup> grade into 9 <sup>th</sup> grade			·

Title I Schoolwide Components

1. Comprehensive Needs Assessment 6. Parental Involvement 2. Reform Strategies 7. Transition 3. HQ Staff 8. Teachers Inv. In Assessments 4. Professional Development 9. Mastery  
5. Attract HQ Staff 10. Coordinate Programs

**Birdville Independent School District**  
**Snow Heights Elementary**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	13
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	20
Goal 3: All students and staff will learn and work in a safe and responsive environment.	22
State Compensatory	25
Budget for Snow Heights Elementary	26
Personnel for Snow Heights Elementary	26
Title I Schoolwide Elements	26
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	27
1.1: Comprehensive Needs Assessment	27
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	27
2.1: Campus Improvement Plan developed with appropriate stakeholders	27
2.2: Regular monitoring and revision	27
2.3: Available to parents and community in an understandable format and language	28
2.4: Opportunities for all children to meet State standards	28
2.5: Increased learning time and well-rounded education	28
2.6: Address needs of all students, particularly at-risk	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	29
3.1: Develop and distribute Parent and Family Engagement Policy	29
3.2: Offer flexible number of parent involvement meetings	30
Title I Personnel	30
Campus Funding Summary	31
Addendums	32



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Snow Heights Elementary, located in North Richland Hills, Texas, is a K-5 Title 1 campus in Birdville ISD. At this time, the campus does not serve PreK students. Although this improvement plan focuses on the 2021-2022 school year, the demographic information comes from the Texas Academic Performance Report data collected during the 2020-2021 school year. Student enrollment at Snow Heights Elementary during 2020-2021 remained consistent from the previous school year. Enrollment data shows that campus enrollment was approximately 370 students for the majority of the school year. The enrollment projection for the 2021-2022 school year is the same with the possibility of a few less students due to the outcomes of Covid 19. Our Hispanic student group is one of our largest ethnic groups and represents 21.47% of the population. Our largest student group is White at 58.97%. Our smallest groups are the following: African American-7.61%, Asian-3.53%, and 8.15% claim Two-or-More Races.

The 17.4% student mobility rate for Snow Heights Elementary continues to increase each year, and 43.75% of our students are Economically Disadvantaged. The other student groups for Snow Heights Elementary include 5.71% Limited English Proficiency (LEPs), 9.78% Gifted and Talented, and 15.76% Special Education. Additionally, 32.07% of our students have been identified as at-risk. The campus attributes much of its achievement to a strong partnership with parents and a focus on high-quality education. The campus is predominately a neighborhood school, where most students reside within the neighborhood and approximately one-fourth of students are transported. Snow Heights strives for good attendance and had a 96.8% student rate last year. While this is below our campus and district goal of 97%, we will continue to work on increasing the attendance rate for staff and students.

### Demographics Strengths

Snow Heights Elementary has many strengths. Some of the most notable demographic strengths include:

1. The community of Snow Heights is steeped in tradition, involved, consistent, and committed to education. Many families stay in the area just for the school and many of the teachers went to Snow Heights as students. Since our families value education, we have many supportive parents and students who strive for success.
2. The attendance rate at Snow Heights Elementary is always a focus for any school year and will continue to be for the current year. It remains very close year to year: 96.7% in 2014-2015, 96.8% in 2015-2016, 96.6% in 2016-2017, 96.0% in 2017-2018, 96.2% in 2018-2019, and 96.8% in 2020-2021. Our goal is to reach a rate of 97% or higher for the 2021-2022 school year.
3. Students at Snow Heights Elementary are very accepting of new students regardless of race or ethnicity. Utilizing the district's Social Emotional curriculum, as well as Capturing Kids' Hearts strategies, keeps the student and staff committed to building strong relationships with one another. These strong relationships spillover into the homes of our families and in our community.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Despite good attendance throughout a pandemic year, our campus has yet to meet our attendance goal of 97%.

**Problem Statement 2:** In addition to Resource and Speech students, we have two AABLE classes on campus. This puts Snow Heights with a 15.76 % in Special Education which is an increase from the previous school year and above the district average.

**Problem Statement 3:** While most of our students meet the district and campus goal of achieving at least one year's growth in Reading, our high achieving and gifted learners are not making adequate growth.

# Student Learning

## Student Learning Summary

The following scores show Snow Heights' performance on the 2021 STAAR test:

Subject	Campus	Campus	Campus	District
	Approaches	Meets	Masters	Approaches
3 <sup>rd</sup> Grade-Reading	76%	52%	22%	73%
3 <sup>rd</sup> Grade-Math	71%	31%	18%	69%
4 <sup>th</sup> Grade-Reading	79%	55%	40%	65%
4 <sup>th</sup> Grade-Math	62%	27%	11%	58%
4 <sup>th</sup> Grade-Writing	76%	48%	24%	55%
5 <sup>th</sup> Grade-Reading	88%	62%	36%	77%
5 <sup>th</sup> Grade-Math	98%	70%	36%	77%
5 <sup>th</sup> Grade-Science	80%	40%	18%	70%

In addition, the following scores show Snow Heights' performance on the 2021 STAAR Alternate 2 test:

Subject	Campus	Campus	District	District
	Satisfactory	Accomplished	Satisfactory	Accomplished
3 <sup>rd</sup> Grade-Reading	N/A	N/A	96%	24%
3 <sup>rd</sup> Grade-Math	N/A	N/A	100%	40%
4 <sup>th</sup> Grade-Reading	100%	100%	85%	26%
4 <sup>th</sup> Grade-Math	100%	100%	100%	44%
4 <sup>th</sup> Grade-Writing	100%	100%	91%	38%
5 <sup>th</sup> Grade-Reading	100%	0%	91%	37%
5 <sup>th</sup> Grade-Math	100%	0%	95%	43%
5 <sup>th</sup> Grade-Science	100%	67%	91%	54%

The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019, Snow Heights Elementary School had a TELPAS progress rate of 31% and did not meet the target. In 2020-2021 Snow Heights Elementary School met the target with a TELPAS progress rate of 58%. In comparing the progress rate from 2019 and 2021, Snow Heights demonstrated a 27% point increase in students' English Language Proficiency Status.

### **Student Learning Strengths**

Snow Heights Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- 5th Grade Math-98% Approaches, 70% Meets, 36% Mastered; increase of scores from when students tested in 3rd Grade (2018-2019)
- 4<sup>th</sup> Grade Writing-76% Approaches, 48% Meets, 24% Mastered

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

**Problem Statement 1:** There is a decrease in Masters scores in every subject area for students in Grades 3-5.

**Problem Statement 2:** Students in Grades 3 and 4 are not meeting the campus expectation of achieving Approaches or Meets on the Math STAAR test.

**Problem Statement 3:** Based on previous STAAR scores, Students are not performing as well in Science.

# School Processes & Programs

## School Processes & Programs Summary

At Snow Heights Elementary, students are served by a number of specialized programs related to their individual needs. Almost 45% percent of our students are served by the Free and Reduced Lunch program. Twenty-one (5.71%) of our students are considered Limited English Proficient and receive services through our ESL program. Currently, 15.76% of our students are served in Special Education. Many of those students have been assigned to our AABLE (Academic and Adaptive Behavior Learning Environment). This program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Finally, 9.78% of our students have been identified as gifted and talented and are served in the district's Advanced Academics program.

The academic RtI program serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. Our goal is to keep the intervention groups small and staffed appropriately which will aid students in closing gaps in their learning. In addition, we offer enrichment to our Tier 1 students by utilizing tutors and other staff members.

## School Processes & Programs Strengths

The percentage of Reading Tier One students in 2nd, 3rd, and 5th Grade increased from BOY to EOY. First grade remained the same throughout the year.

The percentage of Math Tier One students in 2nd, 3rd, 4th, and 5th Grade increased from BOY to EOY.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The Reading, Writing, and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making a year's growth.

**Problem Statement 2:** Kindergarten students are not making the necessary growth in Reading and Math. Tier One scores decreased from BOY to EOY.

# Perceptions

## Perceptions Summary

During the 2020-2021 school year, Snow Heights Elementary collected data from students and parents in regards to school safety, processes, and events. 116 parents, 109 students in grades 3-5, and 42 staff members completed a survey during the Spring of 2021. Data collected included perceptions of the overall safety environment of Snow Heights as well as meeting the social/emotional needs for students.

Students, parents, and staff responded to the following questions:

1. The District has increased security on campuses. Which of the following new security measures have you noticed on your campus?
2. When and where do you NOT feel safe at school?
3. Are you informed of the "Anonymous Alerts" initiative?
4. What safety issues are you most concerned about at your child's school?
5. Have you ever been bullied at school? If so, about how often has it occurred?
6. Have you ever been the subject of cyberbullying? If so, about how often?
7. If you have a concern about safety at your school, do you feel free to talk to a teacher, the principal, a counselor or other adult at your school about the issue? [If other, please identify the person]
8. Overall, do you consider your campus safe and orderly?

## Perceptions Strengths

Survey results also indicated the following regarding perceptions of school safety, processes, and procedures.

- Responses

1.
  1. When and where do you NOT feel safe at school?-Students, parents, and staff selected Drop Off/Pick up Area as a concern.
  2. What safety issues are you most concerned about at your child's school? Bullying was the biggest concern with 50% of students and 28% in regards to safety.
  3. Have you ever been the subject of cyberbullying? If so, about how often? 85% of students indicated that they have not been a victim of cyberbullying.
  4. If you have a concern about safety at your school, do you feel free to talk to a teacher, the principal, a counselor or other adult at your school about the issue? [If other, please identify the person] 88% of staff, 85% of parents, and 65% of students feel comfortable in speaking with a staff member at school about a safety issue.
  5. Overall, do you consider your campus safe and orderly? 98% of parents and staff and 86% of students feel that SHE is a safe and orderly campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 35% of students do not feel comfortable in speaking to a teacher, principal, counselor, or other adult when a safety issues arises.

**Problem Statement 2:** Even though the numbers went down from the previous school year, bullying is a significant safety concern with students and parents.

# 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

## 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

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

## Employee Data

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

## Parent/Community Data

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

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in Reading and Mathematics literacy between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

## **HB3 Goal**

**Evaluation Data Sources:** Fountas & Pinnell Reading Levels

mClass (Kindergarten, Reading and Math),

mClass (Grades 1-2, Reading)

Renaissance Star Assessments (Grades 1-5, Mathematics)

IStation (Grades 3-5, Reading)

TEA Interims (Grades 3-5, Reading and Mathematics)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to build capacity and implement the District's five year literacy plan with a focus on responsive teaching and continuous improvement.</p> <p><b>Actions:</b> a) Continue focusing on literacy by planning accordingly in each content area through vertical (Reading, Writing, Math) alignment teams  b) Maintain and continue implementation plan of Workshop model in Reading, Writing, and Math in support of all students  c) Monitor implementation of the district literacy plan as evidenced in walk-throughs, observations, vertical team meetings, and lesson plans using content specific rubrics  d) Utilize signposts, Book, Head, Heart (BHH), and the Continuum to Engage in a Campus Culture of Metacognition  e) Continue using a Quick Reference Guide to Growing Readers that focuses on reading behaviors  f) Provide necessary resources needed to support the district's literacy plan-Empowering Writers, Powers of Pattern, and Guided Reading materials (Fountas &amp; Pinnell)  g) Regularly utilize the campus' Leveled Library and Fountas &amp; Pinnell IRA/Shared Reading resources for instruction in all subject areas  h) Model literacy through a staff book club that meets monthly  i) Participate in World Read Aloud Day to promote literacy with staff, students, and community members  j) Host a Literacy Night to provide literacy education to parents/family members  k) Continue publishing the student written newspaper, "The Polar Gazette"  l) Utilize new learning obtained through Reading Academies (Science of Reading)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, LOL members, Academic Coach, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Understand and implement personalized learning for students</p> <p><b>Actions:</b> a) Teachers design a learning plan based on their own personal goal(s) as well as select a Student Learning Objective for T-TESS  b) Utilize technology to further personalize learning for students  c) Allocate resources to support the professional learning plans designed by staff members  d) Utilize district content coordinators and campus academic coach to support teachers in Tier 1 instruction as well as their individual learning plans  e) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PDSAs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide rigorous learning opportunities for our GT/advanced students</p> <p><b>Actions:</b> a) Promote higher level thinking by creating rigorous questions using signposts, BHH, and the Continuum in Reading  b) Continue utilizing Math Menus  b) Provide time for teachers to unpack the standards and then design tasks, products, and assessments that meet the rigor of the standards  c) Utilize GATE teachers, district content coordinators, academic coach, and digital specialists to aid teachers in designing lessons and products that meet the rigor of the standards  d) Ensure classroom teachers and all specified staff receive yearly six hour Gifted and Talented update</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, GATE Teacher, Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Participate in the reading academies and coaching model established by TEA and district based on the HB3 requirements</p> <p><b>Actions:</b> a) Second Grade teachers, Third Grade teachers, AABLE teachers, new to 1st Grade teachers, and Principal attend Reading Academy training  b) Reading Academy attendees meet regularly to discuss/debrief new learning and how it will be implemented into the classroom  c) Create a PDSA to guide implementation  d) Utilize Reading Academy Coach as a support to campus implementation  e) Provide time for past Reading Academy attendees to meet with current attendees to offer support/guidance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Reading Academy Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to administer progress monitoring assessments with fidelity for reading and mathematics in grades K-5</p> <p><b>Actions:</b> a) Follow district and campus assessment calendars  b) Participate in Universal Screeners three times a year: BOY, MOY, and EOY  c) Progress monitor students in Reading (BAS, IStation, mClass), Writing (Norma Jackson) and Math (Star) throughout the school year (occurs between BOY, MOY, and EOY)  d) Conduct interim assessments in Grades 3-5, Reading and Math twice a year  e) Create and conduct six weeks assessments by grade level in Math  f) Respond instructionally by utilizing data and support from Academic Coach</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach, and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

a) Meet all progress monitoring targets for grades PreKindergarten-3rd in Reading for all student groups as measured by a district approved monitoring instrument.





b) Meet all progress monitoring targets for grades PreKindergarten-3rd in Mathematics for all student groups as measured by a district approved monitoring instrument.

**HB3 Goal**

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Align campus interventions to the district framework that builds strong, equitable, and responsive learning environments to close learning gaps and create learning opportunities for students, including those served through State Compensatory Education, Title I, Special Education, RtI, EL, and 504.</p> <p><b>Actions:</b> a) Design a master schedule that includes protected time for RtI groups in Grades 3-5                      b) Utilize collective data in RtI collaborative conferences to make instructional decisions based on the needs of individual students                      c) Provide full time Math and Reading interventionist to serve Tier 3 students in order to decrease learning gaps and increase student performance                      d) Utilize content tutors to provide small group/accelerated instruction based on individual student needs                      e) Ensure that any teacher or staff member that provides specialized services to students receive training in strategies aligned to program requirements                      f) Provide regular opportunities for Special Education teachers to plan for instruction with General Education to ensure proper alignment is taking place in all subject areas                      e) Ensure that Special Education is represented in Vertical Alignment Teams (Reading, Math, and Writing)                      g) Share information to staff and parents about specialized programs documented through professional learning opportunities, 504 meetings, ARDs, parent/teacher conferences, etc                      h) Utilize Success Ed to monitor program responses to students who are identified as 504, Special Education, or RtI                      i) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Tutors - 199 - General Funds - ESSER - \$11,770, ESSER Tutors - ESSER - \$11,770, Intervention Personnel - 211 - Title I - \$37,409, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to assist teachers in developing, implementing, and progress monitoring student learning.</p> <p><b>Actions:</b> a) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year  b) Teachers create six week assessments in Math based on the rigor of the standards  c) Conduct RtI collaborative conferences throughout the school year: BOY, MOY, EOY, and two progress monitoring meetings  d) Ensure collaboration through PLCs between classroom/Special Education teachers and interventionists  e) Share and attend district professional learning opportunities in regards to progress monitoring</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Math and Reading Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement system-wide instructional practices appropriate for English Learners</p> <p><b>Actions:</b> a) Ensure all teachers are certified to teach English Learners  b) Utilize the district's English Learners Teacher Toolkit as well as Elevation  c) Share English Learner district training opportunities with teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a multi-tiered system of support (MTSS) for identified students.</p> <p><b>Actions:</b> a) Implement weekly SEL (Harmony) lessons to align with the whole child tenets  b) Conduct six week assemblies (Wilson's World) to support classroom SEL instruction  c) Provide ongoing training for all staff to build their capacity to implement MTSS  d) Conduct regular Behavior and Academic RtI collaborative meetings  e) Set and monitor student goals in regards to behavior and academics  f) Provide supplemental resources to support SEL  g) Plan and coordinate a CKH day for students, staff, and community members</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p><b>Actions:</b> a) Utilize campus Continuous Improvement checklist each six weeks to ensure implementation of Continuous Improvement practices  b) Grade levels display, post, and update BOY, MOY, and EOY Reading, Writing, and Math data in hallways and in classrooms  c) Grade levels implement personal data folders for each student in Reading, Writing, and Math  d) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PDSAs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Enlist community and business partners to assist in providing support to students and families</p> <p><b>Actions:</b> a) Design and implement a school wide plan to increase parent involvement  b) Provide a Literacy Information Night to inform parents on best practices  c) Conduct a Science Night for students and parents to gain a deeper knowledge in all aspects of Science  d) Grade levels provide a weekly newsletter to keep parents informed of classroom expectations  e) Principal shares Capturing Kids' Hearts strategies, academic, and/or safety tips, or relevant information in regards to parenting in monthly newsletter  f) Implement Mentor Program to serve students using volunteers from North Richland Hills Baptist Church or community members  g) Deploy "backpack" program to provide students food and family activities/ideas for the weekend using donations from a class at North Richland Hills Baptist Church  h) Utilize essential parent volunteers/PTA members to assist teachers inside and outside of the classroom  i) Host a "Good News Club" for students on a weekly basis throughout the school year</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$567</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Develop, train, and implement a campus process to ensure identification and accurate coding of all students who qualify to receive services under the fourteen At Risk indicators</p> <p><b>Actions:</b> a) Provide training to specified staff members on identifying At Risk students  b) Create profile sheets on identified students to track At Risk indicators  c) Meet quarterly to ensure coding is updated and accurate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal (PEIMS Coordinator), and Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				



**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Students will display an awareness of social-emotional development as measured by a district-administered student survey.





**Evaluation Data Sources:** Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Deploy the district-approved curriculum that teaches social-emotional skills.</p> <p><b>Actions:</b> a) Ensure delivery of lessons using Harmony curriculum that provide students with experiences to develop character values                      b) Implement activities that will integrate character values throughout the campus-Counselor Guidance Lessons, and Grade Level Service projects, etc.                      c) Review QPR (Question, Persuade, Refer) training to all staff                      d) Implement and maintain a Girls on the Run program for students in Grades 3-5                      e) Deliver classroom counseling lessons addressing suicide prevention and bullying warning signs, resources, and strategies                      f) Implement and regularly refer to CI mission statements and CKH Social Contracts                      g) Ensure Capturing Kids' Hearts strategies are being utilized (greetings, affirmations, the 4 questions, etc.)                      h) Create after school groups that build upon the social/emotional needs of students-GOTR, Kindness Crew, Lit. Club, Yearbook, Science Club, Polar Gazette etc.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.





**Evaluation Data Sources:** Behavioral RtI data records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Implement the behavioral RtI plan with fidelity.</p> <p><b>Actions:</b> a) Monitor district expectations of Behavior RtI as stated in the RtI handbook                      b) Regularly conduct collaborative conferences with teachers and staff members in regards to student behavior (the third week of each six weeks)                      c) Ensure use of Capturing Kids' Hearts (CKH) in classrooms and throughout the campus                      d) Utilize campus wide discipline plan                      e) Provide specific training in the area of TBRI to teachers/staff in order to better understand the students as well as strategies that will aid in them being successful                      f) Utilize the district Behavior Facilitator or General Education Behavior RtI Facilitator when needed                      g) document progress and set goals in Success Ed program</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.





**Evaluation Data Sources:** Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Monitor campus initiative to improve and address student attendance, social needs that interfere with attendance, and collect pertinent data on strategies that mitigate poor student attendance.</p> <p><b>Actions:</b> a) Implement Truancy Prevention Measures-make contact by phone to discuss concerns/needs            b) Continue monitoring attendance through a PDSA cycle by individual classrooms each six weeks and share data with staff and students (if applicable)            c) Continue monitoring student and staff attendance each six weeks; post on Attendance Wall            d) Monitor weekly campus attendance by utilizing district attendance report            e) Grade levels implement incentive measures to increase attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.





**Evaluation Data Sources:** Evaluation of goal achievement as per campus improvement plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Deploy a school wide system of Continuous Improvement.</p> <p><b>Actions:</b> a) Monitor implementation of continuous improvement through walk-throughs, vertical team meetings, grade level meetings, and RtI collaborative conferences                      b) Provide CI expectations (and training if needed) in six week intervals                      c) Teachers and students monitor progress in learning through formative and reflective feedback (grade level strategic goals related to one year's growth in Reading, Math, and Writing)                      d) Implement student generated data folders to track progress related to individual goals                      e) Utilize the PDSA cycle with individual students in order to set and meet goals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, LOL Members</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.





**Evaluation Data Sources:** District and campus safety survey of students, parents and staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p><b>Actions:</b> a) Ensure implementation and use of Capturing Kids' Hearts (CKH) and Harmony strategies in classrooms and throughout the campus                      b) Utilize campus wide discipline plan                      c) Offer focused guidance lessons to students in need                      d) Schedule a minimum of four unannounced safety drills during each semester of the school year                      e) Faculty Advisory committee monitors and makes recommendations for improvement after safety drills (BISD's after action report)                      f) Conduct safety audits to identify security issues on campus                      g) Collect and review perception data from students, staff and parents to identify strategies to improve campus safety                      h) Conduct safety meetings with students, administrators and community members to evaluate and problem solve campus safety concerns                      i) Offer after school clubs based on student suggestions/interests (Basketball, Dance club, etc.)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.





**Evaluation Data Sources:** Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1) Implement the district-wide program that promotes an accident-free work environment <b>Actions:</b> a) Ensure that all staff members complete the required Safe Schools training b) Provide regular safety training to staff at faculty meetings c) Administer safety surveys provided for campus personnel d) Utilize purchased safety equipment for campus e) Perform campus safety walk-throughs with Head Custodian f) Monitor the implementation of safety procedures <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Head Custodian	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** The district will meet all compliance requirements for improvement planning.

**Evaluation Data Sources:** Fitness Gram results; Parent/Student surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and maintain a district-wide coordinated health program. <b>Actions:</b> a) Communicate requirements of SB 530 to campus staff; monitor participation of students in physical activity and collection of student fitness assessment data <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Physical Education teacher	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement requirements of the Every Student Succeeds Act regarding family and parental involvement. <b>Actions:</b> a) Consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title 1, Part A schools. b) Conduct meaningful ways for parents to be involved in their child's education.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# State Compensatory

## Budget for Snow Heights Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 1.5**

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

--

## Personnel for Snow Heights Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dawnya Morrison	Math Interventionist	0.5
Shonna Whitmore	Reading Interventionist	1



# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was conducted during the month of May 2021 and then updated in August of 2021 using data from the 2019-2020 & 2020-2021 school year which included STAAR achievement, TELPAS and universal screener results, attendance and behavior data, and spring survey feedback.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed with the following stakeholders:

Sally Frye-3rd Grade Teacher, LOL Member

Dawnya Morrison-Math Interventionist

April Hetherington-4th Grade Teacher, LOL Member

Maegan Holycross-5th Grade Teacher, LOL Member

Melissa Le-3rd Grade Teacher, LOL Member

Courtney Katkoski-Assistant Principal, LOL Member

Ginny Tanner-Kindergarten Teacher, LOL Member

Shonna Whitmore-Reading Interventionist, LOL Member

Laura Wilson-Counselor

Kathleen Kaiser-SHE parent, PTA President 2020-2021

Shawna Barnes-SHE parent, PTA President 2021-2022

### 2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March and June each school year.

## **2.3: Available to parents and community in an understandable format and language**

The Snow Heights 2021-2022 campus plan will be available to parents and community members on the campus' website: [www.birdvilleschools.net/she](http://www.birdvilleschools.net/she). The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, approximately 18% of our students were identified as at-risk based on one or more of the following criteria:

- (1) low performance on a readiness test or assessment instrument
- (2) semester failure of two or more academic subjects
- (3) grade retention
- (4) lack of satisfactory performance on state-mandated testing
- (5) pregnancy or parenthood
- (6) placement in an alternative education program
- (7) expulsion
- (8) parole, probation, deferred prosecution, or conditional release
- (9) drop out status
- (10) limited English proficiency
- (11) custody or care of the Department of Protective and Regulatory Services
- (12) homelessness
- (13) residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research based instructional strategies such as:

- Rigor and Relevance
- Capturing Kids Hearts
- Workshop Model
- Math/Numeracy Intervention
- Leveled Literacy Intervention
- QPR Training
- TBRI Training
- Social Emotional Curriculum-Harmony

Increased learning time is provided through pullout intervention programs and targeted tutorials.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at risk student population. , The campus will continue to emphasize the importance of communication between the school and home, as well as provide parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Kathleen Kaiser, parent

Megan Moody Wooten, parent

Traci Shirley-parent

Misti Farmer, parent

Quinn Costanza, parent

Chelsea White, parent

Melissa Hill, parent

Shawna Barnes, parent

Victoria Luna, parent

Dana Fuelsday Sutton, parent

Helen Haak, parent

Lisa Hall, parent

Maegan Holycross, Teacher

Susan Nall, Principal

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Due to the on going Covid 19 pandemic, most campus family engagement activities will be held outdoors or have a virtual option in order to accommodate any health concerns for students, staff, and community members. The following family engagement activities are planned for 2021-2022:

August: Meet the Teacher/Curriculum Night, week of Aug.16, in person & virtual option

September: Title I Meeting, September 24, 2021, in person & virtual option

October: Literacy Information Night, October 28, 2021, in person & virtual option

November: Restaurant Night, date & restaurant TBD

January or March: Science Night, date TBD, on campus

March: Discover Birdville Event, March 5, 2022, 9:00AM at Birdville High School

April: Field Day, April 29, 2022, on campus

April Family Engagement Policy and Compact Revision (date tbd), virtual

May: Talent Show, May 19, 2022, on campus or virtual option

August Refresh Back to School Event (date tbd) at WG Thomas Coliseum

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dawnya Morrison	Math Interventionist	Title I	0.5

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutors	ESSER	\$11,770.00
<b>Sub-Total</b>					\$11,770.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Intervention Personnel		\$0.00
1	2	1	Intervention Personnel		\$0.00
1	2	4	Intervention Personnel		\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Intervention Personnel		\$37,409.00
1	2	6	Title I Family Engagement		\$567.00
<b>Sub-Total</b>					\$37,976.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutors		\$11,770.00
<b>Sub-Total</b>					\$11,770.00
<b>Grand Total</b>					\$61,516.00

# Addendums

# Student/Teacher/Parent Compact

Title One-Linking Together for Student Success  
Snow Heights Elementary

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- Come to class prepared with homework and supplies.
- Respect the rights of others to learn.
- Accept responsibility for my own learning.
- Cooperate with and show respect for all adults and fellow students in the school.
- Other \_\_\_\_\_

*Student's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

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- Communicate regularly with parents regarding student progress.
- Respect and value the uniqueness of each child and his/her family.
- Other \_\_\_\_\_

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*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

## Parent Agreement

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- See that my child attends school **regularly** and **on time**.
- Provide a home environment that encourages my child to learn.
- Provide a home environment that encourages proper diet, rest, and wellness.
- Provide a regular time at home for working with my child on school-related activities.
- Work as a team with the school, participating to help my child meet his/her responsibilities and encourage success.
- Other \_\_\_\_\_

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*Parent's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_





## **Snow Heights Elementary Parent Involvement Policy**

### **OVERVIEW**

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Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

### **REQUEST FOR SUGGESTIONS**

The staff at Snow Heights Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Susan Nall at (817) 547-2200 or email Ms. Nall at [susan.nall@birdvilleschools.net](mailto:susan.nall@birdvilleschools.net) to give us your suggestions or to discuss opportunities for you to work directly with us.

<b>(Campus) Parent Involvement Strategies</b>				
	<b>Requirement</b>	<b>Timeline</b>	<b>Activity</b>	<b>Evaluation Measure(s)</b>
6	Participation in parent involvement policy development	Prior to end of current school year	Involve parents in policy development through <ul style="list-style-type: none"> <li>• Invitation to review Parent Involvement Policy &amp; Student Compact</li> <li>• Distribute feedback sheet, inviting comments</li> </ul>	<ul style="list-style-type: none"> <li>• Campus policy</li> <li>• Written parent suggestions</li> </ul>
6	Participation in decision making for Title I Program		Involve parents in planning, implementing, and evaluating Title I Program: <ul style="list-style-type: none"> <li>• SBDM meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Site-based meeting sign-ins</li> <li>• Agenda</li> </ul>
6	Communicate program information to all parents	Annual Meeting	Provide information about ... <ol style="list-style-type: none"> <li>1. Participation in Title 1</li> <li>2. Program Description</li> </ol>	<ul style="list-style-type: none"> <li>• Curriculum Night sign in sheets from each teacher.</li> <li>• Parent conferences</li> </ul>
			3. Curriculum	<ul style="list-style-type: none"> <li>• Curriculum Night</li> <li>• Parent Expectation inventories-Meet the Teacher</li> </ul>
			4. State and local assessments and expectations for student proficiency	
			5. Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English)	Monthly Principal Newsletter Monthly School Calendar
6	Shared responsibility for student achievement		Utilize the school-parent compact <ol style="list-style-type: none"> <li>1. Develop</li> <li>2. Distribute</li> <li>3. Evaluate</li> <li>4. Revise</li> </ol>	<ul style="list-style-type: none"> <li>• Annual Title One Meeting</li> </ul>
6	Build capacities of parents		Assist parents in understanding <ol style="list-style-type: none"> <li>1. State academic content (TEKS)</li> <li>2. State academic achievement standards (STAAR, CBAs)</li> <li>3. Ways to monitor progress</li> <li>4. Ways to work with teachers to improve achievement</li> </ol>	<ul style="list-style-type: none"> <li>• Curriculum Night</li> <li>• Parent Conferences (twice a year minimum)</li> <li>• Student Data Folders/Organizational Binders</li> <li>• Volunteer opportunities</li> </ul>

**(Campus) Parent Involvement Strategies**

	<b>Requirement</b>	<b>Timeline</b>	<b>Activity</b>	<b>Evaluation Measure(s)</b>
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6	Build capacities of staff		Design training (with parents) to build staff's capacity to communicate with parents, to value parent contribution, and to reach out to parents	
10	Coordinate and integrate Title I parent program with other parent programs		Coordinate parent involvement under Title I with ESL, GT	<ul style="list-style-type: none"> <li>• Parent training schedules</li> <li>• Session evaluations</li> <li>• Budget records</li> </ul>
7	Ensure a smooth transition for students from 5 <sup>th</sup> grade into 6 <sup>th</sup> grade and from 8 <sup>th</sup> grade into 9 <sup>th</sup> grade		<p>Provide information about middle school to 5<sup>th</sup> grade parents (Middle School Information Night)</p> <p>Visit North Richland Middle School in Spring 2019 for tour and 6<sup>th</sup> grade information</p>	Parent invitations and School Messenger/social media reminders regarding the event

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- Other \_\_\_\_\_

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*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

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**Birdville Independent School District**  
**Cheney Hills Elementary**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**

# Mission Statement

The mission of Cheney Hills Elementary is to empower our diverse community by creating a welcoming environment that provides impactful learning experiences for students so that they can realize their value and potential on their own journey to academic excellence.

## Vision

Our vision is to be a school of excellence where our students are inspired to learn and engage through extraordinary experiences, preparing them for an ever-changing, diverse society.

## Core Beliefs

We believe kids come first.

We believe we have the power to change lives.

We believe in providing every student an opportunity to learn and grow.

We believe that fostering positive relationships along with a growth mindset is essential to student success.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	13
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	20
Goal 3: All students and staff will learn and work in a safe and responsive environment.	23
State Compensatory	24
Budget for Cheney Hills Elementary	25
Personnel for Cheney Hills Elementary	25
Title I Schoolwide Elements	25
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	26
1.1: Comprehensive Needs Assessment	26
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	26
2.1: Campus Improvement Plan developed with appropriate stakeholders	26
2.2: Regular monitoring and revision	26
2.3: Available to parents and community in an understandable format and language	27
2.4: Opportunities for all children to meet State standards	27
2.5: Increased learning time and well-rounded education	27
2.6: Address needs of all students, particularly at-risk	27
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	28
3.1: Develop and distribute Parent and Family Engagement Policy	28
3.2: Offer flexible number of parent involvement meetings	28
Title I Personnel	28
Campus Funding Summary	29
Addendums	30

# Comprehensive Needs Assessment

Revised/Approved: May 19, 2021

## Demographics

### Demographics Summary

#### Students

This Title I campus serves approximately 610 students, of which 62% are Hispanic, 22% White, 8% Black/African American, 3% Asian, and 4% of other races. The percentage of Hispanic students has steadily increased while the percentage of White students has decreased. The campus currently has 85% percent of the students qualifying for free and/or reduced lunch, a steady increase over previous years. English Language Learners represent about 62% of the student population. Special Education serves roughly 14% of students in K-5.

Our mobility rate is 25%, about 4% higher than the state average. Our attendance rate holds steady at just over 94%.

#### Teachers

A total of 84 staff members are employed by the campus in 2020-2021 school year. Of those staff, 89% were female, 11% were male, 61% were White, 35% were Hispanic, 4% were American Indian.

Teachers have an average of 13 years of experience in education and 8.5 years in the district. Of these, 25% had fewer than 5 years experience in education, 28% had 6-10 years experience, 33% had 11-20 years experience, and 14% had more than 20 years experience. A total of 72% of teachers held Bachelor's degrees, and 28% held Master's degrees.

### Demographics Strengths

Cheney Hills Elementary is a brand new facility finished in August of 2021. The campus combines two former district elementary campuses Major Cheney and Richland Hills. Our building is named after Major Cheney who was an educational pioneer in the late 1800's. He donated hundreds of acres and petitioned Birdville ISD to construct a school that would serve African Americans for several decades. His great great granddaughter currently serves on the BISD School Board. The latter part of the school name comes from being located in Richland Hills.

Cheney Hills has many strengths:

- A stable staff. The majority of staff has been employed by the district for 10 years or more.
- A diverse ethnic student population
- A good balance of new and experienced teachers
- A large number of staff is bilingual

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

**Problem Statement 1:** Overall attendance percentage for 2020-2021 was below 94%. Our goal each year is 96%. **Root Cause:** Campus attendance systems (daily calls, house visits, attendance letters, etc) did not effectively address attendance issues. Our attendance was negatively impacted by the Covid 19 pandemic. Students and staff were required to stay home and quarantine if they were exposed or experienced symptoms of Covid. Over 500 days were missed due to the pandemic.

**Problem Statement 2:** CHES needs a more male teachers. **Root Cause:** We have not received many qualified male applicants to our posted positions. We typically have a low turnover of current staff, so we are only able to bring in a few new staff members each year.

# Student Learning

## Student Learning Summary

Due to the Covid 19 pandemic, the STAAR test was not given in 2020, so the only comparative data we have is from 2019. Almost all content areas and grade levels decreased from 2019. We believe that remote instruction and frequent student and staff absences during the 2020-2021 school year had a tremendous negative impact on our student achievement.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 **Major Cheney Elementary School** met the target with a TELPAS progress rate of **49%**. In 2020-2021 **Major Cheney Elementary School** again met the target with a TELPAS progress rate of **45%**. In comparing the progress rate from 2019 and 2021, **Major Cheney** demonstrated a **4% point decrease** in students' English Language Proficiency Status. The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 **Richland Elementary School** met the target with a TELPAS progress rate of **44%**. In 2020-2021 **Richland Elementary School** there were less than 25 EL students tested; therefore, there is no English Language Proficiency data available for the campus. Due to lack of data in 2021, a comparison for **Richland** is unable to be made.

Subject	Campus	Campus	Campus	District
<b>Major Cheney 18-19</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>	<b>Approaches</b>
3rd Grade-Reading	69%	42%	25%	79%
3rd Grade-Math	73%	40%	20%	83%
4th Grade-Reading	73%	29%	11%	81%
4th Grade-Math	87%	53%	29%	79%
4th Grade-Writing	65%	31%	0%	71%
5th Grade-Reading	88%	57%	32%	92%
5th Grade-Math	98%	73%	52%	94%
5th Grade-Science	86%	63%	30%	84%

Subject	Campus	Campus	Campus	District
<b>Richland 18-19</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>	<b>Approaches</b>
3rd Grade-Reading	72%	44%	28%	79%
3rd Grade-Math	78%	31%	9%	83%
4th Grade-Reading	77%	43%	17%	81%
4th Grade-Math	81%	58%	52%	79%
4th Grade-Writing	71%	42%	10%	71%
5th Grade-Reading	98%	40%	24%	92%
5th Grade-Math	98%	60%	40%	94%
5th Grade-Science	90%	57%	31%	84%



Subject	Campus	Campus	Campus	District
<b>Major Cheney 20-21</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>	<b>Approaches</b>
3rd Grade-Reading	41%	9%	0%	73%
3rd Grade-Math	35%	15%	9%	69%
4th Grade-Reading	38%	13%	4%	65%
4th Grade-Math	20%	13%	7%	58%
4th Grade-Writing	27%	11%	0%	55%
5th Grade-Reading	52%	29%	21%	77%
5th Grade-Math	53%	35%	16%	77%
5th Grade-Science	53%	16%	5%	70%

Subject	Campus	Campus	Campus	District
<b>Richland 20-21</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>	<b>Approaches</b>
3rd Grade-Reading	56%	24%	7%	73%
3rd Grade-Math	54%	20%	5%	69%
4th Grade-Reading	60%	36%	14%	65%
4th Grade-Math	67%	52%	38%	58%
4th Grade-Writing	51%	23%	9%	55%
5th Grade-Reading	70%	45%	20%	77%
5th Grade-Math	78%	56%	26%	77%
5th Grade-Science	70%	37%	11%	70%

### Student Learning Strengths

Cheney Hills students performed at higher levels with increased attendance when attending school face-to-face. Our face-to-face students made progress throughout the year in all areas of reading, quickly regaining knowledge lost during the Covid-19 pandemic.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Cheney Hills students need to learn strategies to aid in making connections in math, reading, writing, and science. **Root Cause:** Our students come to us from different backgrounds and educational experiences.

# School Processes & Programs

## School Processes & Programs Summary

Cheney Hills Elementary is a Title I school that provides extensive support and programs for students and staff. Staff are supported through professional learning opportunities guided by campus and district coaches. Teachers are also provided support by administrators and coaches through PLC coaching cycles and T-TESS walk-throughs. In addition to professional learning, weekly PLC meetings reinforce learning by analyzing data, sharing high yield strategies, discussing implementation, studying educational relevant articles, etc. Teachers practice strategies, share lessons and receive feedback from their team.

We are becoming a capturing kids hearts school. This is an initiative that we implemented at the beginning of the school year. Our teachers teach and discuss the 7good things that happen throughout the day. Leadership opportunities are provided to students throughout the year, and students are encouraged to participate. Our commitment is to keep students at the center of all our actions and decisions.

## School Processes & Programs Strengths

- Capturing Kids Hearts School
- Strong bilingual program
- Instructional coaches to lead professional development and administrators to provide timely feedback
- Curriculum planning times for teams and with opportunities for collaboration
- Student Management System built on teacher responsibility
- CHAMPS is used campus-wide for procedures, routines, and expectations

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students are not reaching their potential in academic achievement. **Root Cause:** Implementation of key instructional strategies such as goal setting and reflection, workshop model, and formative assessment are not consistent within the class or across campus.

# Perceptions

## Perceptions Summary

Since we are a new school, we are focused on building a sense of community on campus. Both Major Cheney and Richland Hills had strong school communities in the past. The challenge is merging the two cultures and creating a sense of trust that turns two communities into one stronger school community.

## Perceptions Strengths

- Both staff surveys from the previous school year indicated staff was engaged and highly satisfied with their work environment
- Over 95% of parents indicated their child felt safe at school
- Over 95% of students said their teacher cares about them and their success

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents from Major Cheney Elementary and Richland Elementary had concerns regarding teacher communication. **Root Cause:** Parents have differing technical abilities to access electronic devices and apps. Teachers use a variety of apps to communicate with parents, instead of a whole school communication program, sometimes leading to confusion.

# 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

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

**Student Data: Behavior and Other Indicators**

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

**Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- TTESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading as measured by the Benchmark Assessment System.





**Targeted or ESF High Priority**

**Evaluation Data Sources:** BAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to support the implementation of Reading Strategies including vocabulary and comprehension strategies.</p> <p><b>Actions:</b> 1) Provide model lesson as needed            2) Provide training and pictures/video of implementation            3) Discuss and monitor usage during PLCs            4) Document usage during administrative walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will train students to use Thinking Maps as a visual representation of critical thinking skills.</p> <p><b>Actions:</b> Teachers will be provided training in the use of Thinking Maps and the critical thinking processes. The campus will utilize an implementation time-line that teaches the 8 thinking processes and the use of maps during the first eight weeks of school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Thinking Maps Binders/Training - 211 - Title I - \$14,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Lessons will be designed using the workshop model as an instructional framework.</p> <p><b>Actions:</b> 1) Teachers will review the critical elements of the workshop model (Mini-Lesson, Work Period, Reflection).            2) Administrators and Academic Coach will conduct focus walks giving feedback on effective elements in the workshop model.            3) Guided Reading will be an instrumental piece to an effective workshop.            4) Students will have choice in the selection of texts to work on mastery of the daily learning target.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach</p> <p><b>Title I Schoolwide Elements:</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 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$20,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students not meeting the standard on the third and fourth grade Reading or Writing STAAR assessment will participate in accelerated instruction.</p> <p><b>Actions:</b> 1) Students will be grouped in a 1:5 ratio            2) Students will receive front loading instruction delivered by a quality teacher/tutor            3) Teachers will follow the district created curriculum for AI</p> <p><b>Staff Responsible for Monitoring:</b> Academic Coach, Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</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 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Intervention Personnel - 211 - Title I - \$41,264, Tutors - ESSER - \$36,000, Tutors - 211 - Title I - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will be consistent in the use of data to inform instructional decisions.</p> <p><b>Actions:</b> 1) Analyze STAAR, Interim, Common Assessment, &amp; Benchmark Data within 5 days of completion and use protocols to determine next steps.            2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances.            3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Coach, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 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 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>







Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Accelerated Learning will be provided to all 4th and 5th grade students who didn't meet minimum expectations on the 2021 STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 2:** All students will make a minimum of one year's progress in math as measured by STAR, STAAR, or CLI.

**Evaluation Data Sources:** STAAR, STAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Lessons will be designed using the workshop model as an instructional framework.</p> <p><b>Actions:</b> 1) Teachers will review the critical elements of the workshop model (Mini-Lesson, Work Period, Reflection).            2) Administrators and Academic Coach will conduct focus walks giving feedback on effective elements in the workshop model.            3) Guided Math will be an instrumental piece to an effective workshop.            4) Students will have choice in the selection of centers to work on mastery of the daily learning target.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Coach, principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$20,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will train students to use Thinking Maps as a visual representation of critical thinking skills.</p> <p><b>Actions:</b> Teachers will be provided training in the use of Thinking Maps and the critical thinking processes. The campus will utilize an implementation time-line that teaches the 8 thinking processes and the use of maps during the first eight weeks of school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students not meeting the standard on the third and fourth grade Math STAAR assessment will participate in accelerated instruction.</p> <p><b>Actions:</b> 1) Students will be grouped in a 1:5 ratio            2) Students will receive front loading instruction delivered by a quality teacher/tutor            3) Teachers will follow the district created curriculum for AI</p> <p><b>Staff Responsible for Monitoring:</b> Academic Coach, Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Intervention Personnel - 211 - Title I - \$116,481</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will be consistent in the use of data to inform instructional decisions.</p> <p><b>Actions:</b> 1) Analyze STAAR, Interim, Common Assessment, &amp; Benchmark Data within 5 days of completion and use protocols to determine next steps.            2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances.            3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 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 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Accelerated Learning will be provided to all 4th and 5th grade students who didn't meet minimum expectations on the 2021 STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** All students in grades pre kindergarten - third grade will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

A) English Learners will meet the TELPAS progress rate of 50% for the 2021-2022 school year.

**HB3 Goal**

**Evaluation Data Sources:** STAAR, CLI, TELPAS





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A daily 60 minute block will be included in the master schedule to respond to the academic needs of all students in Tiers 1, 2, &amp; 3.</p> <p><b>Actions:</b> 1) Build WIN time into each grade level schedule            2) Use data from common assessments, benchmarks, and interims to drive instruction during this block.            3) Utilize campus/district resources such as Galaxy, Prodigy, Edgenuity for instructional activities            4) Use small group instruction as the cornerstone for closing the academic deficit</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Coach, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</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 Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement weekly instructional collaborative team planning.</p> <p><b>Actions:</b> 1) The campus will operate as a professional learning community.            2) Staff will analyze student work and performance data.            3) Staff will use the 4 PLC questions to guide our work.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, LOLs</p> <p><b>Title I Schoolwide Elements:</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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 4:** By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

**HB3 Goal**

**Evaluation Data Sources:** CLI





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using district adopted curriculum.</p> <p><b>Actions:</b> 1) Use data to guide instruction and remediation. 2) Utilize scholastic as primary instructional resource.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Academic Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 5:** By June 2022 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data).

**HB3 Goal**





**Evaluation Data Sources:** mCLASS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Daily Word Study/Phonics Instruction <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b> <b>Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** By June 2022. the campus attendance rate will be 96% or higher.





**Evaluation Data Sources:** PEIMS Attendance records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will contact all parents within the first 2 weeks of school to welcome families and talk about the importance of coming to school every day.  <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus will celebrate attendance during 6 week assemblies and give away prizes for students hitting attendance goals.  <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Counselor, Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** During the 2020-2021 school year, the campus will hold a minimum of four family engagement nights.





**Evaluation Data Sources:** Schedule  
Agenda

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus will have multiple opportunities for parents to be involved in their child's education.</p> <p><b>Actions:</b> 1) Meet the Teacher 2) Curriculum/Title I Information Night 3) Literacy Night 4) STEM Night 5) School Musical 6) Winter Holiday Performance 7) PTA Meetings</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, PTA</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Family Engagement - 211 - Title I - \$2,556</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.





**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementation of the Harmony curriculum. <b>Actions:</b> 1) Develop a 90 Implementation plan. 2) Utilize character lessons to increase awareness of quality character traits. 3) Implement Principal Book of the Month to highlight quality character traits for students. <b>Staff Responsible for Monitoring:</b> Counselor, Administration <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will implement Capturing Kids Hearts to build positive relationships between staff and students. <b>Actions:</b> 1) Create a class social contract 2) Build school community through sharing good things <b>Staff Responsible for Monitoring:</b> Teachers <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

**Evaluation Data Sources:** Annual Review of WC Cases

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Comply with all training required by the district for safety. <b>Actions:</b> 1) Monitor completion of required trainings. 2) Model safe working procedures. 3) Share district resources with staff. <b>Staff Responsible for Monitoring:</b> Administration <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# State Compensatory

## Budget for Cheney Hills Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

--

## Personnel for Cheney Hills Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hanna DeArmond	Dyslexia Teacher	1
Vickie Kammerlocher	Dyslexia Teacher	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in April and May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

<b>Kelli Maikel</b>	<b>Administrator</b>	<b>kelli.maikell@birdvilleschools.net</b>	<b>Edit Delete</b>
Shane Conklin	Principal	shane.conklin@birdvilleschools.net	Administrator Edit Delete
Stacy Winans	PreK	stacy.winans@birdvilleschools.net	Classroom Teacher Edit Delete
Perla Gallardo	Kindergarten	perla.gallardo@birdvilleschools.net	Classroom Teacher Edit Delete
Frances Mancera	First Grade	frances.mancera@birdvilleschools.net	Classroom Teacher Edit Delete
Nilsa Hernandez	Second Grade	nilsa.hernandez@birdvilleschools.net	Classroom Teacher Edit Delete
Dakota Smith	Third Grade	dakota.smith@birdvilleschools.net	Classroom Teacher Edit Delete
Lisa McFaddin	Fourth Grade	lisa.mcfaddin@birdvilleschools.net	Classroom Teacher Edit Delete
Michelle Bertucci	Fifth Grade Teacher	michelle.bertucci@birdvilleschools.net	Classroom Teacher Edit Delete
Casey Daniel	PE	casey.daniel@birdvilleschools.net	Classroom Teacher Edit Delete
Brandy Reed	Special Education	brandy.reed@birdvilleschools.net	Classroom Teacher Edit Delete
Candiss Blaze	Business	candiss360@yahoo.com	Business Representative Edit Delete
Sid Sebring	Easy Rider Inc.	sid.sebring@gmail.com	Business Representative Edit Delete
Jessica Bolugnas	Parent	jbolugnas@gmail.com	Parent Edit Delete
Casey Orr	Community Member	casey.orr@academy4.org	Community Representative Edit Delete
Joseph Lalrinmawia	Community Member	jlalrinmawia77@gmail.com	Community Representative Edit Delete
Rubicela Aguilar	Parent	raguilar@gmail.com	Parent

### 2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

## **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, over 80% of students were identified as at-risk based on one or more of the following criteria:

- (1) low performance on a readiness test or assessment instrument
- (2) semester failure of two or more academic subjects
- (3) grade retention
- (4) lack of satisfactory performance on state-mandated testing
- (5) pregnancy or parenthood
- (6) placement in an alternative education program
- (7) expulsion
- (8) parole, probation, deferred prosecution, or conditional release
- (9) drop out status
- (10) limited English proficiency
- (11) custody or care of the Department of Protective and Regulatory Services
- (12) homelessness
- (13) residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- ? Whole Child Initiative
- ? Conscious Discipline
- ? Workshop Model
- ? Sheltered Instruction
- ? Leveled Literacy Intervention
- ? Social Skills Training

Increased learning time is provided through RTI intervention programs, Accelerated Learning, and targeted tutorials.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled for Wednesday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2021-22:

- ? August Refresh Back to School Event (Friday 9:00-11:00) at WG Thomas Coliseum
- ? August Meet the Teacher Night on campus August 17
- ? September Title I Meeting September 15 on campus
- ? November Literacy Event on campus
- ? Spring Book Fair (Monday through Thursday 8:00-5:00) on campus
- ? January STEM Event (Thursday/Friday) on campus
- ? March Open House on campus
- ? March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- ? April Family Engagement Policy and Compact Revision on campus
- ? May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arely Juarez	Math Interventionist	Title I	1
Melinda Perkins	Tutor	Title I Math Reading Tutor	
Mildred Morales	Reading Interventionist	Title I	1
Ronda Harlin	Math Interventionist	Title I	.5

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$20,000.00
1	1	2	Thinking Maps Binders/Training		\$14,000.00
1	1	3	Professional Development		\$20,000.00
1	1	4	Intervention Personnel		\$41,264.00
1	1	4	Tutors		\$10,000.00
1	2	1	Instructional Resources		\$20,000.00
1	2	3	Intervention Personnel		\$116,481.00
1	2	4	Professional Development		\$10,000.00
2	2	1	Family Engagement		\$2,556.00
<b>Sub-Total</b>					<b>\$254,301.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutors		\$36,000.00
<b>Sub-Total</b>					<b>\$36,000.00</b>
<b>Grand Total</b>					<b>\$290,301.00</b>



# Addendums



### ***Statement of Purpose***

The school-parent compact is a written agreement between the Title I, Part A school and the families of children it serves that identifies how families, teachers and school staff, and students will share responsibility for improved academic achievement. The compact also outlines the means by which the school and its parents/families will build and develop a partnership to help children achieve the State's high standards.

### ***School Responsibilities***

As a campus, our teachers and staff will support the learning of all students by:

- Providing high-quality curriculum and instruction that enables children to meet the State's academic achievement standards.
- Providing a supportive and effective learning environment.
- Engaging in meaningful, two-way communication in a language that family members can understand.
- Holding parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- Providing families with frequent reports on their child's progress.
- Providing reasonable access to staff, including opportunities to volunteer, participate in the child's classroom, and observe classroom activities.
- Engaging parents in annual planning, review, and improvement of the school-parent compact.

### ***Parent Responsibilities***

As a parent/guardian/family member, I will support my child's learning in the following ways:

- Monitoring my child's academic progress.
- Participating in decision-making related to my child's education.
- Attending school functions including conferences, school events, PTA, etc.
- Communicating with the school on an ongoing basis.

### ***Student Responsibilities***

As a student, I will take ownership in my learning by:

- Cooperating with others.
- Working hard to achieve my goals.
- Demonstrating character by displaying the C.O.R.E. values which include responsibility, empathy, kindness, honesty, acceptance and courage.
- Being confident and the best I can be.
- Being respectful to myself, my teachers and my classmates.



## **CHENEY HILLS ELEMENTARY SCHOOL**

### **TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY**

#### ***Statement of Purpose***

The purpose of the Cheney Hills Elementary Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. Cheney Hills has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. The campus will work to build capacities of the school staff, as well as the capacities of parents, families, and community members, to work together as equal partners to succeed in improving achievement for all students.

#### ***Goals***

- Schools promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Schools provide a safe and open atmosphere for parents and families to visit the school their children attend and to actively encourage parent and family support and assistance for school programs
- Schools and staff develop and deliver timely information and training to parents, including language classes
- Schools respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Schools disseminate information to parents on all required Title 1 notifications

#### ***Annual meeting***

Cheney Hills will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. Birdville ISD will support the efforts of Title I, Part A schools by providing PowerPoint presentations, simultaneous translation equipment, communication tools, translators, childcare, and printing. The campus will host a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.



### ***Parents' Right to Know***

Cheney Hills Elementary will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

### ***Building Capacity for Parent-School Partnerships***

Through the district's parent liaisons and staff, Birdville ISD will provide the following services to parents:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

To foster better collaboration with parents, Birdville ISD will also provide the following services to schools and district departments:

- Staff training regarding contributions parents make to their children's education
- Written translation services to schools and departments
- Communication tools and templates for promoting activities and services offered at Title I, Part A schools
- Other support as needed to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities

### ***School-Parent Compacts***

Cheney Hills Elementary will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between school and its families through regular two-way, meaningful communication. Each campus will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Cheney Hills has the responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences



- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

### ***Parent Engagement Evaluation***

Each spring, Cheney Hills Elementary will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of their family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, Cheney Hills Elementary will review the existing family engagement policy and make revisions as necessary.

**Birdville Independent School District**  
**O.H. Stowe Elementary**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	12
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	20
Goal 3: All students and staff will learn and work in a safe and responsive environment.	22
Goal 4: Create a common focus and goal with new mission statement, vision statement, and values.	24
State Compensatory	25
Budget for O.H. Stowe Elementary	26
Personnel for O.H. Stowe Elementary	26
Title I Schoolwide Elements	26
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	27
1.1: Comprehensive Needs Assessment	27
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	27
2.1: Campus Improvement Plan developed with appropriate stakeholders	27
2.2: Regular monitoring and revision	28
2.3: Available to parents and community in an understandable format and language	28
2.4: Opportunities for all children to meet State standards	28
2.5: Increased learning time and well-rounded education	29
2.6: Address needs of all students, particularly at-risk	29
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	29
3.1: Develop and distribute Parent and Family Engagement Policy	30
3.2: Offer flexible number of parent involvement meetings	30
Title I Personnel	31
Campus Funding Summary	32
Addendums	33

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

O.H. Stowe Elementary School is located in Haltom City, Texas which is just northeast of downtown Fort Worth. We have approximately 636 students with 76% qualifying for Free/Reduced Lunch. Our student demographics are as follows: African American- 10%, American Indian-0.3%, Asian-10%, Hispanic-52%, White-28%, Two or More- 3%. Additionally, OHS has the following special population groups: Gifted and Talented 5%, Special Education 9%, ESL Students 28%, Mobility Rate 20%. We believe that having a positive and collaborative campus culture where everyone works together to do what is needed will help us meet the varied needs of our students. Stowe staff values collaboration and effective professional learning communities (PLC's). The faculty and staff place value on knowing our students and designing engaging work that meets their needs. Our teachers pay attention to all content areas but give additional attention to reading, math, science, social studies, and writing. Student performance data on TEKS objectives are analyzed and used to guide instruction. Individual data based on the TEKS is used to design specific intervention plans to meet the needs of our students. Continuous progress monitoring and implementation of interventions will help us achieve excellence for the 2019-2020 school year.

### Demographics Strengths

The diversity at OHS is a strength due to our ability to learn from each other and value different ways of thinking to become global learners. Additionally, due to our student's experiences our staff is able to draw from a variety of life lessons which enhances the learning platform. OHS students excel in mathematics. Specifically, 95% of all 5th graders passed the 5th grade state test. Additionally, OHS students consistently compete in the Battle of the Books competition every year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Student attendance percentages are in 3rd quartile of similar campuses..



# Student Learning

## Student Learning Summary

2020-2021: Teachers were teaching both in-person and online through dual platforms. STAAR Scores saw a significant decrease attributed to the effects of the pandemic.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 O.H. Stowe Elementary School met the target with a TELPAS progress rate of **55%**. In 2020-2021 O.H. Stowe Elementary School again met the target with a TELPAS progress rate of **45%**. In comparing the progress rate from 2019 and 2021, O.H. Stowe demonstrated a **10% point decrease** in students' English Language Proficiency Status.

2019-2020: Due to a global pandemic, the STAAR test was canceled for the 2019-2020 school year.

2018-2019: Our students continue to be successful in 5th grade math and reading. Over 95% of our 5th grade students were successful on the state exam in 5th grade math, and 82% were successful on the 5th grade English exam, and 85% were successful on the 5th grade science exams. Our 5th grade STAAR scores were the best or matched the best STAAR scores in the past five years. . Additionally, Stowe students made gains in all areas except for 3rd and 4th grade reading. In addition to state testing, 99% of our students were successful in passing all of their core classes (Reading, Writing, Math, Social Studies, and Science). O.H. Stowe received five out of six distinctions in academic achievement in science, top 25% comparative academic growth, academic achievement in English language arts/reading, post-secondary readiness, and top 25% comparative closing the gaps. We did not meet one distinction in academic achievement in mathematics. Our overall rating is B (85 out of 100).

O.H. Stowe is identified for targeted support and improvement for reading and mathematics achievement and growth in 3rd through 5th grade.

Our Special Education students math performance was 28.57% students passing at the Approaching level in third grade, 60% students passing at the Approaching level in fourth grade, and 77.77% students passing at the Approaching level in fifth grade on STAAR. Our Special Education students reading performance was 28.57% students passing at the Approaching level in third grade, 30.77% students passing at the Approaching level in fourth grade, and 33.33% students passing at the Approaching level in fifth grade on STAAR. Our Special Education students writing performance was 30.77% students passing at the Approaching level in fourth grade on the STAAR. Our Special Education students science performance was 55.56% students passing at the Approaching level in fourth grade on the STAAR.

	3M	3R	3R (Sp)	4M	4R	4R (Sp)	4W	4W (Sp)	5M	5R	5R (Sp)	5Sci
2012	82	80	81	66	70	72	64	83	77	74	67	70
2013	78	75	86	75	75	81	77	75	74	67	75	66
2014	80	83	71	72	73	76	68	71	84	81	78	81
2015	89	86	59	78	70	80	63	85	86	86	78	77
2016	79	76	41	81	79	78	77	74	77	73	64	75
2017	78	79	53	89	66	63	66	75	84	89	81	69
2018	81	74	71	83	79	86	66	57	84	77	100	85
2019	87	74	72	87	71	75	67	93	95	82	91	85
2021	69	67	100	43	57	0	36	50	80	72	100	57

Reading MOY 2020 RtI Placement							
	Kinder	1st	2nd	3rd	4th	5th	K-5th Avg
Tier 3		15	34	23	26	24	26 25
Tier 2		22	10	14	33	21	15 20
Tier 1		63	46	61	41	55	62 55

Reading EOY 2019 RtI Placement						
	Kinder	1st	2nd	3rd	4th	5th
Tier 3	13		32	12	9	18
Tier 2		2011	28	20	19	13
Tier 1		6757	59	71	63	75

Math MOY 2020 RtI Placement							
	Kinder	1st	2nd	3rd	4th	5th	K-5th avg
Tier 3		11	13	15	20	21	27 18
Tier 2		23	12	7	25	27	21 29
Tier 1		66	75	76	55	52	52 63

Math EOY 2019 RtI Placement						
	Kinder	1st	2nd	3rd	4th	5th
Tier 3		28	15	7	7	16
Tier 2	24	13	17		17	2421
Tier 1	67	73	76	76	60	76

### Student Learning Strengths

Academics from 2019-2020: Due to a global pandemic, the STAAR test was canceled for the 2019-2020 school year.

Academics from 2018-2019:

95% pass rate on 5th grade math. Improvement from previous year.

82% pass rate on 5th grade reading. Improvement from previous year.

85% pass rate on 5th grade science. Better than BISSD and state average

87% pass rate on 3rd grade math. Improvement from previous year.

Fine Arts:

42 students participated in the Stowe Singers

25 students participated in the Battle of the Books

71% of K-5th students on Math Tier 1 EOY 2019

66% of K-5th students on Reading Tier 1 EOY 2019

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

**Problem Statement 1:** 3rd & 4th grade STAAR Reading Scores dropped in 2019 compared to 2018.

# School Processes & Programs

## School Processes & Programs Summary

Students at Stowe are served by a number of specialized programs related to student need. 76% of students are served by the free/reduced price lunch program, (BISD 58%) and 33% of students are English Learners (ELs), (BISD 20%) served by bilingual or English as a second language (EL) programs. Currently, 11% of students are served through special education, (BISD 10%).

Another specialized program at O.H. Stowe, is our special education SEEC program. The SEEC program supports students with communication disabilities. There are three self-contained SEEC classrooms. The ultimate goal is to maximize student placement in mainstream settings where they have access to the general curriculum and interactions with peers.

The academic RtI program serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific services provided for students on Tiers 2 and 3 are outlined in the district RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions.

Performance data suggest that the RtI program has been moderately successful in moving students off of tiered interventions, there remains too large of a proportion of students served on Tier 3, which is based in part on universal screener performance below the 10th percentile nationally.

## School Processes & Programs Strengths

The percentage of students in grades K-5 requiring tiered interventions has decreased steadily since 2014-2015. For example, the percentage of student receiving tier 3 and tier 2 interventions in reading decreased from 29% in spring of 2015 to 24% in spring of 2018. In math the numbers reduced from 20% to 15% over the same time period.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The percentage of tier 2 & 3 students in reading (K-5th) increased from 24% in 2018 to 34% in 2019.

# Perceptions

## Perceptions Summary

Stowe plans to increase the amount of data collected on a regular basis from students, parents and staff regarding their perceptions of campus programs, processes, and procedures. We will continue to collect perception data on school safety issues. During the most recent safety survey data from students, parents, & staff regarding school safety issues using an online survey. Data collected included perceptions of the overall safety environment of schools, safety issues that respondents indicated were most important, and recognition of several procedural, equipment and structural changes that have been made over the past several years to improve campus security, such as fencing, surveillance cameras, and use of security vestibules to limit access to facilities.

Students considered the following to be the top 5 safety issues of concern (in order from greatest to least):

1. Bullying
2. Weapons
3. Drugs
4. Violence
5. Gangs/School Crossing Safety

Staff considered these to be the top 5 safety issues on campus:

1. Drop off/Pickup Area Safety
2. School Discipline
3. School Crossing Safety
4. Bus Safety
5. Bullying

Survey results also indicated the following regarding perceptions of school safety.

- 61% of students and 74% of staff members reported always feeling safe at school.
- 60% of students and 96% of staff members indicated that they have never been bullied at school
- 80% of students indicated that they felt free to talk to a teacher or administrator if they had concerns about campus safety.

## Perceptions Strengths

- According to the most recent safety survey, 90% of students, 100% of parents, and 98% of staff members consider their/their students' campus to be safe and orderly.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 38% of Stowe staff listed school discipline as safety issue they are most concerned about. Just 23% of BISD staff listed this as biggest area of concern.

# 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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Student Groups**

- Response to Intervention (RTI) student achievement data

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

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

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data



# Goals





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics between the beginning and end of year.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels; Renaissance Star Math Benchmark

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build capacity to implement the district literacy plan at the campus level.</p> <p><b>Actions:</b> a) Ensure campus literacy plan is aligned with district plan.            b) Provide literacy training for staff in support of district literacy plan.            c) Utilize Instructional Coaches and Reading Academy Coach for grades kindergarten and 1st grade to provide 1-1 support for staff.            d) Provide additional literacy training to campus staff            e) Continue utilizing literacy strategies are implemented in all core content classes in support of all students.            f) Select teachers will be trained to deliver literacy strategies across the curriculum.            g) Utilize coaching model to assist classroom teachers with implementation of strategies (plan, observe, provide feedback, co-teach, repeat)            h) Targeted tutorials before school, after school for specific groups of students who need additional support.            i) Use nonfiction reading strategies such as signpost and vocabulary strategies.            j) Continue utilizing literacy strategies are implemented in all core content classes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coaches            Reading Academy Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the campus literacy plan through established priorities for system-wide literacy practices.</p> <p><b>Actions:</b> a) Schedule campus instructional walks led by campus administration &amp; utilize data to review progress  b) Schedule observations of effective literacy classrooms for teachers  c) Curriculum Instructional Rounds team will lesson design with teachers, observe teachers, and give feedback</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators  Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide resources to assist Tier 2 and Tier 3 students make at least one year's reading and mathematics progress.</p> <p><b>Actions:</b> a) Utilize reading &amp; math interventionists to provide appropriate support for tier 2 and tier 3 students  b) Provide instructional resources for classroom teachers &amp; reading interventions.  c) Utilize ESSR funds for teachers to provide accelerated instruction to students in small groups (ratios not exceeding 5:1) before or after school.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$37,780, Instructional Resources - 211 - Title I - \$20,000, Personnel - 211 - Title I - \$75,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups as measured by STAAR and district CBA assessments.

**Targeted or ESF High Priority**





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments.</p> <p><b>Actions:</b> a) Align special education instructional practices to the literacy plan and Tier I priorities            b) Increase opportunities for collaboration between general education and special education teachers            c) Train all teachers on effective strategies to use with students receiving special education services            d) Continue to have special education representation on the Stowe LOL team</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a collaborative process that requires general education and special education to monitor student progress on a regular and consistent basis.</p> <p><b>Actions:</b> a) Analyze current practice in monitoring student progress to ensure that campus data reviews include all students, including those with disabilities            b) Use district protocol for monitoring progress            c) Provide quality professional learning on Tier I priorities and how to include these high-yield instructional strategies in all special education settings            d) in self-contained SEEC program, administrators and behavior facilitators will meet teachers and paraprofessionals weekly.            e) Provide professional learning to STAAR tested grades for Tier I comprehension strategies and structures based on the Jennifer Serravallo book.            f) purchase TEK aligned flipbooks with Tier 1 and intervention strategies.            g) Purchase STAAR software to prepare students for the new STAAR testing platform and to provide intervention for those at risk of not mastering the STAAR assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$11,232</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement system-wide instructional practices appropriate for ELs.</p> <p><b>Actions:</b> a) Provide quality training for all instructional staff to engage and support English learners  b) utilize DL/ESL coach to help with lesson design, model lessons and strategies for ELs, co-teach, analyze EL student data, help K-2 teachers with new dual language program, help 3rd-5th plan and observe cross-linguistic transfer lessons in math and science, plan and observe lessons for newcomers, and observe students.  c) administrators will meet with DL/ESL coach each week and do walk-throughs weekly to calibrate  d) Monitor language proficiency and academic performance data to identify where additional support is needed  e) Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  DL/ESL Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom</p> <p><b>Actions:</b> a) Collect evidence from classroom walk-throughs and observations on successful use of continuous improvement in improving outcomes  b) Provide support and training to teachers on continuous improvement process.  c) Review campus PDSA for Student Progress in August  staff development and throughout the year in PLCs - plan developed in 2019 - 2020 to implement continuous improvement across the campus  d) Continue implementation of coordinated plan for training teachers on classroom continuous improvement (August staff development and ongoing professional development)  e) each teacher will create a SMART goal for one summative assessment each six weeks and utilize PDSA process with each class.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Enlist community and business partners to assist in providing support to students and families</p> <p><b>Actions:</b> a) Collaborate with PTA and ASPIRE to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. Depending on the current situation, these events will have to be virtual until further notice.  b) Identify and communicate the needs of the student population and their families with community partners  c) Design and implement a Family and Parent Engagement Policy  d) Host a Title 1 Meeting  e) Utilize Community in Schools Social Worker  f) add a Parent-Liaison position to increase parent engagement and attendance at family nights</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  ASPIRE Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Parent Liaison - 211 - Title I - \$23,937</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Infuse Social and Emotional Learning into all elements of school culture.</p> <p><b>Actions:</b> (A) Design student tasks that provide students with experiences to develop socially and emotionally.            (B) Design activities that will integrate SEL values throughout the campus.            (C) Collect data through surveys that will be used to monitor implementation and determine impact of SEL.            (D) Align SEL with elements of the curriculum such as safety programs, guidance lessons, and tier 1 behavior RtI.            (E) Use rubrics that can be used to help teachers and students understand and progress monitor behavior.            (F) Design classroom counseling lessons addressing suicide prevention and bullying warning signs, resources, and strategies.            (G) Implement a Digital Citizenship and Safety program.            (H) Work with staff and community to create and sustain a school culture that aligns with our SEL goals.            (I) Community in Schools will work with staff, students, and community to foster the social and emotional development of students.            (J) Get all staff trained in Capturing Kids' Hearts throughout the 2021-2022 school year with full campus-wide implementation in August 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Counselor            Community in Schools Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Community in Schools - 211 - Title I - \$42,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district behavioral RtI plan</p> <p><b>Actions:</b> a) Provide training on the district behavior RtI plan.                      b) Identify needed support systems.                      c) Utilize PBIS Rewards system                      d) Utilize Community in Schools social worker.                      e) Meet with district behavior facilitator and teachers to develop plans for tier 2 and tier 3 students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Communities in Schools - 211 - Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Receive professional development and develop an implementation plan for Tier I discipline practices.</p> <p><b>Actions:</b> a) Fall 2021, LOL members trained in Capturing Kids' Hearts and develop implementation plan for 2022-2023                      b) Leadership Team attend Leadership Blueprint provided by the Flippen Group                      c) Summer 2021, all staff trained in Capturing Kids' Hearts</p> <p><b>Funding Sources:</b> Capturing Kids' Hearts - 211 - Title I - \$1,732</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 5:** Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.







**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 6:** Utilize resources to provide personnel, instructional materials, and resources to build the social-emotional learning for all students.





**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus program to incentivize student and staff attendance.</p> <p><b>Actions:</b> a) Develop and implement strategies to increase student attendance by use of incentives b) Develop and implement strategies to increase staff attendance by use of incentives</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and deploy continuous improvement processes at the district department level <b>Actions:</b> a) Require every classroom to establish a SMART goal to improve effectiveness. b) Provide training on SMART goals to new staff. <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p><b>Actions:</b> a) Review perception data from students, staff and parents to identify strategies to improve campus safety                      b) Identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being                      c) Hold Campus Safety PLC Meetings to review safety data &amp; procedures                      d) Provide procedures documents for teachers, students, and parents to follow in any type of campus emergency situation                      e) Train all staff on Capturing Kids' Hearts to increase the student connections and sense of belonging on campus</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				





**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement district-wide program that promotes an accident-free work environment.</p> <p><b>Actions:</b> a) Require staff to complete SafeSchools training.                      b) Conduct mandatory safety training sessions per the district plan at staff meetings.                      c) Perform campus/building safety walk throughs as required by district plan.                      d) Review Worker's Comp. data from previous years.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 4:** Create a common focus and goal with new mission statement, vision statement, and values.

**Performance Objective 1:** All teachers, administrators and staff members will develop a new vision, mission, and values for the school.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Analyze, modify, and develop a new vision statement, mission statement, and values for the school.</p> <p><b>Actions:</b> a) during PLC continue conversations with teachers about what we offer as a school and what we want to accomplish.                      b) during August professional development, present to teachers and staff about previous work on vision statement, vision statement, and values                      c) In September, decide new vision, mission, and core values in LOL meeting.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# State Compensatory

## Budget for O.H. Stowe Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 1.5**

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

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## Personnel for O.H. Stowe Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Charlie Brockelman	Math Interventionist	0.5
Jean Talent	Reading Interventionist	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed through the input and involvement of the following:

**Parents:**

**Joanna Casiano**

**Amber Batista**

Community Members:

[LIST NAMES]

Teachers:

Yuri Flores-Santiago

Romanica Jones

Sherri Burke

Shelley Twilligear

Billy Heng

Maria Woodward

Jose Batista



**Parents:**

**Joanna Casiano**

**Amber Batista**

Administrators:

Nathan Frymark

Carrie Welborn

Other Campus and District Staff:

Jaye Antwine

Janeth Arriola

## **2.2: Regular monitoring and revision**

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

## **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, 65% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion

8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs, accelerated instruction, and targeted tutorials.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

**Parents:**

**Joanna Casiano**

**Yuridia Flores**

Teachers:

n/a

Administrators:

Nathyn Frymark

Carrie Welborn

Other Campus and District Staff:

Jaye Antwine, Instructional Coach

Jason Gardner, Site Coordinator for ASPIRE

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled for Tuesday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2021-22:

- August Refresh Back to School Event (Friday 9:00-1:00) at BISD Plaza
- August Meet the Teacher Night (Monday only) on campus
- Stowe Family Dinner and Title I Parent Night, September 28 - Tuesday evening at 6:30; Virtual offering Friday morning at 10:00 am
- October Fall Festival - October 22, 2021

- December Winter Concert and Painting with Coco (date TBD) on campus
- March Carnival and Multicultural Night (TBD) on campus

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Charlie Brockleman	Math Interventionist	Title I	0.5
Yuri Flores-Santiago	Reading Interventionist	Title I	1.0

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Resources		\$20,000.00
1	1	3	Personnel		\$75,000.00
1	2	1	Instructional Resources		\$20,000.00
1	2	2	Instructional Resources		\$11,232.00
1	2	5	Parent Liaison		\$23,937.00
1	3	1	Community in Schools		\$42,000.00
1	4	1	Communities in Schools		\$0.00
1	4	2	Capturing Kids' Hearts		\$1,732.00
<b>Sub-Total</b>					<b>\$193,901.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESSER Tutors		\$37,780.00
<b>Sub-Total</b>					<b>\$37,780.00</b>
<b>Grand Total</b>					<b>\$231,681.00</b>

# Addendums

**2018-2019 O.H. Stowe Parent Involvement Strategies**

	<b>Requirement</b>	<b>Timeline</b>	<b>Activity</b>	<b>Evaluation Measure(s)</b>
<b>1.</b>	<b>Participation in parent involvement policy development</b>	<b>End of 1<sup>st</sup> semester</b>	<b>Involve parents in policy development through... • Survey comments 1 time per semester • Distribute at registration, inviting comments Component number 6</b>	<b>• Campus policy • Written parent suggestions</b>
<b>2.</b>	<b>Participation in decision making for Title I Program</b>	<b>All year</b>	<b>Involve parents in planning, implementing, and evaluating Title I Program: • PTA Meetings • SBDM meetings Component number 6</b>	<b>• SBDM • Agenda</b>
<b>3.</b>	<b>Communicate program information to all parents</b>	<b>October PTA meeting</b>	<b>Provide information about : 1. Participation in Title I 2. Program Description • Available Technology • Spanish speaking Educational Assistant/Parent Liaison • Adult English classes • Parent Workshops • Planners for communication between parents and teachers Component number 6</b>	<b>• Calendar of parent activities and sign in sheet of participation. • Schedule of staff development.</b>
			<b>3.State and local assessments and expectations for student proficiency • Student reports • Conferences • Testing data Component number 6</b>	<b>• Parent Conferences • Letters to parents • State reports</b>
			<b>4. Provide communications about meetings, parent programs and other activities in a language that is understandable • Spanish • English Component number 6</b>	<b>• Notes home to parents • Other parent communication</b>



**2018-2019 O.H. Stowe Parent Involvement Strategies**

	<b>Requirement</b>	<b>Timeline</b>	<b>Activity</b>	<b>Evaluation Measure(s)</b>
4.	Shared responsibility for student achievement	Registration	Utilize the school/parent compact 1. Develop 2. Distribute at Registration 3. Evaluate in January 4. Revise for fall registration <b>Component number 6</b>	• Compacts • Surveys
5.	Build capacities of all parents	All year	Assist parents in understanding 1. State academic contents (TEKS) 2. State academic achievement standards (STAAR) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement Provide training and materials to parents to help them work with their children. • English classes for Non English speaking parents • Parent Conferences • Parent Workshops <b>Component number 4 and 6</b>	• Parent Conferences • Parent Workshops • Sign in sheets • Weekly assignment sheet • Class registrations
6.	Build capacities of staff	Aug. to May	Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents <b>Component number 4 and 6</b>	• Sign in sheets
7.	Coordinate and integrate Title I parent program with other parent programs	Aug. to May	Coordinate parent involvement under Title I with Head Start, Even Start, Title III, • Information about other programs is sent home to parents to encourage participation. <b>Component number 6</b>	• Parent training schedules • Session evaluations • Budget records

8.	Ensure smooth transition for students and families into Kindergarten and from 5 <sup>th</sup> grade to Middle School.	January March to Aug	<p>Middle school and elementary counselors arrange school visit for 5<sup>th</sup> graders in December; the middle school conducts a summer camp for incoming 5<sup>th</sup> graders; all course registration for 6<sup>th</sup> grade is completed with counselor guidance in spring semester for 5<sup>th</sup> graders. Provide Kinder Launch for incoming Kindergarten students &amp; parents; Meet the Teacher night;</p> <p><b>Component number 6 and 7</b></p>	<ul style="list-style-type: none"> <li>• Trip to middle school • Sign in sheets • Preregistered students for 6<sup>th</sup> grade • Pre-registered students • Sign in sheets</li> </ul>
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## 2018-2019 Highly Qualified Recruitment and Retention Plan O.H. Stowe Elementary School

**Campus Goal:** All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.

**Campus Objectives:** 100% of core area teachers will be highly qualified.

100% of instructional paraprofessionals will meet the highly qualified standard.

100% of new hires will meet highly qualified status prior to employment.

The percentage of teachers receiving high-quality professional development will be 100%

Schoolwide Component	Strategic Action	Target Population	Responsible Staff (Position)	Resources (Funds/Professional Learning/Materials)	Monitoring (Formative)	Results (Summative)
Highly Qualified Staff	Participate in recruitment activities to ensure highly qualified personnel in all positions. Component number 3, 4, and 5	All staff	Principal Designated teachers Personnel Director & Coordinators	Local funds Title III-A Title II-A	Number of positions posted Number of recruitment activities Number of applications completed	Personnel files 2018-2019 NCLB Highly Qualified Report  100% of teachers and paraprofessionals are highly qualified
Highly Qualified Staff	Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff. Component number 3, 4, and 5	First-year teachers	Principal Designated teachers Director of Curriculum and Instruction	Local funds  Activity Account	List of first-year teachers List of mentors Schedule of planned activities	Personnel files Expenditure reports for mentor stipends Mentoring program evaluations  All new teachers were provided a mentor

**2018-2019 Highly Qualified Recruitment and Retention Plan O.H. Stowe Elementary School**

Highly Qualified Staff	Communicate with personnel department regarding highly qualified status of all Teachers Component number 3, 4, and 5	All teachers	Principal Personnel Director & Coordinators	Local funds	Personnel files Teacher interviews Applications	Personnel files Principal attestations  100% of teachers and paraprofessionals are highly qualified
Highly Qualified Staff	Assist teachers in maintaining or attaining certification & completing required technology and/or GT hours Component number 1, 3, 4, and 5	All teachers	Principal Personnel Coordinators ESL Consultant GT Consultant TIMS	Local funds Title I-A Title II-A Title III GT funds	Schedule of professional learning opportunities Schedule of certification study classes & exams	Eduphoria Records - Workshop Documentation of professional learning sessions attended Copies of certifications obtained
Highly Qualified Staff	Communicate with personnel department regarding highly-qualified status of all instructional Paraprofessionals Component number 3, 4, and 5	All instructional para-professionals	Principal Personnel Coordinator Federal Programs Coordinator	Local funds	Personnel records Paraprofessional applications Schedule of professional learning opportunities	Eduphoria Records - Workshop Personnel list of Highly-qualified Paraprofessionals

**2018-2019 Highly Qualified Recruitment and Retention Plan O.H. Stowe Elementary School**

Highly Qualified Staff	Ensure that teachers receive high-quality professional development at the campus and the district level Component number 1, 2, 3, 4, 5, 8, 9, and 10	All teachers	Principal Director of Curriculum and Instruction	Local funds Title I-A funds Title II-A funds	Schedule of professional learning opportunities	Eduphoria Records - Workshop Agendas of campus professional learning sessions Documentation of conferences attended
Highly Qualified Staff	Provide strategies to attract highly qualified teachers Component number 3, 4, and 5	All teachers	Principal Personnel Director & Coordinators	Local funds Title I-A funds Title II-A funds	Surveys  Schedule of professional learning opportunities  Teacher interviews	Personnel files  Surveys

**Birdville Independent School District**  
**West Birdville Elementary**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	10
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	11
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	20
Goal 3: All students and staff will learn and work in a safe and responsive environment.	22
Title I Schoolwide Elements	24
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	25
1.1: Comprehensive Needs Assessment	25
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	25
2.1: Campus Improvement Plan developed with appropriate stakeholders	25
2.2: Regular monitoring and revision	25
2.5: Increased learning time and well-rounded education	26
2.6: Address needs of all students, particularly at-risk	26
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	26
3.1: Develop and distribute Parent and Family Engagement Policy	26
3.2: Offer flexible number of parent involvement meetings	27
Title I Personnel	27
Campus Funding Summary	28
Addendums	29

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

West Birdville is a suburban campus in northeast Tarrant County. West Birdville is located in Haltom City, the campus serves approximately 699 students. West Birdville is classified as a Title I campus with 90.84% economically disadvantaged. The demographic summary consists of: 84% Hispanic, 12% White, 2% Asian, 1% African American, and 0.29% American Indian. 57.79% of our students are Emerging Bilinguals (EBs), 9.8% of our students are in Special Education, 8.15% of our students are served in Dyslexia services, and 3.8% of our students are identified as Gifted and Talented. 85.55% of our students are identified as At-Risk.

### Demographics Strengths

West Birdville has a low mobility rate when compared to schools with similar demographics. Last year our mobility rate was 10.2.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our ELL population continues to increase.

**Problem Statement 2:** Our At Risk student percentage is one of the highest in BISSD



# Student Learning

## Student Learning Summary

### STAAR & STAAR Alt 2

The campus has experienced steady improvement in performance on third grade STAAR mathematics assessments over the past five years. In 2019, the third grade STAAR math scores rose 3% points from the previous year. West Birdville also experienced a gain in fifth grade science and fifth grade reading STAAR scores when looking at *Approaches Grade Level* standard.

Fourth grade math and fifth grade math STAAR scores dropped from the previous year.

Thirteen special ed students took the STAAR Alt 2. All of them reached the "Satisfactory" standard and one student reached the "Accomplished" standard.

### State Accountability

In the 2019 State Accountability system the campus received an overall score of 82 and awarded a rating of B. Campus domain scores were 77 for Achievement; 65 for Academic Growth; 85 for Performance Score; and a 74 for Closing the Gaps. West Birdville did meet all "targets" as defined by TEA.

### 2019 STAAR Scores

#### Third Grade

Reading - 75% Met the Approaches Standard

Math - 93% Met the Approaches Standard

#### Fourth Grade

Reading - 77% Met the Approaches Standard

Math - 69% Met the Approaches Standard

Writing -66% Met the Approaches Standard

#### Fifth Grade

Reading - 77% Met the Approaches Standard

Math - 83% Met the Approaches Standard

Science 83% Met the Approaches Standard

### **Student Learning Strengths**

- 1.) The campus has experienced a significant growth in third grade math and fifth grade science.
  
- 2.) Improvements were made in the following: 3rd grade reading and math; 4th grade reading and writing; 5th grade reading and science.

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

**Problem Statement 1:** In grades 3-5, STAAR scores indicate students are not achieving the Met Grade Level standard in all subject areas.

**Problem Statement 2:** In 2018-2019 West Birdville Elementary School met the target with a TELPAS progress rate of 48%. In 2020-2021 West Birdville Elementary School again met the target with a TELPAS progress rate of 45%. In comparing the progress rate from 2019 and 2021, West Birdville demonstrated a 3% point decrease.

# School Processes & Programs

## School Processes & Programs Summary

West Birdville students are served by a number of specialized programs related to student need. Eighty-three percent of students are served by the free/reduced price lunch program, and 60% of students are English language learners (ELLs), served by bilingual or English as a second language (ESL) programs. Currently, 9.8% of students are served through special education.

Our RtI program serves many students that are identified for intervention in reading and mathematics. We utilize data from the universal screeners and data from interventionists and teachers. We utilize resources provided by the district for this program. A portion of Title I funds are used to hire highly-qualified tutors. We continue to have too many students identified at Tier 2 or Tier 3 in some grade levels. Our goal is to keep the intervention groups small and staffed appropriately so students can have the best opportunity to remediate gaps.

West Birdville has three self-contained classrooms. Starting in the pre-primary grades, we have a class( ECSE) that serves students with various needs. These disabilities can include: physical, cognitive, and emotional. This is a half-day program and we have approximately eight children in the AM and PM. The other two classrooms are called AABLE. These self-contained classrooms serve students with cognitive delays. We have approximately twelve students in grades K-2 and thirteen students in grades 3-5th grade.

## School Processes & Programs Strengths

We have a campus scheduled time for Response to Intervention at West Birdville Elementary. During this time, all students receive interventions based on individual student needs. Special education students are served during our Response to Intervention block.

We utilize all interventionist and teachers during this time, staff work together to create a plan to serve all student needs.

West Birdville has the support of local churches who provide weekend food bags to eighty-three students weekly.

Students can choose between a face to face learning platform or remote learning.

West Birdville offers a digital one to one opportunity for all students.

Our after school ASPIRE program serves approximately one hundred students. Students receive academic and enrichment classes Monday through

Thursday. The Friday Aspire program serves as a leadership group providing enrichment opportunities to approximately fifteen students. These students also receive dinner nightly.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Some of our students did not make one year's worth of growth in reading according to BOY and EOY Fountas and Pinnell reading levels. In addition, some students did not make a years growth on the math star progress monitor.

# Perceptions

## Perceptions Summary

Each year the staff of West Birdville is given a survey to determine the satisfaction level on various topics. The results are below:

My team functions at a high level so that students' performance is maximized.

### **91% of the staff agrees or strongly agrees**

I have enough resources to effectively do my job.

### **98% of the staff agrees or strongly agrees**

I have a way to express my opinions and ideas and believe that I am being heard.

### **88% of the staff agrees or strongly agrees**

I believe each department (music, PE, computer, counseling, front office staff, special ed., admin, etc.) work at high levels and provide great customer service to students and staff.

### **92% of the staff agrees or strongly agrees**

This year I have noticed positive changes that have better prepared our students.

### **98% of the staff agrees or strongly agrees**

I am supported by the administration in terms of student behavior, professional learning, parent conflict resolution, and professional growth.

### **95% of the staff agrees or strongly agrees**

West Birdville is an emotionally and physically safe place for students and staff.

### **98% of the staff agrees or strongly agrees**

## Perceptions Strengths

At West Birdville , we believe that all of our stakeholders should experience excellent customer service. We believe we should keep the community informed of school wide events and information

We send home monthly calendars highlighting school events

We deliver our various forms of communication in both English/Spanish

School performances are scheduled throughout the school year

We are constantly working to increase our active PTA members.

Inform parents regarding Title I campus funds and information

Invite the community to participate in school programs and events once COVID protocols are lifted.

SRP drills are performed monthly and twice yearly with our SRO and local PD.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** We would like to see an increase in parent participation on our curriculum nights, PTA meetings, and awards assemblies.

# 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

## **Accountability Data**

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

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Response to Intervention (RtI) student achievement data

## **Employee Data**

- Campus leadership data

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading and math literacy between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

**HB3 Goal**





**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels

Elementary: CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5), iStation (reading, grades K-5), grades 3-5 reading and math TEA Interims

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to build capacity to implement the district literacy plan at the campus level.</p> <p><b>Actions:</b> a) Continue to follow the campus literacy plan that is aligned with the district plan            b) Provide training for all staff to build their capacity to implement campus literacy plan (Academic Coach) in support of all students            c) Utilize the Vertical Team and the LOL committee to help communicate the plan            d) Help teachers visualize practice in action during Instructional Rounds</p> <p><b>Staff Responsible for Monitoring:</b> Administration            LOL team            Academic coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.</p> <p><b>Actions:</b> a) Host and participate in instructional focus walks.  b) Lead literacy-focused discussions into monthly faculty meetings.  c) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation. (Sutton, Sheffield, &amp; Escamilla)</p> <p><b>Staff Responsible for Monitoring:</b> Administration  Academic coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide full time reading and math interventionists to serve students on Tier II &amp; III based on performance data including universal screeners</p> <p><b>Actions:</b> a) Provide three reading and two math interventionists to help support students on Tier II and III. They will provide intense interventions designed to specifically support each student's academic need. Provide an additional campus instructional coach to work with teachers focusing on rigorous Tier I instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel/ Addition of campus instructional coach - 211 - Title I - 211 - \$222,065</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Participate in the reading academies and utilize coaching model established by TEA based on the HB3 requirements.</p> <p><b>Actions:</b> a) Implement the district plan for Reading Academies.  b) Continue to participate in the pilot of the TEA Reading Academy to give input to the state and gain insight into the reading academy modules</p> <p><b>Staff Responsible for Monitoring:</b> Administration  Reading Academy Coaches  Classroom Teachers/Special Education Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th.</p> <p><b>Actions:</b> a) Continue to support and train teachers with the BAS/SEL and mClass assessment.  b) From grades prekindergarten - 5th , train teachers and other campus staff on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions.  c) Continue to train instructional coaches to work with teachers on designing instruction in response to the progress monitoring data.  d) Using Eduphoria - Aware, monitor progress of students in grades prekindergarten - 5th based upon district assessment calendar for reading and math.  e) Embed implementation strategies for progress monitoring in curriculum overviews</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, instructional coaches, interventionists</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.

b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.





**HB3 Goal**

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.</p> <p><b>Actions:</b> a) Develop an ESSER plan that is approved by district guidelines.                      b) Continue to implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, ELs, dyslexia and other special populations such as homeless                      c) Develop and implement a system to monitor and ensure compliance to the ESSER plan and other district plans that address closing achievement gaps                      d) Develop and implement a plan to collect, analyze and progress monitor student data (qualitative and quantitative)                      e) Implement accelerated instruction according to HB4545</p> <p><b>Staff Responsible for Monitoring:</b> Administration Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$37,336, HB 4545 tutors - ESSER - \$47,224, Tutors - 211 - Title I - \$46,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement system-wide practices appropriate for EBs.</p> <p><b>Actions:</b> a) Monitor performance data to identify where additional support is needed.                      b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Academic Coaches Campus staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.</p> <p><b>Actions:</b> a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year.  b) Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus.  c) Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric.</p> <p><b>Staff Responsible for Monitoring:</b> Administration  Campus staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Enlist community and business partners to assist in providing support to students and families who are in need.</p> <p><b>Actions:</b> a) Collaborate with PTA and other community partners to schedule and host school wide events to support students and families such as parent education classes.  b) Identify and communicate the needs of student populations and their families with community partners.  c) Developed parent and family engagement policy and offer flexible number of meetings</p> <p><b>Staff Responsible for Monitoring:</b> Administration  ASPIRE coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Family Engagement - 211 - Title I - \$4,110</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide professional development that assists teachers in developing, implementing and progress monitoring student learning</p> <p><b>Actions:</b> a) Coordinate professional development for special education teachers in analyzing and use of data for the purpose of focused instruction and identifying appropriate accommodations (ie. state testing and classroom instruction).  b) Track student performance to determine progress toward success on STAAR assessments  c) Provide professional development for teachers for the purpose of developing personalized plans through SuccessEd.  d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration  Academic Coaches  Classroom Teachers  Special Education Teacher  Interventionists</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Utilize the results of the RtI (WIN) task force to implement a multi-tiered system of support (MTSS) for identified students</p> <p><b>Actions:</b> a) Continue to provide access to students receiving special education services to all available and appropriate interventions as determined by the ARD committee.  b) Provide equitable access to all English Learners in the appropriate bilingual or ESL program.  c) Implement SuccessEd to monitor program responses to students who are identified for 504, special education, or RtI services  d) Strengthen the communication and monitoring of delivery of MTSS services.  e) Provide ongoing training for all staff to build their capacity to implement MTSS.  f) Continue to provide professional learning and support for SEL &amp; tiered behavior interventions.  g) Continue providing supplemental resources for SEL supports</p> <p><b>Staff Responsible for Monitoring:</b> Administration  Campus staff  Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Design and implement a plan to enhance the pre-K program and increase parent involvement.</p> <p><b>Actions:</b> a) Provide monthly events during the school day for Prekindergarten -fifth grade families in order to connect families and provide resources for kindergarten readiness and beyond.  b) Develop and distribute a Parent and Family Engagement Policy  c) Develop and distribute a Parent-School Compact  d)Host annual Title 1 meeting</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.





**Evaluation Data Sources:** Observation Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a district-approved program that teaches social-emotional skills.</p> <p><b>Actions:</b> a) Develop a deployment plan for implementing SEL curriculum.                      b) Utilize the SEL taskforce to assess and evaluate the effectiveness of the SEL program.                      c) Provide ongoing professional learning to all stakeholders on the SEL program.                      d) Use character lessons as the basis for identifying the Outstanding Citizen recipients.</p> <p><b>Staff Responsible for Monitoring:</b> Administration                      Campus Staff                      LOL Team                      Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.

**Evaluation Data Sources:** Behavioral RtI data records





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district behavioral RtI plan on a campus level</p> <p><b>Actions:</b> a) Provide training on the district behavior RtI plan.                      b) Provide professional development opportunities and implement with fidelity Capturing Kids' Hearts.                      c) Schedule extended behavior RtI collaboratives and utilize Success Ed to input behavioral student plans.</p> <p><b>Staff Responsible for Monitoring:</b> Administration                      Campus staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				



**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.





**Performance Objective 5:** Increase Academic Rating from a "D" to a "B" in the area of Student Progress as defined by the TEA Accountability system.

**Evaluation Data Sources:** Campus CAs, progress monitoring, district interims

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will show at least one year's growth in the area of fourth and fifth grade math and reading as measured by STAAR.</p> <p><b>Actions:</b> a) Rigor and Relevance training will be given throughout the year.                      b) Continue to emphasize Guided Reading in every S/ELAR classroom.                      c) Continue to strengthen PLCs and monitor each grade level closely.                      d) Continue to create and assess students through CFAs each six weeks in the area of math and reading.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.





**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus-wide program to incentivize student and staff attendance.</p> <p><b>Actions:</b> a) Design and implement improvement plan strategies to increase student attendance by spotlighting the class with the best attendance each six weeks per grade level. b) Create incentives for staff members to encourage better attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.





**Evaluation Data Sources:** Evaluation of goal achievement as per department improvement plans.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate and implement continuous improvement processes at the campus level.</p> <p><b>Actions:</b> a) Revisit and recalibrate continuous improvement strategies in classrooms.                      b) Classrooms develop a mission statement and strategic learning goals.                      c) Campus departments and classes utilize the PDSA process to monitor progress towards goals.                      d) Students regularly track individual growth in data binders.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.





**Evaluation Data Sources:** Staff and student survey, Accident Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p><b>Actions:</b> a) Develop campus reopening plan and update accordingly.                      b) Take corrective action of findings at the campus by utilizing our campus Logistics Team.                      c) Implement and review the district safety protocols.                      d) Schedule and monitor safety drills and revise plans as needed.                      e) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.                      f) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors.                      g) Implement the Anonymous Alerts and Threat Assessment System.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

**Evaluation Data Sources:** Campus WC Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus-wide program that promotes an accident-free work environment.</p> <p><b>Actions:</b> a) Conduct facility reviews to locate and address facility issues and needs.                      b) Provide training for campus staff.                      c) Provide safety equipment as needed.                      d) Continue to monitor the implementation of safety procedures.                      e) All employees will complete Safe Schools Training.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Title I Schoolwide Elements

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Plan was developed through the input and involvement of the following:

Vanessa Sutton

Alison Sheffield

Celestina Olguin

Maria Hernandez

Kristin Autrey

Megan Haggard

Velvet Sloan

April Crump

Stephanie Wamsley

Melissa Porras

Kathleen Grupe

Richard and Carmen Lopez

### **2.2: Regular monitoring and revision**

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Capturing Kids Hearts
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Vanessa Sutton

Alison Sheffield

Celestina Olguin

Maria Hernandez

Kristin Autrey

Megan Haggard

Velvet Sloan

April Crump

Stephanie Wamsley

Melissa Porras

Kathleen Grupe

Richard and Carmen Lopez

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2021-22:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- October Title I Meeting (Thursday/Friday) on campus
- November Literacy Event (Thursday/Friday) on campus
- November Fall Festival (Saturday 11-2) on campus
- September Book Fair (Monday through Thursday 8:00-5:00) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristen Autrey	Instructional Coach	Title I	1.0
Laurie Wanderski	Math Interventionist	Title I	1.0
Melida Garcia-Lopez	Reading Interventionist	Title I	1.0
Robbin McKinney	Math Interventionist	Title I	0.5

# Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel/ Addition of campus instructional coach	211	\$222,065.00
1	1	5	Professional Development		\$1,500.00
1	2	1	Instructional Resources		\$37,336.00
1	2	1	Tutors		\$46,000.00
1	2	4	Family Engagement		\$4,110.00
<b>Sub-Total</b>					<b>\$311,011.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	HB 4545 tutors		\$47,224.00
<b>Sub-Total</b>					<b>\$47,224.00</b>
<b>Grand Total</b>					<b>\$358,235.00</b>

# Addendums

**Birdville Independent School District**  
**Holiday Heights Elementary**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	5
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	12
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	17
Goal 3: All students and staff will learn and work in a safe and responsive environment.	19
Title I Schoolwide Elements	22
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	23
1.1: Comprehensive Needs Assessment	23
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	23
2.1: Campus Improvement Plan developed with appropriate stakeholders	23
2.2: Regular monitoring and revision	24
2.3: Available to parents and community in an understandable format and language	24
2.4: Opportunities for all children to meet State standards	24
2.5: Increased learning time and well-rounded education	25
2.6: Address needs of all students, particularly at-risk	25
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	25
3.1: Develop and distribute Parent and Family Engagement Policy	25
3.2: Offer flexible number of parent involvement meetings	26
Title I Personnel	27
Campus Funding Summary	28
Addendums	29

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Holiday Heights Elementary, located in North Richland Hills, Texas, is a PK-5 Title1 Campus in Birdville ISD that serves approximately 523 students. Holiday Heights' demographic information indicates a population that is approximately 43% White, 31% Hispanic, 16% African American, 5% Multiracial and 5% Asian American.

Additionally, the campus has approximately 50% of students considered to be at-risk and 61% of students are considered economically disadvantaged. The other student groups for Holiday Heights Elementary include approximately 13% Limited English Proficient, 8% Dyslexic, 15% Special Education and 7% Gifted and Talented.

The campus is predominately a neighborhood school, where most students reside within the community, with only one district bus serving Holiday Heights. We strive for good attendance with a daily attendance rate of 95%. While this is below the district goal, our campus will continue to work with families to increase the attendance rates for both students and staff.

### Demographics Strengths

Holiday Heights Elementary has many strengths. Some of the most notable demographic strengths include:

1. The community of Holiday Heights is rich in tradition and all stake holders are committed to education. Many families have multiple generations attending or staying in the neighborhood, so their own children can attend Holiday Heights.
2. Students at Holiday Heights are diverse and very accepting of students regardless of race, ethnicity or socioeconomic status. Encouraging an overall theme of kindness, celebrating CORE Values and investigating in Capturing Kids' Hearts as a campus keeps the students and staff committed to building strong relationships with each other.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The average daily attendance rate continues to be approximately 95%, which is below the BISSD overall average. **Root Cause:** We need to continue to follow policies and procedures - but include an educational piece for parents with information about how attendance affects learning.

# Student Learning

## Student Learning Summary

Holiday Heights Accountability Rating is Not Rated

2021 STAAR DATA:

<b>TEST</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
3rd Reading 2021	63.77%	39.13%	10.14%
Online	68.52%	44.44%	12.96%
Paper	46.67%	20%	0%
3rd Math 2021	64.29%	25.71%	7.14%
Online	69.09%	30.91%	7.27%
Paper	46.67%	6.67%	6.67%
4th Reading 2021	59.34%	31.87%	15.38%
Online	60%	32.22%	15.56%
Paper	0%	0%	0%
4th Math 2021	54.95%	28.57%	16.48%
Online	55.56%	28.89%	16.67%
Paper	0%	0%	0%
4th Writing 2021	53.41%	22.73%	5.68%
Online	na	na	na
Paper	53.41%	22.73%	5.68%
5th Reading 2021	86.21%	40.23%	22.99%
Online	na	na	na
Paper	86.21%	40.23%	22.99%
5th Math 2021	72.22%	40%	16.67%
Online	na	na	na
Paper	72.22%	40%	16.67%
5th Science 2021	70.45%	32.95%	9.09%
Online	na	na	na
Paper	70.45%	32.95%	9.09%

### Student Learning Strengths

Holiday Heights Elementary has demonstrated student achievement strengths in many areas including:

- Accountability Rating - Not Rated
- 2021 STAAR Data:
- 5th Grade Reading Scores 5th highest in district (in 3rd grade same students scored 76%).
- 3rd Grade Math Online students were 2% higher than 2019 overall math students in 3rd grade.
- 3rd Graders did better online than paper students

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Math Scores were slightly below the district average in all grade levels. **Root Cause:** Consistent Tier 1 Priorities not in place starting in Kinder through fifth grade.



## School Processes & Programs

### School Processes & Programs Summary

Students at Holiday Heights Elementary are served through a variety of programs related to individual student needs. 61% of our students are served by the free and reduced lunch program. 13% of our students are considered Limited English, 15% special education, 8% dyslexic, and 7% gifted and talented.

Holiday Heights Elementary has three Pre-Kindergarten classrooms (one Coteach Programs that serve children who are four years old, some identified Special Education, one four year old program and one three year old/four year old Special Education Self-Contained Program). The Pre-K program provides intervention with a focus on cognitive, social-emotional, language and communication, and physical skills in an effort to allow children to learn skills that they can further utilize as they transition into the elementary setting.

Holiday Heights Elementary has a kindergarten through second grade AABLE program on campus. The Academic and Adaptive Behavior Learning Environment (AABLE) program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills.

The RTI program serves students in grades K-5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year - beginning, middle, and end of the year. Collaborative teams also meet to discuss student progress and plan intervention based on student need with a goal of closing the learning gap. We also provide tutoring to our struggling students with staff, including Title 1 Tutors and Interventionists.

### School Processes & Programs Strengths

At the end of the 2020-2021 school year:

75% of our students were identified as Tier 1 in Reading.

70% of our students were identified as Tier 1 in Mathematics.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** 70 % of our K-5 students were on Tier 1 in Mathematics although our 3-5 STAAR Math Scores are below a "Tier 1 score". **Root Cause:** Our Tier 1

identification processes are not aligned with STAAR Math success at Holiday Heights.

# Perceptions

## Perceptions Summary

Holiday Heights Elementary collected data from parents regarding their perceptions of campus programs, procedures, and overall climate. In addition, the campus collected perception data on school safety issues.

- School safety: Parents made positive comments about the upcoming vestibule changes to better secure our main entrance.
- School communication: Parents appreciate the communication on social media as well as class newsletters.
- School academics: Overall, parents feel that their students' academic needs are being met.
- School climate: The majority of parents expressed that they (as well as their family) feel valued at Holiday Heights Elementary.

## Perceptions Strengths

Strengths Include:

- Valued
- Communication
- Safe
- Academic Needs Being Met

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Academics can not be taught if there is not a relationship with the students and parents. **Root Cause:** Holiday Heights did not have a uniformed system/expectations for staff to build relationships with students - Capturing Kids' Hearts.

# 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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data

#### **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.





a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

**HB3 Goal**

**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels

Elementary: CLI Engage - CIRCLE (prekindergarten), Renaissance STAR Assessments (mathematics, 1-5), Istation (reading, grades K-5), TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to build capacity to implement the district literacy plan and Tier 1 priorities at the campus level</p> <p><b>Actions:</b> (A) Provide ongoing training for all staff to build their capacity to implement campus literacy plans.</p> <p>(B) Continue to utilize campus LOL team to facilitate district literacy strategies and expectations.</p> <p>(C) Provide necessary resources, support, and coaching.</p> <p>(D) Review data through the continuous improvement model.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, Interventionists, Special Education Staff, LOL Members, Classroom Teachers, Tutors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$5,170, Intervention Personnel - 199 - General Funds: SCE, Professional Development - 211 - Title I - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a vertically aligned structure to address students' needs in all content areas including reading, math, science, and social studies.</p> <p><b>Actions:</b> (A) Use vertical team planning monthly to support student growth in literacy.</p> <p>(B) Analyze STAAR data to identify and address opportunities for improvement.</p> <p>(C) Utilize Instructional Coaches and Digital Learning Specialist to support teachers in designing lessons to address lower performing TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$6,594, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize continuous improvement strategies across campus.</p> <p><b>Actions:</b> (A) Utilize art day PLCs to target instructional gaps through assessment data including ISIP, STAR Math, CBAs, Interims and Fountas &amp; Pinnell Benchmark Assessments.</p> <p>(B) Use campus-developed continuous improvement timeline to support teacher understanding.</p> <p>(C) Review components of continuous improvement and demonstrate classroom examples.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionists, Special Education Staff, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.

b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

**HB3 Goal**

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize continuous improvement strategies across campus.</p> <p><b>Actions:</b> (A) Utilize art day PLCs to target instructional gaps through assessment data including ISIP, STAR Math, CBAs, Interims and Fountas &amp; Pinnell Benchmark Assessments.</p> <p>(B) Use campus-developed continuous improvement timeline to support teacher understanding.</p> <p>(C) Review components of continuous improvement and demonstrate classroom examples.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionists, Special Education Staff, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Deliver targeted, responsive instruction to support specific students to close learning gaps.</p> <p><b>Actions:</b> (A) Use intervention time to maximize the amount of targeted classroom instruction in support of all students.</p> <p>(B) Use Title I Tutors to support classroom instruction (in addition to Interventionists and Special Education Staff).</p> <p>(C) Use Title I EA to support Tier 2 and Tier 3 students in need of academic support.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionists, Special Education Staff, Classroom Teachers, Tutors, Title I EA</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$33,785, Title I Tutors - 211 - Title I - \$15,792, Instructional Resources - 211 - Title I - \$5,000, Title I Interventionist - 211 - Title I - \$38,000, Title I EA - 211 - Title I - \$26,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide multiple opportunities for parents and the community to be engaged in the educational process.</p> <p><b>Actions:</b> (A) Host Meet the Teacher Event.</p> <p>(B) Conduct Parent Curriculum Nights to give parents information on how to support their child in/out of the school .</p> <p>(C) Host Information Nights/Counselor Sessions</p> <p>(D) Host the Annual Title I Information Night to explain programs and services available to our families.</p> <p>(E) Develop and distribute a Family and Parent Engagement Policy.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$1,035</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

**Evaluation Data Sources:** Social-Emotional Learning survey TBD





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a culture that focuses students' social-emotional well-being.</p> <p><b>Actions:</b> (A) Design classroom counseling lessons addressing social-emotional well-being.</p> <p>(B) Implement a plan to recognize students and staff that demonstrate six weeks citizenship.</p> <p>(C) Implement activities and programs that will integrate values into school culture.</p> <p>(D) Implement a digital citizenship and safety program.</p> <p>(E) Provide training to all staff for Capturing Kids' Hearts.</p> <p>(F) Develop Journals for students to use with counseling lessons each week (and as personal journals as needed).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselor Committee, Counselor, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> Capturing Kids' Hearts Additional Training - 211 - Title I - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.





**Evaluation Data Sources:** Behavioral RtI data records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Align campus expectations for behavior with district behavioral RtI.</p> <p><b>Actions:</b> (A) Continue to implement consistent campus behavioral expectations (The Husky Way) that all stakeholders will follow.</p> <p>(B) Use video announcements and short clips to demonstrate appropriate campus behavior.</p> <p>(C) Revisit campus expectations, including the Husky Promise, throughout the year.</p> <p>(D) Campus team will discuss behavioral interventions for individual students during RtI collaboratives.</p> <p>(E) All staff will implement strategies learned during Capturing Kids' Hearts training.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Discipline Committee, Counselor, Interventionists, Special Education Staff, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop positive behavioral interventions that support appropriate behavior.</p> <p><b>Actions:</b> (A) Implement ticket system to reward and acknowledge appropriate behavior.</p> <p>(B) Recognize students for demonstrating appropriate behavior.</p> <p>(C) All staff will recognize at least one student per week for appropriate behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Discipline Committee, Counselor, Interventionists, Special Education Staff, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.





**Evaluation Data Sources:** Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and implement a campus-wide plan to increase student attendance.</p> <p><b>Actions:</b> (A) Grade level attendance data will be displayed and updated routinely.</p> <p>(B) Follow truancy guidelines and implement truancy prevention measures.</p> <p>(C) Use District Weekly Attendance Reports on Announcements and Social Media to encourage better attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Attendance Clerk, Classroom Teachers, Attendance Officer</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.





**Evaluation Data Sources:** Evaluation of goal achievement as per department improvement plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a system of continuous improvement for all content areas.</p> <p><b>Actions:</b> (A) Review PDSA cycle during staff development and revisit throughout the year.</p> <p>(B) Create a timeline of implementation to support teachers.</p> <p>(C) Monitor implementation of continuous improvement through district-created rubric.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, Interventionists, Specials Education Staff, Specials Teachers, Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.





**Evaluation Data Sources:** District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement district safety requirements and foster a school community where students and staff feel safe.</p> <p><b>Actions:</b> (A) Develop a plan to complete all drills.</p> <p>(B) AP created Safety Brochure</p> <p>(C) Ensure all staff have updated safety trainings.</p> <p>(D) Meet regularly with campus emergency response team.</p> <p>(E) Provide frequent safety updates/trainings in staff meetings.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collect perception data from students, staff, and parents to identify safety concerns.</p> <p><b>Actions:</b> (A) Fall and Spring</p> <p>(B) Identify areas in need of improvement.</p> <p>(C) Develop expectations and procedures for areas of concern.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

**Evaluation Data Sources:** Annual report of worker's compensation claims





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a campus-wide safety awareness program.</p> <p><b>Actions:</b> (A) View and complete all components of Safe Schools Training.</p> <p>(B) Monitor the implementation of safety procedures throughout the campus (stepladders, extension cords, appliances).</p> <p>(C) Review safety procedures and relevant topics during staff meetings.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** The district will meet all compliance requirements for improvement planning.

**Evaluation Data Sources:** Annual review of district improvement plan requirements

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a site-based decision making committee to ensure implementation of campus plan.</p> <p><b>Actions:</b> (A) Complete all action items.</p> <p>(B) Conduct four site-based meetings to review the campus improvement plan.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Site-Based Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
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# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed through the input and involvement of the following:

<b>Lisa Walker</b>	<b>Principal</b>
Kenji Ford	Assistant Principal
Nicole Hackney	Admin Assistant
Gabby Estrada	Educational Assistant
Carrie McCaghren	PreK 4
Heather Williams	Kindergarten
Angie Kimbrell	First Grade
Karen Mobley	Second Grade
Ashlea Baldi	Third Grade
Kimberly Hughes	Fourth Grade
Becky McBride	Fifth Grade
Jordan Vaught	Specials
Teresa Hudson	Intervention
Marchelle Smart	Parent
Jim Briggs	Community

## **2.2: Regular monitoring and revision**

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

## **2.3: Available to parents and community in an understandable format and language**

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, almost 50% of students were identified as at-risk. Additional assistance will be provided to these students through specialized instructional

support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

### **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research based instructional strategies such as:

- Capturing Kids' Hearts
- Workshop Model
- Leveled Literacy Intervention
- SEL Interventions
- RTI Time
- Intervention for HB4545
- Aspire Before/After School

Increased learning time is provided through pullout intervention programs and targeted tutorials.

### **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of

the following:

<b>Lisa Walker</b>	<b>Principal</b>
Kenji Ford	Assistant Principal
Nicole Hackney	Admin Assistant
Gabby Estrada	Educational Assistant
Carrie McCaghren	PreK 4
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Becky McBride	Fifth Grade
Jordan Vaught	Specials
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Marchelle Smart	Parent
Jim Briggs	Community

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled on different nights/mornings of the week in order to accommodate parents' work schedules (dates to be finalized):  
engagement activities are planned for 2021-22:

- August 7, 2021 Refresh Back to School Event BISD Plaza
- August Meet the Teacher Night August 16, 2021 @ Holiday Heights
- August/September Grade Level Curriculum Nights @ Holiday Heights PK-5th Grade
- September PTA Board Member Event
- October Title I Meeting on Campus
- Literacy Night
- Science Night
- March Open House
- March Discover Birdville Event
- April Family Engagement Policy and Compact Revision

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Faith Cheesman	Title I Educational Assistant	Title I	1.0
Teresa Hudson	Math Interventionist	Title I	.5

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Personnel		\$0.00
1	1	2	Intervention Personnel		\$0.00
1	2	1	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$5,170.00
1	1	1	Professional Development		\$1,000.00
1	1	2	Instructional Resources		\$6,594.00
1	2	2	Title I Tutors		\$15,792.00
1	2	2	Instructional Resources		\$5,000.00
1	2	2	Title I Interventionist		\$38,000.00
1	2	2	Title I EA		\$26,000.00
1	2	3	Title I Family Engagement		\$1,035.00
1	3	1	Capturing Kids' Hearts Additional Training		\$5,000.00
<b>Sub-Total</b>					<b>\$103,591.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	ESSER Tutors		\$33,785.00
<b>Sub-Total</b>					<b>\$33,785.00</b>
<b>Grand Total</b>					<b>\$137,376.00</b>



# Addendums

# Creating a Culture of Literacy

## Holiday Heights Elementary's Literacy Plan + Implementation



### FIVE-YEAR LITERACY PLAN

#### CORE BELIEFS

- ❑ Literacy is a fundamental lifelong right that unlocks the possibilities for every child.
- ❑ **Everyone is a literacy teacher.**
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- ❑ Each literacy component is **taught explicitly and practiced to ensure student mastery.**
- ❑ Every classroom is **equipped to provide access to books** and the opportunity to experience authentic learning tasks that are choice centered, allowing time for processing and reflection.
- ❑ Classroom environment plays a central role in promoting a culture of literacy that is emphasized, supported, observable, and expected.
- ❑ **Professional staff receive high-quality professional learning** and access to support systems that promote personal growth in literacy instruction.
- ❑ **Families and community engagement** are essential to building a culture of literacy that transcends school walls and promotes lifelong learning.

#### Publicly celebrate reading.

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- Hosting of Book Fairs
  - BOGO Book Fair to kick-off summer reading program
- Author visits
- Hosting of a Literacy Night for our families and

	<p>community</p> <ul style="list-style-type: none"> <li>● Celebrate Special Reading Events - Dot Day, Dr. Seuss Week, etc.</li> </ul>
<p><b>Create classroom libraries.</b></p>	<ul style="list-style-type: none"> <li>● Every class has a classroom library--organized by reading level or by genre as needed/age appropriate (start to add nonfiction/math)</li> <li>● Dedicate funds to add to classroom library inventory</li> <li>● Ask for donations if needed (community, libraries)</li> <li>● Utilize Grants to fund libraries</li> <li>● Best Practice: Have a shelf or spotlight area of books that rotates throughout the year</li> <li>● Do Genre Talks - to encourage students to explore different types of books outside of their comfort zones</li> </ul>
<p><b>Build quality word walls. Use &amp; interact with them in your classroom instruction. Share them.</b></p>	<ul style="list-style-type: none"> <li>● Gallery Walks in classrooms--with regular review of word walls</li> <li>● Direct teach word parts--for example: prefixes, suffixes, root words, etc.</li> <li>● Purposeful interaction with the WW (model the use of).</li> <li>● Physical objects (realia) when possible. Add photos of word walls w/ realia--perhaps for content specific walls.</li> <li>● Electronic word walls in Google Classroom / Interactive</li> </ul>
<p><b>Make time for collaboration.</b></p>	<ul style="list-style-type: none"> <li>● Purposeful planning as a team AND with your switch partner (if 3-5) <ul style="list-style-type: none"> <li>○ Weekly Team Meetings</li> <li>○ PLCs</li> <li>○ Specials, Interventionists, Coaches</li> </ul> </li> <li>● Vertical Teaming</li> <li>● CIR / Instructional Rounds</li> <li>● LOL Team Sharing at Faculty Meetings</li> <li>● Pineapple Board</li> <li>● Lunch and Learns - Technology Based (Fall and Spring)</li> </ul>
<p><b>Get students talking.</b></p>	<ul style="list-style-type: none"> <li>● Guided Reading Instruction</li> <li>● Interactive Read Alouds</li> </ul>

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# Creating a Culture of Literacy

## Holiday Heights Elementary's Literacy Plan + Implementation



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**Birdville Independent School District**  
**Watauga Elementary**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	4
Perceptions	6
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	12
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	19
Goal 3: All students and staff will learn and work in a safe and responsive environment.	21
State Compensatory	24
Personnel for Watauga Elementary	25
Title I Schoolwide Elements	25
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	26
1.1: Comprehensive Needs Assessment	26
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	26
2.1: Campus Improvement Plan developed with appropriate stakeholders	26
2.2: Regular monitoring and revision	27
2.3: Available to parents and community in an understandable format and language	27
2.4: Opportunities for all children to meet State standards	27
2.5: Increased learning time and well-rounded education	28
2.6: Address needs of all students, particularly at-risk	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	29
3.1: Develop and distribute Parent and Family Engagement Policy	29
3.2: Offer flexible number of parent involvement meetings	29
Title I Personnel	29
Campus Funding Summary	30
Addendums	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our campus serves approximately 740 students in grades Pre-Kindergarten through Fifth grade. Grade levels range from five to six sections with all grade levels having two bilingual classrooms. Student ethnicity is 63% Hispanic, 26% White, 6% African American, 1% each of Asian, American Indian or Alaskan, and 3% two or more races. Our school is about 52% male and 48% female. We have 44% of our students as English Language Learners. Students identified as economically disadvantaged make up 78% of our students population. Our students labeled At Risk make up 50% of our population. 43% of Watauga students are enrolled in the bilingual or ESL program.

Other Demographics to consider: 7% of our students are identified as Dyslexic, 8% of students are identified under special education, 6% are served under Gifted and Talented and 8% of our population is served under 504. Our mobility rate is 11%.

### Demographics Strengths

Our campus is very large and still maintains a strong family bond. The staff works incredibly well together and is very supportive. They work diligently to meet the needs of others and their students.

Our campus has invested in training our staff in Capturing Kids Hearts which has increased strong and positive relationships with staff, students, and community members.

We are a diverse campus and strive to raise up students who are accepting of others and other cultures.

To support ELL population, funds are allocated for Bilingual Intervention.

Monolingual and Bilingual teachers plan together and stay aligned within the curriculum.

Classes interact with one another developing an appreciation of differing cultures.

We have a local SERTOMA chapter that supports our school and is very involved in supporting public education in the city of Watauga.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Overall attendance rates have decreased to 94.6%, despite efforts to make the campus more attractive to families inside and outside of the district and incentive programs designed to increase attendance.

# Student Learning

## Student Learning Summary

According to the 2021 STAAR results, there was a drop in the percent of students reaching Approaches, Meets and Masters in all grade levels, subjects and subpops. Watauga Elementary earned a STAAR Performance of 29, which was 46 in 2018 and 2019. 54% of students reached Approaches on a test, 23% reached Meets and 11% reached Masters. According to the campus comparison groups, 3rd grade Math and Reading ranked in the first quartile and 4th grade Math and Reading ranked in the 2nd quartile. 5th grade Math and Reading ranked in the 3rd quartile of campus comparison groups.

Based on the F&P BAS in May 2021, 32% of Kinder students were reading on grade level, 33% 1st grade and 15% of 2nd graders. This assessment measures students' reading levels including fluency and comprehension.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019, Watauga Elementary School met the target with a TELPAS progress rate of 55%. In 2020-2021 Watauga Elementary School had a TELPAS progress rate of 46% and did not meet the progress rate. In comparing the progress rate from 2019 and 2021, Watauga demonstrated a 9% point decrease in students' English Language Proficiency Status.

## Student Learning Strengths

According to the state campus comparison groups, Watauga 3rd grade Math and Reading ranked in the first quartile and 4th grade Math and Reading ranked in the 2nd quartile.

The percent of Watauga students who scored at the Approaches level in 3rd and 4th Grade Reading was in the middle of Birdville ISD.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** According to the 2021 STAAR results, there was a drop in the percent of students reaching Approaches, Meets and Masters in all grade levels, subjects and subpops.

# School Processes & Programs

## School Processes & Programs Summary

A number of specialized programs related to student need serves students at Watauga Elementary. The free and reduced lunch program serves seventy-eight percent of our students. Forty-three percent of the campus is served through a bilingual or ESL program in some capacity. Eight percent of our students are served in special education. Approximately eight percent of our students are served through 504, as well. Approximately six percent of our students are served through our Gifted and Talented program.

In addition, we have a strategic and successful RtI program that identifies students with needs in math and reading in Kindergarten - 5th grade. These students are placed on tiers, given strong research-based instruction in small group settings, and their progress is monitored and assessed frequently. Teachers are provided with trainings, resources, and staff support to meet the needs of these struggling students. Six tutors have been hired to help meet the differentiated academic needs of students.

Watauga is committed to guaranteeing growth for all students- academically, emotionally and physically. Our students are involved in setting individual, class and grade level goals and monitoring their progress along the way in meeting these goals. Students celebrate their growth and success. The staff also sets professional goals and the campus calendar and schedule provide opportunities for the staff to visit other teachers' classrooms and learn from one another. We strive to foster a culture of literacy in all content areas. Our desire is to promote innovation with the use of Chromebooks and other technology resources that assist in increased engagement, collaboration and formative assessment. All students participate in monthly Counselor lessons, weekly social-emotional lessons and common school-wide focus on our social and emotional program, Capturing Kids' Hearts. There are two full time counselors, a part time crisis counselor and an additional support counselor who help meet the needs of students. WE has support of local churches to provide weekend food backpacks for several families. The campus offers a variety of extracurricular activities to meet the many needs of our students and families. We have partnered with a local church and Academy 4 so that every 4th grader will have a mentor this year and will go through a monthly leadership curriculum. In addition, we have a parent liaison who works closely with families in building literacy projects and supports in the home.

Our campus follows district expectations for instructional and curricular practices. We include personnel recruitment, support, and retention plans through our Title One supplemental plans.

Watauga Elementary has a new principal, assistant principal and counselor. There are seventeen new professional staff members this year.

Campus professional learning is developed from the district initiatives. Rubrics provided by the district, teacher surveys, instructional walks classroom observations and student data guide our campus analysis. From these data sources and goals for the campus the leadership team identifies areas of needs. These needs are then addressed through professional learning throughout the year.

## School Processes & Programs Strengths

The master schedule for the campus has been strategically planned and developed to maximize the time for all students and to ensure that students served for RtI tiers do not miss critical tier 1 instruction.

The campus RtI team has created a systematic and comprehensive approach of reviewing multiple points of data for all students several times a year. This system allows for easy identification of students and data progress monitoring from a variety of sources in both reading and math. There is a strong focus on social and emotional learning for both students and staff.

Over 80% of our staff has received Capturing Kids Hearts professional learning. We are committed to continuing this training for the entire staff.

To build engagement with parents, we are utilizing the Latino Family Literacy Project this year.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Watauga Elementary has a new principal, assistant principal and counselor. There are seventeen new professional staff members this year. It takes time and intentional focus, communication and follow through to carry out the vision of the campus.



# Perceptions

## Perceptions Summary

### Faculty developed mission:

#### Mission

We are a school who works together to value each part of our community, empower learners, and establish an environment where positive futures are created.

### Focused – Empowering – Caring

### Student friendly motto, recited daily:

#### Wildcat Motto

I have the right to learn in a safe, fun, supportive environment.

### Core belief statements produced by our faculty and staff and communicated to our families:

#### **WE believe...**

1. We are here to maximize learning experiences.
2. We are here to grow happy, productive futures.
3. Our learners are capable of learning and achieving at high levels.
4. We are here to have a positive impact on lives and minds.
5. We must work as one unit to empower students to learn and grow.
6. Purposeful planning will lead to success.
7. We must use our strengths to support each other.
8. A strong team will accomplish...anything.

### Clear expectations, aligned across the campus:

#### CHAMPS: Classroom Management System

Watauga Elementary's goal of utilizing CHAMPS, a classroom management system, is to develop an instructional framework in which students are responsible, motivated, and highly engaged in the specific task at hand. This system, used by Watauga MS and Haltom HS, encourages students to take ownership of their learning and behavior. Now, with Watauga Elementary being practitioners as well, our learners will be trained Kindergarten through high school under the same framework.

## **Aligned rules in each classroom:**

### Classroom Rules

#### Conduct

1. Follow directions
2. Be polite, respectful, and helpful
3. Respect Watauga Elementary

#### Work Habits:

1. Be prepared
2. Use time wisely.
3. Produce quality work.

## **Perceptions Strengths**

The staff participated in a survey in the spring of 2021 and results were overwhelmingly positive. The staff reported the campus has a family feel, that everyone is dedicated, supportive, collaborative and professional.

The survey also mentioned that there needed to be training for social emotional and behavior strategies. In response to this, the campus administration spent several hours at the beginning of the year sharing the campus beliefs about behavior, giving a refresher of Capturing Kids' Hearts, CHAMPS, TBRI and the campus accountability system with rules and levels. In addition, there are ongoing conversations with many staff members about how to meet the needs of students with trauma, special needs and behavioral challenges.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** With 78% of our families considered low-income and now all students having faced trauma due to a pandemic, the social emotional needs of students are vast. Healing takes time, resources and well trained staff.

# 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

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

#### **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
- Professional development needs assessment data

#### **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.





a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

## HB3 Goal

**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels , CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (mathematics, 1-5), Istation (reading, grades 3-5), TEA Interims (grades 3-5 reading and mathematics), Campus Common Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to build capacity to implement the District literacy plan.</p> <p><b>Actions:</b> a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans. b) Guide campus leadership teams to lead the implementation of the District literacy plan.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Academic Coaches, Leaders of Learners</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.</p> <p><b>Actions:</b> a) Schedule and hold campus instructional focus walks and debriefing sessions with administration, coaches and teacher. Collect data to measure alignment and implementation of Tier 1 Priorities. b) Infuse literacy-focused professional learning and discussions into staff meetings. c) Utilize data from instructional walks and formative assessments to customize campus professional learning. Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Academic Coaches, Leaders of Learners, Teachers</p> <p><b>Title I Schoolwide Elements:</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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communicate and assist campus staff in implementing personalized learning for students.</p> <p><b>Actions:</b> a) Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessment.  b) Provide campus staff opportunities to learn about differentiated instruction.  c) Assist campus staff in utilizing technology to further personalize learning for students.  d) Monitor, support and provide feedback for campus implementation of personalized learning.  e) Administration will meet and review campus data regularly.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Academic Coaches, Campus staff</p> <p><b>Title I Schoolwide Elements:</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 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Participate in the reading academies and utilize coaching model established by TEA based on the HB3 requirements.</p> <p><b>Actions:</b> a) Implement, monitor and support the district plan for Reading Academies.  b) Campus Principal and 2nd -3rd grade teachers will participate in Reading Academies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Reading Academy Coach, 2nd -3rd grade classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement a full day prekindergarten program for four-year olds based on a board approved three year plan.</p> <p><b>Actions:</b> a) Employ prekindergarten teachers who are appropriately certified to teach prekindergarten and who have an additional qualification that is early childhood education specific.  b) Implement new curriculum in the prekindergarten program that addresses all ten developmental domains.  c) Maintain an average ratio of 1 to 11 in any full day prekindergarten class of not less than one certified teacher and one teacher's aide for every 22 students per TEA.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Pre-K Teacher, Pre-K Coach</p> <p><b>Title I Schoolwide Elements:</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th.</p> <p><b>Actions:</b> a) Continue to support and train campuses with the BAS/SEL assessment.            b) From grades prekindergarten - 5th , train teachers and campus staff on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions.            c) Provide opportunities for instructional coaches to work with teachers on designing instruction in response to the progress monitoring data.            d) Monitor progress of students in grades prekindergarten - 5th based upon district assessment calendar for reading and math.            e) Oversee the implemetation of progress monitoring windows.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Academic Coaches, Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Implement system-wide instructional practices to support English learners.</p> <p><b>Actions:</b> a) Utilize multilingual Instructional Coach to assist teachers in personalizing learning based on student data.            b) Implement district biliteracy framework.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Multilingual Instructional Coach, Teachers</p> <p><b>Title I Schoolwide Elements:</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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p><b>Actions:</b> a) Purchase resources to support differentiated instruction and learning.            b) Hire tutors to support the learning of students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Tutoring - 211 - Title I - \$32,148, Personnel - 211 - Title I - \$212,100</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.





b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

**HB3 Goal**

**Evaluation Data Sources:** Historical performance by student subgroup on state and district and campus assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.</p> <p><b>Actions:</b> a) Implement and monitor an ESSER plan that is approved by TEA and supported by BISD.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus staff</p> <p><b>Title I Schoolwide Elements:</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 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$56,228</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development that assists teachers in developing, administering, and collecting student performance data to validate student growth.</p> <p><b>Actions:</b> a) Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction).</p> <p>b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments. Discuss student, class and grade level data in PLCs and write action plans for low performing TEKS.</p> <p>c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Academic Coaches, Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement the RtI framework to facilitate a multi-tiered system of support (MTSS) for identified students.</p> <p><b>Actions:</b> a) Hold campus RtI meetings throughout the year.  b) Develop time within master schedule to allow for intervention for each grade level.  c) Regularly meet with campus interventionists to discuss progress, needs and curriculum utilized.  d) Continue to implement SEL curriculum of Harmony and CKH.  e) Continue to provide professional learning and support for SEL &amp; tiered behavior interventions with campus CKH trainings.  f) Continue providing supplemental resources for SEL supports (CKH, Deescalation strategies, etc).</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Interventionists, Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p><b>Actions:</b> a) Deliver clear expectations on the implementation of the Continuous Improvement process throughout the school year. Model the process for grade level teams.  b) Continue to support, monitor the implementation of the PDSA process and provide feedback for appropriate, tiered professional learning support.  c) Monitor the PDSA development process with common assessments through PLCs to ensure alignment.  d) Utilize the rubric to evaluate progress of campus growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Enlist community and business partners to assist in providing support to students and families.</p> <p><b>Actions:</b> a) Coordinate with PTA to form a strong partnership with campus and families and host family events.  b) Coordinate with Northwood Church about meeting campus needs and providing resources.  c) Develop a relationship with SERTOMA to increase the support of community involvement and support.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, Nurse</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fourteen at-risk indicators.</p> <p><b>Actions:</b> a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services.</p> <p><b>Staff Responsible for Monitoring:</b> Campu Administration, Attendance Clerk, Counselor, SPED staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Students will display an awareness of social-emotional development as measured by a district-administered student/staff survey.





**Evaluation Data Sources:** Social-Emotional Learning survey, Observation data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a district approved program that teaches social-emotional learning (SEL).  <b>Actions:</b> a) Provide indepth training to campus staff for implementation of Capturing Kids' Hearts.                      b) Provide all staff with expectations of CKH protocols throughout the year.                      c) Monitor and provide ongoing training to campus staff.                      d) Implement and monitor Harmony lessons in each classroom.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, Campus Staff  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b>                      Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the SEL component contained in the district ESSER plan.  <b>Actions:</b> a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices.                      b) Conduct surveys to determine the needs of families in crisis.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.





**Evaluation Data Sources:** Behavioral RtI records.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement with fidelity the behavioral RtI plan.</p> <p><b>Actions:</b> a) Provide training on the district behavior RtI plan.                      b) Implement Capturing Kids' Hearts campuswide and provide teachers with clear expectations for Tier 1 behavior supports.                      c) Train staff on deescalation strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.





**Evaluation Data Sources:** 20-21 Campus Attendance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine and implement a campus-wide plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.</p> <p><b>Actions:</b> a) Develop and refine campus attendance with leadership teams.                      b) Communicate campus attendance plan with all stakeholders.                      c) Monitor student attendance and review progress regularly in order to determine effectiveness of the campus plan related to incentives to improve student attendance.                      e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Attendance Clerk, Counselors, Campus Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes across the campus.

**Evaluation Data Sources:** Evaluation of goal achievement as per department improvement plans.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will recruit, employ and retain quality teaching, administrative, and professional support staff to attain excellence in student performance.</p> <p><b>Actions:</b> Create a new hire report which will reflect credentials of new hires in specific areas.            Create a recruitment schedule showing the programs recruiting at the end of the year.            Report the number of vacancies in the above areas the beginning of each quarter.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 3:** All students and staff will learn and work in a safe and responsive environment.


**Performance Objective 1:** Increase the percentage of students and staff who feel safe at school.


**Evaluation Data Sources:** District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p><b>Actions:</b> a) Review perception data from students, staff and parents to identify strategies to improve campus safety.                      b) Utilize campus Buildings and Grounds, Safety and Logistics Team and the Warmth and Welcome Team to lead the campus in next steps.                      c) Identify potential school and safety threats using survey data to conduct a PSDA process for continuous improvement.                      d) Schedule and monitor safety drills and revise plans as needed.                      e) Implement and review safety protocols.                      f) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue



**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.





**Evaluation Data Sources:** Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a district-wide program that promotes an accident-free work environment.</p> <p><b>Actions:</b> a) Conduct facility reviews to locate and address issues and needs.                      b) Provide safety training for campus staff based on district protocols.                      c) Provide safety equipment as needed.                      d) Continue to monitor the implementation of safety procedures.                      e) All employees will complete Safe School trainings.                      f) Implement campus protocol for staff to report safety concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** The district will meet all compliance requirements for improvement planning.

**Evaluation Data Sources:** Annual review of district improvement plan requirements

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain a district-wide coordinated health program.</p> <p><b>Actions:</b> a)Continue to implement health related plans at the campus level. Examples include: Play it Safe, Dental and Vision screenings, Employee Wellness Challenge, Height/Weight screenings                      b) Follow district health requirements.                      c) Students participate in regular pacers and Fitness Gram tests in PE classes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Nurse, Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# State Compensatory

## Personnel for Watauga Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Daniela Mendez	Bilingual Reading Intervention	0
Edith Tavera	Bilingual Reading Interventionist	0
Gabriela Santoy	Bilingual/ESL Support Educational Assist	0
Jessica Sandmann	Reading Interventionist/Dyslexia Coordia	0
Marisa Halbach	Math Interventionist	0

# Title I Schoolwide Elements

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The CNA was created in May 2021 based on spring survey feedback, STAAR assessment data, TELPAS and universal screener results, and attendance and behavior data compiled in the spring of 2021.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Jennifer Martin- Principal

Mary Terry - Assistant Principal

Jenna Thrift- Assistant Principal

Veronica Petty - Counselor

Kasha Vick- Counselor

Ashley Johnson - Kindergarten Team Lead

Callie Strong- 1st Grade Team Lead

Amanda White- Second Grade Team Lead

Cecila Vinogradov - Third Grade Team Lead

Mary Vaughan- Fourth Grade Team Lead

Sarah Sherman- Fifth Grade Team Lead

Jennifer Doty- Librarian

Jessica Sandmann- Interventionist / Specialist Team Lead

District- Missy Glenn

Parent- Lindsey McMillian

Parent- Brittany Burke

Community Member- Cynda Hart

Community Member- Dennis Serratt

Business Partner- Craig Terry

Business Partner- Ashley Venable

## **2.2: Regular monitoring and revision**

We will regularly monitor our effectiveness on this plan--the CIP, Title One components, and the Parent Involvement Plan throughout out the year. We will record our progress within the plan itself and make edits and revisions, or additions, as we determine the need for such.

November

January

March

June

## **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable . The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

After reviewing the 2020 STAAR results and the campus EOY reading level results, plans were made to address the learning gaps of students. Students were identified as needing intervention and placed in small groups for this to occur multiple times throughout the week for both Reading and Math.

Through the Campus Needs Assessment, 63% of students were identified as at-risk based on one or more of the following criteria:

(1) low performance on a readiness test or assessment instrument

- (2) semester failure of two or more academic subjects
- (3) grade retention
- (4) lack of satisfactory performance on state-mandated testing
- (5) pregnancy or parenthood
- (6) placement in an alternative education program
- (7) expulsion
- (8) parole, probation, deferred prosecution, or conditional release
- (9) drop out status
- (10) limited English proficiency
- (11) custody or care of the Department of Protective and Regulatory Services
- (12) homelessness
- (13) residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to students through specialized instructional support, mentoring, social-emotional learning programs, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Workshop models in Reading, Writing, and Math
- Inquiry-based instruction as supported by our Instructional Coaches
- Sheltered Instruction
- Leveled Literacy Intervention
- Capturing Kids' Hearts social/emotional capacity building
- CHAMPS expectation delivery
- Continuous Improvement processes and procedures for data tracking
- Instructional Walks and targeted Professional Development

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as

schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the staff and community.

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and in Spanish. A printed copy is provided during the fall Title I meeting and by request in the campus front office.

#### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled for evenings on in order to accommodate parents' work schedules. Some family engagement activities are scheduled before school starts in the morning--to allow for varied options for families in which nighttimes options are not possible. Additionally, we will have some family engagement activities scheduled during the school day--but plenty of notice will be given to families should they be able to make arrangements to come. Childcare is provided when possible and arranged through volunteers on campus.

Family engagement activities include Watauga Back to School Rally, Meet the Teacher, Curriculum Nights, Book Fairs, Grade Level Programs, Open House in March, end of the year celebrations, Title I meetings and more.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allyson Cortez	Dylexia and Reading Interventionist	Title 1	1.0
Ana Moeller	Parent Liason	Title 1	1.0
Daniela Mendez	Bilingual Reading Intervention	Title I	0.5
Marisa Halbach	Math Interventionist	Title I	0.5
Veronica Rodriguez	Title I EA	Title I	1.0



# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Tutoring		\$32,148.00
1	1	8	Personnel		\$212,100.00
<b>Sub-Total</b>					<b>\$244,248.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutors		\$56,228.00
<b>Sub-Total</b>					<b>\$56,228.00</b>
<b>Grand Total</b>					<b>\$300,476.00</b>

# Addendums

**Birdville Independent School District**  
**Grace E. Hardeman Elementary**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	9
Goal 1: Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.	10
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	16
Goal 3: All students and staff will learn and work in a safe and responsive environment.	18
Title I Schoolwide Elements	21
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	22
1.1: Comprehensive Needs Assessment	22
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	22
2.1: Campus Improvement Plan developed with appropriate stakeholders	22
2.2: Regular monitoring and revision	22
2.3: Available to parents and community in an understandable format and language	22
2.4: Opportunities for all children to meet State standards	23
2.5: Increased learning time and well-rounded education	23
2.6: Address needs of all students, particularly at-risk	24
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	24
3.1: Develop and distribute Parent and Family Engagement Policy	24
3.2: Offer flexible number of parent involvement meetings	24
Title I Personnel	25
Campus Funding Summary	26
Addendums	27

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hardeman Elementary is a Title I school that served 650 students Pre-k-5th grade during the 2020-2021 school year. Our demographics are displayed in detail below.

- Title I Campus located in north end of Birdville ISD
- Serves approximately 650 students
  - PreK – 5<sup>th</sup> Grade
  - AABLE and ACCESS Special Education Program
- Student ethnicity
  - 39% White
  - 34% Hispanic/Latino
  - 8% African American
  - 12% Asian
  - 6% Two or more
  - 1% Other
- 56% of students are Economically Disadvantaged
- 24% of students are Limited English Proficient
- 18% of students are served in EL Program
- 11% of students are served in Special Education
- 5% of students are served in Advanced Academic Program
- 100% staff meet federal highly qualified requirements

The percentage of Hispanic students has been steadily increasing over the past 15 years, while the percentage of White students has declined. The percentage of students considered to be English language learners (ELs) has nearly doubled over the past 10 years moving from 13% to the current 23% of students are ELs. The overall number of students has decreased by 20% over the past 10 years and the characteristics of the student population has also changed considerably over time with the number of students identified as low income moving from 41% to 56%. Student attendance rate was 96.46 in 2018-2019, 96.11 in 2017-2018, 96.25% in 2016-2017, 96.6% in 2015-2016, 96.3% during the 2014-2015 school year, 96.7% in 2013-2014, and 96.4% in 2012-2013. Campus attendance rates appear to lag behind those of similar campuses across the state. According to data from the 2018 state accountability system, Grace E. Hardeman Elementary was in the second quartile for attendance within a 40-campus comparison group with similar student demographics.

### Demographics Strengths

The overall student population has changed with higher rates of subgroup populations and lower income groups while the performance of these groups stays close to the overall campus scores.

Demographic changes in the community over the past 15 years has increased in cultural diversity of the families served by Grace E. Hardeman with an increase in the Hispanic

and Vietnamese populations.

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

**Problem Statement 1:** According to the 2019 state accountability report, our area for targeted support is the percentage of Asian students reaching the meets expectation level on reading and math STAAR is below the target percentage. In 2019 61% were at meets or above in reading, where the target is 74%. In 2019 74% of our Asian students were at the meets level in math, where the target was 82%. **Root Cause:** All but 1 student in this subgroup are part of the EL subgroup as well.

**Problem Statement 2:** The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019, Hardeman Elementary School met the target with a TELPAS progress rate of 65%. In 2020-2021 Hardeman Elementary School had a TELPAS progress rate of 54% and did meet the progress rate. In comparing the progress rate from 2019 and 2021, Hardeman demonstrated an 11% point decrease in **Root Cause:** A large percentage of our EL students were virtual learners which means they had less exposure to the English language on a daily basis.

# Student Learning

## Student Learning Summary

During the 17-18 school year, Grace E. Hardeman began utilizing the Fountas and Pinnell BAS assessment to determine the reading level and growth of each student. For kindergarten through 2<sup>nd</sup> grade we were able to determine growth based solely on this resource. By combining BAS data with ISIP data for grades 3-5 we were able to determine growth at the end of the year as well. The results were the following: 74% of kindergarten students, 82% of 1<sup>st</sup> grade students, 74% of second grade students, 69% of third grade students, 54% of 4<sup>th</sup> grade students, and 71% of 5<sup>th</sup> grade students achieved at least 1 year's growth in reading over the 17-18 school year.

When examining STAAR math data over the last 5 years, a positive trend is evident in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades. However, in 2019, there was a slight dip on 3rd and 4th grade math. In 2018 3<sup>rd</sup> grade had 95% of students approaching grade level, 67% meeting grade level, and 37% mastering grade level. In 2018 4<sup>th</sup> grade had 90% of students approaching grade level, 70% meeting grade level, and 43% mastering grade level. In 2018 5<sup>th</sup> grade had 94% of students approaching grade level, 85% meeting grade level, and 60% mastering grade level. In 2019 3<sup>rd</sup> grade had 93% of students approaching grade level, 65% meeting grade level, and 32% mastering grade level. In 2019 4<sup>th</sup> grade had 84% of students approaching grade level, 54% meeting grade level, and 33% mastering grade level. In 2019 5<sup>th</sup> grade had 99% of students approaching grade level, 86% meeting grade level, and 71% mastering grade level. Each of the levels in 5th grade showed an increase in performance.

Our STAAR reading data over the last 5 years has also followed a positive trend in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades. However, in 2019 there was a dip in 3rd grade. In 2018 3<sup>rd</sup> grade had 95% of students approaching grade level, 59% meeting grade level, and 38% mastering grade level. In 2018 4<sup>th</sup> grade had 87% of students approaching grade level, 60% meeting grade level, and 29% mastering grade level. In 2018 5<sup>th</sup> grade had 88% of students approaching grade level, 72% meeting grade level, and 42% mastering grade level. In 2019 3<sup>rd</sup> grade had 89% of students approaching grade level, 56% meeting grade level, and 35% mastering grade level. In 2019 4<sup>th</sup> grade had 89% of students approaching grade level, 55% meeting grade level, and 27% mastering grade level. In 2019 5<sup>th</sup> grade had 100% of students approaching grade level, 77% meeting grade level, and 41% mastering grade level.

Our 5<sup>th</sup> grade STAAR Science data has followed a positive trend each year as well. In 2018 95% of students approaching grade level, 70% meeting, and 48% mastering. In 2019 97% of students approaching grade level, 84% meeting, and 54% mastering. This is a significant improvement since 2015 when 88% of students were approaching grade level, 53% were meeting, and 22% were mastering grade level.

4<sup>th</sup> Grade writing STAAR scores have not shown as much growth as the other areas, over the last 4 years. However in 2019, we showed significant growth in the approaching category with 79% approaching, 30% meeting, and 9% mastering. In 2018 we had 67% of students approaching grade level, 42% meeting, and 9% mastering.

Based on overall STAAR performance our campus received 5 out of 6 distinctions as well as an overall "A" rating.

## Student Learning Strengths

Grace E. Hardeman earned an accountability rating of Met Standard under the 2016 and 2017 TEA Accountability System and in 2018 & 2019 was graded at an overall "A". In 2016, 2107, and 2018 Grace E. Hardeman earned 6 out of 6 Distinctions for Academic Achievement. In 2019 Grace E. Hardeman was awarded 5 out of 6 distinctions.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Fourth grade writing performance has lagged behind other subject areas in approaches, meets, and masters. **Root Cause:** Teachers need additional support in the area of writing instruction system wide, especially now that reading and writing tests are combined.

# School Processes & Programs

## School Processes & Programs Summary

Students at Grace E. Hardeman Elementary are served by a number of specialized programs related to student need. fifty-six percent of students are served by the free/reduced lunch program and 23% of students are English language learners (ELs), served by bilingual PK or English language learner (EL) programs. The EL population has almost doubled over the past 10 years. Currently, 11% of students are served through special education which includes four self-contained programs for the cluster, and 5% are served through the gifted and talented program.

The academic RtI program serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific services provided for students on Tiers 2 and 3 are outline in the district RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions.

Performance data suggest that the RtI program has been successful in moving student off of tiered interventions.

## School Processes & Programs Strengths

Student performance has continued to show growth each year based on STAAR scores. We continue utilizing PLC's and RTI meetings to identify student needs and give them the services they need. We have strong committees in place to address and solve problems across the campus. We give all staff input to address strengths and areas of need.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** We have seen an increase in need regarding social emotional issues with students due to strains of pandemic. We must address behaviors and concerns through implementation of Conscious Discipline school wide. **Root Cause:** Students and families have struggled emotionally and academically due to missed learning time, struggles at home, and unpredictable times.



# Perceptions

## Perceptions Summary

The campus collects data on a regular basis from parents and staff regarding their perceptions of campus programs and procedures. The campus is also involved with the district survey on school safety issues. Data collected included perceptions of parent involvement and school safety issues. Parents recognized the added security of the door buzzer and new fencing. Parents reported they enjoy our campus because of the family feel and the caring staff. Based on the parent survey in Spring of 2021, 94% of parents agreed that staff members build positive relationships with students.

Staff and parents share concerns over the lack of social emotional skills of students, especially with incoming kindergarten students.

We will continue surveying parents this year and involving them in the decision making process.

## Perceptions Strengths

Parents report they are proud to be a part of the Hardeman community and feel that the school meets the needs of their students. They describe the school as having a family feel and caring staff members. We have an active and involved PTA and Watch DOG program from whom we receive regular feedback. We also conduct parent surveys each year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We have a large number of students entering our school with high levels of emotional upset and aggressive behaviors. **Root Cause:** Lack of social emotional and executive skills on the part of students, and lack of direct instruction in those areas.

# 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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress

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

- Attendance data

## **Employee Data**

- Staff surveys and/or other feedback

## **Parent/Community Data**

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

# Goals





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading and math between the beginning and end of year.

**HB3 Goal**

**Evaluation Data Sources:** Fountas & Pinnell reading levels, STAR math assessment, mClass assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build capacity to implement the district literacy plan at the campus and classroom level.</p> <p><b>Actions:</b> -Utilize rubric provided by district to assess progress annually.                      -Train staff during professional learning sessions after each lol meeting.                      -Utilize campus resources including coaches to provide support for campus and classroom implementation plans.                      -Utilize reading and writing vertical teams to increase collaboration system wide on literacy plan and best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, LOL team, ELAR vertical team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the literacy plan and Reading Academy Procedures with 2nd and 3rd grade through established priorities for campus-wide literacy practices.</p> <p><b>Actions:</b> -Follow district provided Reading Academy plan and procedures with second grade, third grade, special education teachers, and principal, and collaborate with reading academy coach to ensure teachers are on track.                      -Provide time for discussion, reflection, and feedback to teachers based on artifacts and observations.                      -Utilize data from instructional walks and formative assessments to customize campus professional learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, LOL team, reading and writing vertical team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Align processes that encourage and facilitate personalized learning for students in reading and math in order to close achievement gaps in core content areas.</p> <p><b>Actions:</b> -Utilize Continuous improvement rubrics to strengthen instruction and assist teachers in supporting learning for all students including EL population.            -Implement RTI processes to ensure alignment with district protocol and make adjustments as needed.            -Utilize district resources with tier 1, 2, and 3 students during intervention time.            -Utilize bilingual ESL EA and other staff to facilitate small group intervention with EL students.            -Provide enrichment for tier 1 groups based on individual data.            -Utilize Title 1 tutor and interventionists to provide intervention for targeted students identified through the RTI process.            -Utilize ESSR funds for Accelerated Instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, RTI team, campus blended learning team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 211 - Title I - \$108,780, Intervention Personnel - 199 - General Funds: SCE, Tutorials - 211 - Title I - \$15,000, Instructional Materials - 211 - Title I - \$3,693, ESSER Tutors - ESSER - \$22,815</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups as measured by STAAR, district CBA assessments, and six week campus assessments.





**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom</p> <p><b>Actions:</b> -Deliver clear expectations on the implementation of the continuous improvement process throughout the school year based on rubric and BOY data                      -Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus                      -Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric                      -Conduct "data days" where students explain their goals and data to their parents each six weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, academic coach, staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Enlist community and business partners to assist in providing support to students and families who are in need</p> <p><b>Actions:</b> -Collaborate with PTA and ASPIRE to schedule and host school wide events to support students and families.                      -Identify and communicate the needs of student populations and their families with community organizations such as Sertoma.                      -Develop and distribute a Family and Parent Engagement Policy</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, ASPIRE coordinator</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Family Engagement - 211 - Title I - \$1,288</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement PDSA process through grade level and vertical PLCs to ensure growth and performance of all students including groups identified through additional targeted supports.</p> <p><b>Actions:</b> -Review expectations for teachers regarding PDSA process and best practices during campus PD and grade level meetings.            - Utilize PLC time to review STAAR data, CFA data, interim data, student grades, F&amp;P reading levels, and STAR 360 math benchmark data, mClass data as well as additional targeted support areas, then create plans based on said data.            - Utilize RTI collaboratives to review assessment data listed above and create tiered plans for all students based on individual needs.            -Provide tier 1 instruction as well as interventions based on data above to provide for individual student needs.            - Meet regularly in grade level and vertical PLCs to continue the PDSA cycle.</p> <p><b>Staff Responsible for Monitoring:</b> campus administration &amp; academic coach</p> <p><b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district administered survey of student perceptions.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Conscious Discipline at the campus level to teach social-emotional skills.</p> <p><b>Actions:</b> -Provide professional learning for all staff regarding Conscious Discipline.                      -Utilize the campus Conscious Discipline team to assist with implementing Conscious Discipline skills and strategies.                      -Conduct walk-throughs &amp; follow-up discussions to provide feedback to teachers as they implement skills and strategies.                      -Counselor will conduct guidance lessons and RTI behavior groups throughout the school year.                      -Teachers will utilize the Sanford Harmony SEL program throughout the school year.                      -Continue training staff in Conscious Discipline through campus PD, outside trainings, and coaching.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor                      Behavior Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				



**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavioral RTI tiers 2 and 3.

**Evaluation Data Sources:** Behavior RTI collaborative meeting notes and data





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the district behavioral RtI plan. <b>Actions:</b> -Follow district protocols and procedures. -Utilize conscious Discipline strategies to support students through behavior interventions. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Behavior RTI team <b>Title I Schoolwide Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.

**Performance Objective 5:** At least 80% of the pre-k students will be "On Track" by EOY assessment based on the data from the Circle assessment.

**HB3 Goal**





**Evaluation Data Sources:** Circle Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-K is now full day. Students and families will be included in campus programs.  <b>Actions:</b> -include pre-k students in all campus programs.                      -track students growth and create plans for students not meeting targets based on Circle data.  <b>Staff Responsible for Monitoring:</b> Pre-K team</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.





**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**Evaluation Data Sources:** Attendance Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus-wide program to incentivize student and staff attendance.</p> <p><b>Actions:</b> -Review current campus plan for attendance incentives.                      -Communicate campus attendance plan with all stakeholders                      -Monitor and make adjustments to the attendance plan throughout the year as needed                      -Track student and staff attendance                      -Provide incentives that encourage staff and student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.





**Performance Objective 2:** Use continuous improvement to identify and improve campus operations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and deploy continuous improvement processes at the campus level.</p> <p><b>Actions:</b> -Develop SMART goals for T-TESS, attendance and safety                      -Track data for these areas throughout the school year.                      -Meet with safety team regularly and conduct "plus/deltas" to guide improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.





**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Student and staff surveys.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p><b>Actions:</b> -Follow all district procedures related to safety and security. -Utilize Conscious Discipline strategies in all classrooms daily.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Behavior Team Safety Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a district-wide program that promotes an accident-free work environment.</p> <p><b>Actions:</b> -Conduct facility reviews to locate and address facility issues and needs                      -Provide training for campus staff                      -Provide safety equipment as needed                      -Continue to monitor the implementation of safety procedures                      -All employees will complete Safe Schools Training</p> <p><b>Staff Responsible for Monitoring:</b> Campus admin &amp; all staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** The campus will meet all compliance requirements for improvement planning.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure the implementation of the district-wide coordinated health programs. <b>Actions:</b> Continue to implement health related plans at the campus level including Play It Safe, Dental and Vision Screenings, Fitness Grams and Safe Haven. <b>Staff Responsible for Monitoring:</b> Campus Admin & staff	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment was completed in June 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Plan was developed through the input and involvement of the following:

**Parents:**

**Kelli Weaver, Lauren Althoff**

Community Members:

Mairanne Iverson, Alexis Hines

Teachers:

Melissa Garner, Megan Gant, Melissa Tate, Chris Pool

Administrators:

Katie Moran, Jed Carleton

Other Campus and District Staff:

Sarah Godfrey

### **2.2: Regular monitoring and revision**

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

### **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.



## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, 64.95% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model

- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

#### **Parents:**

**Kelli Weaver, Lauren Althoff**

Community Members:

Mairanne Iverson, Alexis Hines

Teachers:

Melissa Garner, Megan Gant, Melissa Tate, Chris Pool

Administrators:

Katie Moran, Jed Carleton

Other Campus and District Staff:

Sarah Godfrey

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Campus family engagement activities are scheduled at various times, including evenings in order to accommodate parents' work schedules. The following family engagement activities are planned for 2021-22:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August 16th - Meet the Teacher Night on campus
- August 24-26 - grade level curriculum nights
- September 29 - Grandparents Day Celebration
- September 30th - Title 1 Meeting
- September 27-30 Book Fair on campus
- At the end of each six weeks - class awards and data days celebrations
- October - National Family PE night at local park
- November - Family Math night
- January - Family Science Night
- March Open House on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marsha Knowles	Math Interventionist	Title I	.5
Rindi Trainer	Reading Interventionist	Title I	1

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$108,780.00
1	1	3	Tutorials		\$15,000.00
1	1	3	Instructional Materials		\$3,693.00
1	2	2	Family Engagement		\$1,288.00
<b>Sub-Total</b>					<b>\$128,761.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESSER Tutors		\$22,815.00
<b>Sub-Total</b>					<b>\$22,815.00</b>
<b>Grand Total</b>					<b>\$151,576.00</b>

# Addendums

**Birdville Independent School District**  
**W.A. Porter Elementary**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Student Learning	3
School Processes & Programs	4
Perceptions	6
Priority Problem Statements	8
Goals	9
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	10
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	15
Goal 3: All students and staff will learn and work in a safe and responsive environment.	16
State Compensatory	20
Budget for W.A. Porter Elementary	21
Personnel for W.A. Porter Elementary	21
Campus Funding Summary	21
Addendums	22



# Comprehensive Needs Assessment

## Student Learning

### Student Learning Summary

Our 2021 STAAR scores show that our 3rd grade reading scores had 84% of our students approach grade level, 51% met the standard and 34% mastered grade level expectations. For our 3rd grade math scores we had 82% approached grade level, 57% met the standard and 27% mastered grade level expectations.

Our 4th grade reading had 81% of our students approach grade level, 47% met the standard and 33% mastered grade level expectations. Fourth grade math had 74% approach grade level, 58% met the standard, and 32% mastered grade level. Fourth writing had 77% of students approach grade level, 48% met standard, and 21% mastered grade level expectations.

Porter's 5th grade reading students had 85% approach grade level, 67% met the standard, and 50% mastered grade level expectations. For 5th grade math we had 90% approach grade level, 72% meet the standard and 38% mastered grade level expectations.

Fifth grade science scores had 90% of students approaching grade level, 56% met the standard, and 34% of students mastered grade level expectations.

### Student Learning Strengths

In our relationship to our state comparison group, our scores were in the top quartile in most content areas across all grades. Porter was in the first quartile in 3rd grade math approaches, meets and masters. Porter was in the top quartile in 4th grade reading in approaches and masters. Fourth grade math was in the top quartile in meets. Fourth grade writing was in the top quartile in approaches, meets and masters. Fifth grade reading was in the top quartile in meets and masters. Fifth grade math was in the top quartile in meets.

Fifth grade science was the top school in our comparison group as well as the top quartile in meets and masters.

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

**Problem Statement 1:** Having the Deaf Ed. program on our campus does put our special education numbers at 18.1% of our campus population which ranks 3rd highest in our comparison group. **Root Cause:** Our Deaf Ed. students have a tremendous disadvantage in their academics having reading levels that are 3-4 grade levels behind.

**Problem Statement 2:** Our Hispanic population has steadily increased over the past couple of years and those students are not performing as well as other sub groups. **Root Cause:** Many houses around our campus are being rented out and several of our Hispanic families have become more mobile coming in and out. Our mobility rate has gone up a bit and this is a contributing factor to performance.

# School Processes & Programs

## School Processes & Programs Summary

Students at W. A. Porter Elementary school are served by a number of specialized programs related to student need. 23.71 percent of students are served by the free/reduced lunch program. 16.76% of students are served through special education which includes the regional day school for the deaf. 14.44% are served through the gifted and talented program.

The academic Rtl program serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific services provided for students on Tiers 2 and 3 are outlined in the district Rtl Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions. Performance data suggest that the Rtl program has been successful in moving students off of tiered interventions.

We will continue to use Capturing Kids Hearts this year which focuses on getting through to a student's heart before you capture the mind. Teachers have students follow a social contract in the classroom and campus wide. Students also participate every six weeks in team building activities that allow for social-emotional development. Students learn how to work together to solve problems in a fun but challenging environment. They are guided on problem solving strategies that are life skills as well.

Porter participates in several community nights such as reading nights, science nights, movie nights, game nights, data nights and mentoring opportunities for our parents. These activities are designed to have parents come and participate with their students to see what they are learning and doing as school.

## School Processes & Programs Strengths

Grade levels plan with fidelity together to ensure consistency and making sure TEKS and curriculum are covered.

Teachers use student data folders helping students to take ownership of their learning. Data meetings are held monthly to review any new testing or review student progress or further testing we feel might need to be done. We make sure to discuss our tiered students and accommodations that have been tried to see if we need to address any new concerns or make changes in the current plans.

PTA is strong at Porter and there is a lot of help and support that can be tapped into here. More than 25 thousand dollars have been spent each year due to funds generated from our Panther Race we have each year. PTA also helps us reach families to come in and help read to students as well as offer and classroom support needed.

We now have a full time math interventionist which will help us to serve more of our students that were having to be served in the classroom.

Student discipline is less at Porter that allows more time for uninterrupted instruction.

Porter has an experienced and dedicated staff that is stable. We have very little turnover in our staff from year to year.

Teachers at Porter do a great job of integrating technology into the classroom. We are now 1-1 with technology that will allow our staff to utilize Canvas when lessons are applicable, and now all teachers will have a SMART TV in their classrooms where teachers have access to more instant feedback. So many of the apps used now allow for students to go at their own pace.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** There have been more tiered students than we have been accustomed to in the past 3 years due to some learning gaps. **Root Cause:** COVID has affected the way we have had to do small groups and attendance rates face to face slipped when students had to be quarantined.

**Problem Statement 2:** Kindergarteners have not come into Porter with as strong as they have come in the past in regards to their literacy. **Root Cause:** Many of our families had significant life changes as a result of COVID and the number of stay at home Moms decreased significantly which contributed to families being able to help as much at home as they have in the past.

# Perceptions

## Perceptions Summary

With our attendance rate at the top of our district and in the top quartile most years of our comparison group, we have a culture that emphasizes the importance of school attendance. With very low absenteeism, our students contribute to the culture of the school by being here. We also have few discipline issues. The climate of the school emphasizes high expectations both academically and behaviorally.

Surveys have gone out to parents, students and staff at Porter to to seek out what were areas of concern.

Parents and students felt that the school was a safe place to be. They feel loved and cared for by our teachers. According to staff surveys, 92% of staff feel as though the school culture is positive with high staff morale.

Parents are highly involved and always willing to help at a moments notice, and we have a PTA that works tirelessly to help support our teachers and school.

## Perceptions Strengths

Parents report that Porter Elementary feels like a private school environment. We have a tremendous amount of open enrollment applications due to the number of people that hear about Porter via word of mouth. They hear about the academic excellence at Porter and want to be a part of it. Parents love the high expectations, and comment on how many Porter kids appear in the top 12 every year for the senior class at Birdville High School.

Turnover rate among staff is extremely low which provides Porter with stability that many campuses don't have.

Parents feel their child is safe at school and have always felt welcome while they are on campus.

The student mobility rate at Porter is low compared to state comparison groups which provides students with stability and familiarity with the processes we have at Porter.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Porter parents communicated through a survey that they felt as if they did not know the full extent of where their child was struggling due to lack of communication from staff. **Root Cause:** Parents expressed that they had not heard from their teacher. Most communication was via email and not face to face or phone call.

# Priority Problem Statements

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics between the beginning and end of the year.

## HB3 Goal

**Evaluation Data Sources:** 1: Elementary: Fountas & Pinnell reading levels

2. CLI Engage-Circle(Pre-K)

3. Renaissance Math(1-5)

4. MCLASS reading K-2





4. Istation Reading (3-5)

5. TEA Interims for Reading and Math (3-5)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build capacity to implement the district literacy plan at the campus level.</p> <p><b>Actions:</b> A. Provide training for all staff to build their capacity to implement campus literacy plans.                      B. Utilize LOL team to train and lead implementation of the district literacy plan and strategies.                      C. Set up campus walks with coaches to help support and visit with staff to implement tier 1 priorities.                      D. Provide teachers opportunities for teachers to have professional development off campus                      E. Provide teachers with the opportunity to take campus walks and observe other classrooms on campus.                      F. Utilize Reading Academy strategies in the classroom</p> <p><b>Staff Responsible for Monitoring:</b> Administration                      LOL team                      Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 199 - General Funds - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use frequent and systematic assessment of student performance to direct and improve instruction while focusing on continuous improvement.</p> <p><b>Actions:</b> a)Data from running records, Istation, CBA tests Interims and F&amp;P to help guide instruction  b) Use instructional coaches help monitor and train teachers on how to effectively administer the BAS test to ensure as much accuracy as we can.  c)Using continuous improvement walk through forms to help guide instruction  d) Students will use data folders to help take ownership of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers  Administrators  Reading and Math Interventionists  Academic Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement the campus literacy plan through established priorities for system-wide literacy practices.</p> <p><b>Actions:</b> a. Host and participate in instructional focus walks.  b. Lead literacy-focused discussions in PLC meetings.  c. Use district monitoring guide to monitor instructional delivery</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Academic coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide support to specialized programs</p> <p><b>Actions:</b> a. Special Education teachers will receive support from the new special education academic coach and administrators.  b. Special education teachers will be a part of all RTI meetings as well as data meetings.  c. Resources that regular education students receive will be purchased for special education students.  d. Special education teachers will be included on LOL teams and vertical team meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach</p> <p><b>Funding Sources:</b> SMART TV, Literacy materials - 199 - General Funds - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement the reading academies and coaching model established by TEA based on the HB3 requirements.</p> <p><b>Actions:</b> a) Participate in principal, 2nd, 3rd and Deaf Ed teachers reading academy trainings.  b) Work closely with district trainers to make sure academy content is implemented with fidelity.  C) Review progress through PLC meetings collecting data to evaluate</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, Academic Coach and District Trainer.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Continue to develop and implement campus wide instructional practices to support English learners.</p> <p><b>Actions:</b> a) Use ELL coaches to help train staff with strategies they can use in the classroom b) Making ELL students a focus in our data talks as we look to increase scores with all of our ELL students</p> <p><b>Staff Responsible for Monitoring:</b> ESL coach Principal and Assistant Principal Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas per HB 4545</p> <p><b>Actions:</b> a) Students will be tutored during WIN times and before and after school b) Reading and Math interventionists will be used as case managers to help follow the progress of our accelerated instruction c) Teachers will use district provided curriculum and work to pre-load instruction to keep students from falling behind in the given subject areas. d) Campus will utilize ESSER funds to pay for tutorials for before and after school tutorials.</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$8,763</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.


**Performance Objective 2:** Reduce the number of students assigned to behavior RTI tiers 2 and 3.


**Evaluation Data Sources:** Behavior RTI Data Sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement our campus positive behavioral RTI and support program.</p> <p><b>Actions:</b> A. Provide district expectations of Behavior RTI as outlined in the RTI handbook.                      B. Conduct Collaborative conferences as needed with teachers and staff and involve the Behavior Interventionist when there is an opportunity.                      C. Use Success Ed to input behavioral RTI student plans.                      D. 6 Weeks team building activities focused on Core Values that fit within the Capturing Kids Hearts framework.                      E. Counselor classroom lessons will be delivered each 6 weeks.                      F. Capturing Kids Hearts used for daily positive behavior support</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions of high levels of social-emotional development measured by a district administered survey of student perceptions.

**Evaluation Data Sources:** District and school surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use the district approved program Capturing Kids Hearts that teaches social-emotional skills.</p> <p><b>Actions:</b> A. Implement district program Sanford-Harmony with teachers and counselor provided lessons                      B. Ensure Capturing Kids Hearts strategies are being used in the classrooms with walk-through checks.                      D. Providing mentors by partnering with local churches.                      E. Six weeks team building activities will be done with each grade level                      F. Service projects will be done by each grade level                      G. WATCH Dogs will be on campus to help students feel safe, but also we want our WATCH Dogs to help serve as mentors.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement district wide program Sanford Harmony</p> <p><b>Actions:</b> A. Teachers will complete a weekly lesson to address social and emotional needs                      B. Teachers document their weekly lessons and complete unit evaluation.                      C. Announcement crew will be using SEL quotes to help support Sanford Harmony.                      D. Assistant Principal and counselor will oversee the progress of the program.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal                      Counselor                      Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 4:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

**HB3 Goal**





**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement plans for third and fourth grade students who did not attain the approaches expectation on the 2021 STAAR test.</p> <p><b>Actions:</b> a) Implement accelerated instruction according to HB4545                      b) Adjust instruction based on data meetings and reviewing progress.                      c) Monitor hours needed by using reading and math interventionists as case managers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal                      Academic Coaches                      Reading and Math interventionists                      teachers</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p><b>Actions:</b> a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support.                      b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation.                      c) Collect examples during campus walk-throughs.                      d) We will have 2 data nights for students to share data with their parents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal                      Academic Coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.





**Performance Objective 1:** Increase the annual total average daily attendance(ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**Evaluation Data Sources:** Pulse

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus-wide program incentive program to increase student and staff attendance.</p> <p><b>Actions:</b> A. Track attendance by school wide and classroom attendance boards.                      B. Provide incentives to students and staff on a 6 weeks as well as a yearly basis.                      C. Recognizing classes with improved attendance                      D. Implement Truancy Prevention Measures with fidelity.                      E. Ongoing communication with parents discussing attendance issues.                      F. Work closely with attendance officers to address severe attendance problems.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff  <b>Funding Sources:</b> - 199 - General Funds - \$800</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff that feel safe at school.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus program that promotes an accident-free work environment</p> <p><b>Actions:</b> A. Conduct trainings and distribute materials provided by the district in campus safety.                      B. Conduct safety drills in compliance with district expectations.                      C. Collect and review perception data from students, staff and parents.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.





**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 20% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 20%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Comply with all training provided by the district addressing employee safety. <b>Actions:</b> A. Forward information provided to all faculty and staff regarding employee safety. B. Complete all required safety trainings <b>Staff Responsible for Monitoring:</b> All Staff	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** The campus will meet all compliance requirements for improvement planning.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the campus plan and all required required compliance plans. <b>Actions:</b> Meet 3 times a year to review campus plan and evaluate progress. <b>Staff Responsible for Monitoring:</b> Admin LOL Team	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** The campus will implement the Standard Response Protocol to maximize safety for all students and staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Drills will be performed monthly to ensure staff and students are trained to handle all emergency procedures.</p> <p><b>Actions:</b> A. Contact Officer Watkins when performing lock down drills                      B. Evaluate each drill afterwards problem solving areas that did not go as planned.                      C. Safety team will meet to review plans and discuss scenarios to trouble shoot.                      D. Navigate 360 will be used to aid in communication during drills or actual emergencies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Teachers on safety team</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# State Compensatory

## Budget for W.A. Porter Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 1.5**

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

--

## Personnel for W.A. Porter Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Debra Byczek	Reading Interventionist	1
Tamra Byrket	Math Interventionist	0.5

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,000.00
1	1	4	SMART TV, Literacy materials		\$2,000.00
2	1	1			\$800.00
<b>Sub-Total</b>					<b>\$4,800.00</b>
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	ESSER Tutors		\$8,763.00
<b>Sub-Total</b>					<b>\$8,763.00</b>
<b>Grand Total</b>					<b>\$13,563.00</b>

# Addendums

**Birdville Independent School District**  
**Academy at C. F. Thomas**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

Academy at Carrie Frances Thomas empowers learners to become responsible citizens and use their passions to reach goals and maximize their potential in person or online.

## Vision

We expect all student to grow academically, socially, behaviorally and become more culturally aware as they receive high-quality instruction from all teachers and staff members; success for all no matter what it takes!

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	13
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	21
Goal 3: All students and staff will learn and work in a safe and responsive environment.	22
Title I Schoolwide Elements	26
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	27
1.1: Comprehensive Needs Assessment	27
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	27
2.1: Campus Improvement Plan developed with appropriate stakeholders	27
2.2: Regular monitoring and revision	27
2.3: Available to parents and community in an understandable format and language	27
2.4: Opportunities for all children to meet State standards	27
2.5: Increased learning time and well-rounded education	28
2.6: Address needs of all students, particularly at-risk	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	28
3.1: Develop and distribute Parent and Family Engagement Policy	28
3.2: Offer flexible number of parent involvement meetings	29
Title I Personnel	29
2021-2022 Campus Site-Based Committee	30
Campus Funding Summary	31
Addendums	32



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

ACFT was built in the 1990's and serves students aged four to twelve in grades Pre-Kindergarten - Grade 5. The student body is made up of 538 students. Our student population: 15.89% of the students are African American, 50% Hispanic, 24.61% White, .39% American Indian, 2.91% Asian, .97% Pacific Islander, and 5.23% are two or more races. Class sizes tend to be close to the state average in almost every grade. 71.71% of the students are Economically Disadvantaged, and 42.25% are EL's. 14.15% are serviced in Special Education. Our student mobility rate is 19.3%.

The staff is made up of 62 people, of which, 40.7% are teachers, 5.6% professional support staff, 2% campus administrators, and 11% are educational aides. Our staff population include 31.4% of the staff are minority 12.3% are male, 87.7% are female, 66.7% have a bachelors degree, 33.3% have a masters degree, and the principal and assistant principal both have their doctoral degrees. The principal has been in the district for 30 years and has been at ACFT for 19 years as the campus principal. 22.1% of teachers have 1 to 5 years of experience, 20% of teachers have 6 to 10 years of experience, and 39.4% of teachers have 11 to 20 years. 18.5% of teachers have more than 20 years of experience. Data was obtained through the 2019-2020 Texas Academic Performance Report.

The school is surrounded by single-family homes, although, a large portion of students come to ACFT from the eight apartment complexes within our attendance zone.

### Demographics Strengths

The diversity in our community is viewed as a strength due to the opportunities students have to interact, appreciate, and learn alongside those who come from various cultural, ethnic, and religious backgrounds. Students learn tolerance and acceptance through cultural recognition nights, SEL lessons, and culturally/ethnically significant books among other programs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Communicating with parents who do not speak English continues to be an area of concern at ACFT. **Root Cause:** This is due to the growing number of languages spoken at ACFT.

# Student Learning

## Student Learning Summary

Texas Education Agency gave each school the label "Not Rated: Declared State of Disaster" for 2021. Regardless of our label, our school believes that the numbers of Tier II and Tier III students are still much higher than we prefer. Therefore, we are utilizing RtI intervention, ESSER Tutors for designated 4th and 5th grade students, implementing PLCs, and improving our Tier I instruction to combat this concern with the expectation that we will increase our Tier I student count. We also use PDSA//Data Folders/Continuous Improvement tools in the classroom to demonstrate progress and empower students to determine their own ways to obtain their goals.

## Student Learning Strengths

- Utilized Fountas & Pinnell Guided Reading and Shared Reading in the K-2 Classrooms and Fountas & Pinnell Guided Reading and Interactive Reading in 3-5 Classrooms to increase the number of students who made a year's worth of growth in Reading
- All Reading teachers have been trained in Fountas & Pinnell the Benchmark Assessment System to determine student growth accurately and with fidelity
- Restructured and enhanced leveled library access to promote use among teachers which benefits Tier 2 and Tier 3 students, as well as Tier 1 students
- Utilized academic coaches for planning, working with teachers in the classrooms, modeling lessons and for trainings
- PDSA for Continuous Improvement resulting in student data folders and teacher generated SMART goals for improvement in student academic success
- Utilizing ESSER and Title I Tutors for designated students who either didn't pass the STAAR last year or who are struggling with content in Math and Language Art Reading

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The majority of students are behind in their literacy skills as they were either learning online from home or in the face-to-face setting but participating in dual platform classroom setting in order to attempt to learn their Reading, Writing and Language Arts skills. **Root Cause:** COVID-19 pandemic made it very difficult to teach students effectively in a dual platform model.

**Problem Statement 2 (Prioritized):** The majority of our students are behind in their mathematics skills as they were either learning online from home or in the face-to-face setting but participating in dual platform classroom setting in order to attempt rigorous instruction. **Root Cause:** COVID-19 pandemic made it very difficult to teach students effectively in a dual platform model.

# School Processes & Programs

## School Processes & Programs Summary

ACFT teachers use a variety of assessments to determine student levels of achievement and necessary intervention for success. The district provides and recommends various resources for evaluation. Teachers use mClass, Istation, STAR Math, Fountas and Pinnell, Education Galaxy, LLI and STEMscopes, as well as, Common Formative Assessments and Curriculum Based Assessments through the district. We will also be using Brain Pop and other material for summative and formative assessments purchased through Title I funds. The results are organized in AWARE and Success Ed according to the standard tested, and teachers use this summative data along with formative data to diagnose the academic needs of each individual student. Goals for the campus are based on school-wide data and district initiatives. The Leaders of Learners team and other campus-improvement committees meet regularly to review and revise goals, as well as, the entire campus to work on the Campus Needs Assessment through analyzing data, conducting surveys, and gathering input from stakeholders. Campus goals and progress are shared through Monday staff meetings, vertical team meetings, PLCs, and teacher data bulletin boards, etc. Technology is utilized by teachers in the classroom daily. All students have their own 1-to-1 Chromebook checked out to them for daily use and testing in the classroom. All classes are face-to-face while offering information and some videos through Canvas instead of the hybrid (dual platform) utilized last school year.

We have a Dual Language program in all grade levels PK - 5. The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 ACFT Elementary School met the target with a TELPAS progress rate of **57%**. In 2020-2021 ACFT Elementary School again met the target with a TELPAS progress rate of **52%**. In comparing the progress rate from 2019 and 2021, ACFT demonstrated a **5% point decrease** in student's English Language Proficiency Status.

We have three self-contained special education programs on campus--ACCESS, which meets the needs of our most academically and physically challenged students and two AABLE classes (primary and intermediate levels) whose students are less academically challenged than our ACCESS students but are unable to fully be successful in a general education classroom with minimal support.

Our campus is utilizing Capturing Kids' Hearts program in order to improve student behavior, improve relationships between students and staff, and to increase student attendance. We are also utilizing Class Dojo campus-wide to improve student behavior, communication between school and home, and to increase attendance. We lost our ASPIRE program this year but did bring in Kidsville Inc. to provide afterschool care to students who need it. While it is not the ASPIRE program we are use to having that served so many of our students, it will care for students and help with their homework. We will also be implementing the Sanford Harmony program for student social and emotional learning through multiple lessons weekly typically done during class morning meetings on Fridays.

Staff surveys were completed last year so we could gather more information regarding the input of staff members about the our school processes and programs. Some of the results were:

- Strengths: Utilizing Capturing Kids Hearts and CHAMPS; utilizing the technology in a more efficient and productive manner to engage, enrich and enhance learning for all students; and determining what types of professional learning our campus needs by developing a survey for teachers dedicated to establishing the best use of our time in PLCs and other campus-based professional learning opportunities.
- Areas to improve: Using our PLC time more effectively by analyzing data and through professional learning opportunities based on the PLC survey results.
- Campus Priorities Regarding Perceptions: More effective use of PLC time to enhance instruction and to inform through the analyzing of student, campus and district data.

## School Processes & Programs Strengths

Technology is available for teachers to use in the classroom--classroom Chromebooks, Teacher Chromebooks (they will be receiving new laptops with a Microsoft system within the next few months), SMART Interactive Flat Panels and document cameras.

We have a wide variety of assessments to choose from which ensures an accurate portrayal of student achievement.

Teachers are given the freedom to differentiate appropriately for the students in their class.

Students are back face-to-face in the classrooms this year which is great for their learning and for the teachers to consistently provide rigorous high-level instruction.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** The ACFT staff feels that PLC time could be used more effectively. **Root Cause:** Our PLC meetings do not always provide the professional learning that is applicable to all classroom teachers and we do not have specific protocols in place for analyzing student data to guide our instruction.

# Perceptions

## Perceptions Summary

The teachers and staff at ACFT have improved and varied their methods of communication to and from home as there is limited parental involvement. ClassDojo, Twitter, email, Peachjar, Black Board, Canvas, Skyward, handouts, and other popular and familiar methods of communications have been utilized. Many of the written announcements sent home are translated into multiple languages in order to accommodate our diverse populations of parents and guardians. Parent-teacher meetings are also offered at a minimum of twice a year, and some teachers choose to have more depending on need. Local organizations help support the students' education by donating supplies and other items for our students. A number of safety procedures are in place to help prevent injuries and accidents from occurring while on campus. Campus walk-throughs are conducted by the assistant principal and head custodian each week, fire drills are conducted regularly, severe weather drills are conducted regularly, crisis teams are put in place, many staff members are also CPR, CPI, and AED certified. Response to Safety and Security Quarterly audits show that ACFT has effective safety and security plans in place.

Student, Staff and Parent surveys were completed this year so we could gather more information regarding the perceptions of staff members about the school culture and climate. Some of the results were:

- Some Results From the Student Survey: Most students (77.64%) feel safe at school while others (20.50%) reported sometimes feeling safe and a small number (1.89%) not feeling safe at school. Most students (81.06) feel that teachers and staff members listen to them while some 15.53% sometimes feel listened to and a few (3.42%) didn't feel listened to by teachers or staff members. Most students (90.99%) feel that teachers/staff members are proud of students when they do well and several (8.07%) sometimes feel teachers/staff members are proud when they do well and only (0.93%) answered no to this question on the survey.
- Some Results From the Parent Survey: While only a small portion of our parents participated (147 in total) their information was valued and important as we look to improve. Most parents (91.16%) felt their child was safe at school while some (7.48%) neither agreed nor disagreed and only 2 parents (1.36%) felt their child was not safe at school. Most parents (83.67%) indicated that the learning environment at ACFT was excellent, some (12.93%) neither agreed or disagreed and a few (3.40%) disagreed that the learning environment at ACFT was excellent. Most parents (87.07%) agreed that the school staff encourages students to respect each other's differences such as gender, race/ethnicity, cultures, etc. while the rest neither agreed or disagreed--nobody disagreed on this question.
- Some Results From the Staff Survey: Most staff members (97.50%) agreed that they felt safe on school property with nobody disagreeing and only one staff member (2.5%) neither agreeing or disagreeing. Most staff members (85.00%) looked forward to coming to work every day and several (15.00%) neither agreed or disagreed. The majority of staff members (90%) agree that staff members build strong relationships with our students, only 4 staff members (10.00%) neither agreed or disagreed and no staff members disagreed.

According to online sources such as Facebook and Realtor websites our school has 4 to 5 star reviews on community feedback. Staff engagement has increased through staff involvement in our Actions to Improve Morale (AIM) Committee.

## Perceptions Strengths

The front office regularly reports that parents often provide positive feedback about their child's educational experience and the overall culture at ACFT. They often express positive regard for teachers and campus staff. ACFT alumni continue to visit their teachers and seek out opportunities to volunteer for various events the school hosts. Overall, positive disciplinary practices have resulted in minimal behavioral issues although we had several students that frequently caused distractions in the classrooms and they were each worked with on an individual basis by meeting their specific needs through classroom intervention, 504 or special education placement. ACFT only had 2 students sent to DAEP during the 2019-2020 school year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The perception of parents at ACFT is that only 72.11% feel like they are a part of the school as determined by a parent survey sent out in April, 2021. **Root Cause:** Due to the students not returning to school after Spring Break of 2019-2020 and being taught through dual platform teaching with restricted parental involvement activities because of COVID during 2020-2021 school year, our parents have only had limited opportunities to become involved in school activities in such a way as to build relationships with staff and other families at ACFT.

# Priority Problem Statements

**Problem Statement 1:** The majority of students are behind in their literacy skills as they were either learning online from home or in the face-to-face setting but participating in dual platform classroom setting in order to attempt to learn their Reading, Writing and Language Arts skills.

**Root Cause 1:** COVID-19 pandemic made it very difficult to teach students effectively in a dual platform model.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** The majority of our students are behind in their mathematics skills as they were either learning online from home or in the face-to-face setting but participating in dual platform classroom setting in order to attempt rigorous instruction.

**Root Cause 2:** COVID-19 pandemic made it very difficult to teach students effectively in a dual platform model.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The perception of parents at ACFT is that only 72.11% feel like they are a part of the school as determined by a parent survey sent out in April, 2021.

**Root Cause 3:** Due to the students not returning to school after Spring Break of 2019-2020 and being taught through dual platform teaching with restricted parental involvement activities because of COVID during 2020-2021 school year, our parents have only had limited opportunities to become involved in school activities in such a way as to build relationships with staff and other families at ACFT.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Communicating with parents who do not speak English continues to be an area of concern at ACFT.

**Root Cause 4:** This is due to the growing number of languages spoken at ACFT.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** The ACFT staff feels that PLC time could be used more effectively.

**Root Cause 5:** Our PLC meetings do not always provide the professional learning that is applicable to all classroom teachers and we do not have specific protocols in place for analyzing student data to guide our instruction.

**Problem Statement 5 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

## Employee Data

- State certified and high quality staff data



- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

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

- Communications data

# Goals





**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in math literacy between the beginning and end of year.

- a) In addition, all students in grades prekindergarten - 3rd grade will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in math.
- b) All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.

## **HB3 Goal**

**Evaluation Data Sources:** Campus Common Assessments, CBAs, STMath, Education Galaxy, Numeracy Assessment, CLI Engage--Circle (prekindergarten), math TEA Interims

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will show growth and demonstrate increase at the meets and masters performance levels. All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.</p> <p><b>Actions:</b> A) Utilize Math interventionist and Title I Tutors for all Tier 3 students and some Tier 2 students; utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning</p> <p>B) Utilize the UPSCheck process with fidelity across all grade levels</p> <p>C) Building strong number sense through the visualization of numbers and number talks</p> <p>D) Utilize Math Workshop model in all grade levels</p> <p>E) Use Go Math as a resource</p> <p>F) Utilize Academic Coach for training and working with teachers in the classroom</p> <p>G) Utilize Education Galaxy and/or STMath campus-wide and encourage use outside of school day</p> <p>H) Integrate technology into all content areas to assist with the successful implementation of Tier I priorities and to enhance learning of all students</p> <p>I) Provide training to teachers to deliver strategies to increase student math performance at all levels through Faculty Meetings, PLC meetings, and use of Academic Coach</p> <p>J) All students will need to score a 70% or above on CFA to increase their achievement to be able to obtain meets or masters levels</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Academic Coaches Math Interventionist ESSER Tutors Title I Tutors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Intervention Personnel - 211 - Title I - \$75,000, Tutors - ESSER - \$32,124, Intervention Personnel - 199 - General Funds: SCE, Tutors - 211 - Title I - \$61,223</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 2:** All students will make at least one year's growth in reading literacy and writing between the beginning and end of year.

a) In addition, all students in grade prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and language arts.

b) All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.

**HB3 Goal**

**Evaluation Data Sources:** Fountas and Pinnell Benchmark Assessment System, Running Records, Campus Common Assessments, CBAs, CLI--Engage--prekindergarten, iStation, reading TEA interims, mClass data (K-2), CLI Engage--CIRCLE assessments (prekindergarten), TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Guided Reading with fidelity in every classroom through the Reading Workshop Model. Implement Fountas &amp; Pinnell and Benchmark resources in every K-5 classroom with fidelity.</p> <p><b>Actions:</b> A) Conduct mini lesson that incorporate the signposts during instruction.</p> <p>B) Utilize Fountas and Pinnell/Benchmark for shared reading/interactive read alouds and guided reading in all K-5 classrooms; and utilize Fountas and Pinnell/Benchmark Phonics/Syllables Word Study K-5. Prekindergarten will use the CIRCLE curriculum to develop basic literacy and writing skills.</p> <p>C) Utilize Comprehension tool kit in the classrooms.</p> <p>D) Utilize Leveled Literacy intervention kits for Tier II and III students.</p> <p>E) Follow district framework for reading workshop.</p> <p>F) Monitor progress using mClass, IStation, running records, CFA, etc.</p> <p>G) Use campus resources such as The Reading Strategies Book, That Workshop Book, The Reading Continuum, The Next Step Forward in Guided Reading, etc.</p> <p>H) Assess student progress BOY (if necessary), MOY and EOY in Reading using the Fountas and Pinnell BAS K-5.</p> <p>I) Utilize Academic Coaches for training, modeling lessons, planning, etc.</p> <p>J) Integrate technology into all content areas to assist with the successful implementation of Tier I priorities and to enhance learning of all students.</p> <p>K) Hold a Literacy Night and World Read Aloud Day.</p> <p>L) Provide rigorous literacy instruction using district and campus resources for all prekindergarten - 5th</p>	Formative			Summative
	Nov	Jan	Mar	June

grade students. Utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning

M) All students will need to score a 70% or above on CFA to increase their achievement to be able to obtain meets or masters

N) TELPAS, taken by our EL students, will increase by at least 5% over 2021's progress rate of 52%

**Staff Responsible for Monitoring:** Teachers

Bilingual Teachers

Administrators

Academic Coaches

Reading





ESSER Tutors

Title I Tutors

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math

**Funding Sources:** Tutors - 211 - Title I, ESSER Tutors - ESSER, Intervention Personnel - 199 - General Funds: SCE





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a vertically aligned Writer's Workshop model using Norma Jackson's Rubric and Jeff Anderson strategies to address student needs in the area of writing including not only idea formation but also conventions, revising and editing. Utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning.</p> <p><b>Actions:</b> A) Set student, campus and classroom goals for using Norma Jackson's Writing Rubric (ie. moving up one to two stages on the 12 point rubric)</p> <p>B) Perform a detailed data analysis of the 2021 Writing STAAR scores to evaluate strengths and weaknesses. Utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning.</p> <p>C) Utilize common formative assessments to guide instruction and determine student needs and strengths.</p> <p>D) Use Vertical Teams to to align tasks to standards to assure rigor and relevance of Writing Workshop.</p> <p>E) Utilize Jeff Anderson's Patterns of Power and other books as well as The Writing Strategies Book and other district resources.</p> <p>F) All students will write in each subject every day.</p> <p>G) Integrate technology to assist with the successful implementation of Tier I priorities and to enhance learning of all students.</p> <p>H) Provide a Family Event where the families learn the Writing Process as the families plan, write, edit and publish a family book.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Academic Coaches ESSER Tutors Title I Tutors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement the reading academy and coaching model established by TEA based on the HB3 requirements.</p> <p><b>Actions:</b> A) All second, third, AABLE and ACCESS teachers and both the principal &amp; assistant principal will participate in the TEA Reading Academy during the 2021-2022 school year.</p> <p>B) All Reading Academy participants will implement what they learn in the TEA Reading Academy in their classroom reading instruction.</p> <p>C) The principal and assistant principal will ensure all Reading Academy participants are implementing what has been taught in the TEA Reading Academy with their students in each of the classrooms.</p> <p>D) The Reading Academy Coaches will work with our Reading Academy participants to ensure the fidelity of what is being taught based on new learning through the TEA Reading Academy.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Academy Coaches Principal Assistant Principal Second Grade Teachers Third Grade Teachers AABLE Teachers ACCESS Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** All students will receive Science instruction that includes both process skills and content through hands-on classroom investigations in accordance with the district recommendations--80% K-1, 60% 2-3, and 50% 4-5.

**Evaluation Data Sources:** Teachers will track their time spent on hands-on activities .  
Teachers will include this in their lesson plans.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Include intentional hands-on/lab section in lesson plans.</p> <p><b>Actions:</b> A) Follow the 5E method.</p> <p>B) Use StemScopes for lab ideas and lab guide.</p> <p>C) Incorporate AIMS lessons into instruction.</p> <p>D) Science Vertical Team will work together on key vocabulary, lessons and labs for each grade level to ensure all instructional material is covered each year prior to 5th grade except for what is supposed to be covered in 5th grade Science.</p> <p>E) Integrate technology into all content areas to enhance learning of all students.</p> <p>F) Hold a Science Night for students and their families as well as the community to participate.</p> <p>G) Send 4th and 5th grade teachers, Administrator and our Instructional Coach to the CAST conference in November.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p> <p><b>Funding Sources:</b> Purchase necessary items for Science materials - 211 - Title I - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 4:** All students will increase their content knowledge through Social Studies instruction focused on Tier 1 priorities such as: vocabulary. Students will score 10% higher than last year when averaged on the CBA.

**Evaluation Data Sources:** CBA's and classroom assessments





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will integrate Social Studies instruction into Reading Language Arts daily lessons.</p> <p><b>Actions:</b> A) Use more historical non-fiction that aligns with social studies standards according to grade-level.</p> <p>B) Grade-level and content appropriate strategies to address social studies content during Reading.</p> <p>C) Refer to content coordinators and academic coaches for integration ideas.</p> <p>D) Plan vertically and horizontally.</p> <p>E) Use Frayer models and other research-based strategies such as Marzano and Interactive Read Alouds to aid in comprehending SS content.</p> <p>F) Integrate technology into all content areas to enhance the learning of all students.</p> <p>G) Integrate Language Arts into Social Studies each day Quick Writes, journal writing, open-ended assessment questions and other writing methods.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Academic Coaches Bilingual Coaches Literacy Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 5:** Implement and monitor two full day prekindergarten programs for bilingual/nonbilingual four year olds that qualify.

**HB3 Goal**





**Evaluation Data Sources:** Enrollment numbers, CLI--Engage, Walk-Throughs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement two full day prekindergarten programs for our 4 year old bilingual/nonbilingual students that qualify.</p> <p><b>Actions:</b> A) Employ prekindergarten teachers that are certified to teach prekindergarten.</p> <p>B) Employ prekindergarten educational assistants to maintain a ratio of 1 to 11 in the full day prekindergarten classroom of not less than one certified teacher and one educational assistant for every 22 students per TEA.</p> <p>C) Ensure the teacher completes the 30 hours of professional development relevant to early childhood annually until 150 hours are completed based on the district professional development plan.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Prekindergarten Teachers Prekindergarten Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average overall attendance by 1.7% to achieve Quartile 1 recognition through the state accountability system.

**Evaluation Data Sources:** Attendance reports from state  
District attendance reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus program that incorporates incentives and relationship-building to increase student attendance.</p> <p><b>Actions:</b> A) Award Timely Tiger to classes with fewest tardies for all students.</p> <p>B) Award students with Perfect Attendance Award during Student Award Celebrations each six weeks.</p> <p>C) Implement Capturing Kids Hearts strategies to increase intrinsic motivation to attend class.</p> <p>D) Communicating on ClassDojo, social media, flyers, Peach Jar, etc. to increase motivation to attend school each day.</p> <p>F) Conference with parents by phone, Zoom and in person to encourage increased attendance; determine how the school can help with attendance issues, if possible.</p> <p>G) Develop and distribute a Family and Parent Engagement Policy.</p> <p>H) Utilize the weekly attendance reports for our school provided by the district to look for patterns of absences and to help us monitor absences.</p> <p>I) Utilize the truancy officer for those students who have extreme attendance issues.</p> <p><b>Staff Responsible for Monitoring:</b> All staff Principal Assistant Principal Attendance Clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$1,817</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Reduce the amount of time students with behavioral/social-emotional concerns are removed from the regular classroom.

**Evaluation Data Sources:** Annual report of Disciplinary Incidents

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the district-wide Behavioral Rtl Program.  Train all staff members in Capturing Kids' Hearts and implement with fidelity campus-wide.	Formative			Summative
	Nov	Jan	Mar	June

Continue to use CHAMPS campus-wide.

Develop classroom behavior management plans aligned with CHAMPS and Capturing Kids' Hearts.

Implement Sanford Harmony SEL program in every classroom once per week.

**Actions:** A) Train staff to implement the Behavioral Rtl Plan

B) Make sure all staff members have been trained in Capturing Kids' Hearts and continue with follow up/further training for Capturing Kids' Hearts for administrators.

C) Make sure all classroom have a Respect/Social Contract hung in every room/hall created by the class and referred to frequently.

D) Utilize all parts of Capturing Kids' Hearts with fidelity in each classroom--signals, Good Things, Launch, 4 Questions, Building Relationships, etc.

E) Utilize CHAMPS in the classrooms and in all common areas including the lunchroom and hallways-- example: Level 0 Voice Level in the hallways.

F) Use Class Dojo, mindfulness practices, and other recommended classroom management strategies.

G) Use Sanford Harmony SEL program in every classroom one time per week as indicated by the district.

H) Utilize district regular/special education Behavioral Interventionists to assist with student issues and provide training to de-escalate problem behavior in the classroom.

**Staff Responsible for Monitoring:** Administrators

Teachers

Counselor


All Staff


Regular Education Behavioral Interventionist

Special Education Behavioral Interventionist

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Safety Survey


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> LOL team will develop a Safety Survey for all students, staff and families twice at year to determine perception of safety at ACFT.</p> <p>Assistant principal will work closely with the head custodian regarding any safety concerns and complete quarterly response to Safety and Security Audit, as well as ensure all drills and safety trainings are completed.</p> <p><b>Actions:</b> A) Review data gleaned from Safety Surveys and make changes where possible to increase safety.</p> <p>B) Review quarterly responses to Safety and Security Audits.</p> <p>C) Monthly campus walks with assistant principal and head custodian to look specifically for any safety or security issues.</p> <p>D) Weekly administration and head custodian meetings to discuss campus safety and security issues.</p> <p>E) Report and safety or security issues immediately through the proper channels.</p> <p>F) Ensure all teachers are utilizing the appropriate PPE materials supplied by the district during the day such as wipes and sprays.</p> <p>G) Ensure teachers and students are able to wear their masks, should they choose, during each school day.</p> <p>H) Ensure proper hand-washing is occurring for all students and staff and that all students and staff are consistently utilizing the hand-sanitizer stations that are located all throughout the building.</p> <p>I) Ensure students and staff are maintaining social distancing as possible throughout the day.</p> <p>J) Ensure the COVID-19 Protocol is utilized should a student or staff member contract the illness.</p> <p>K) Ensure all teachers are aware of the new phone codes for safety purposes and all have received training.</p> <p><b>Staff Responsible for Monitoring:</b> LOL Team Administrators Teachers Head Custodian</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				


**Goal 3:** All students and staff will learn and work in a safe and responsive environment.


**Performance Objective 3:** Reduce the number of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of works days lost each year due to accidents occurring on the job by 10%.


**Evaluation Data Sources:** Quarterly review of workers' compensation program

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement district-wide safety program.</p> <p>Implement campus-wide healthy habits to increase overall health of all staff members.</p> <p><b>Actions:</b> A) Complete online safety videos and successfully pass all quizzes as shown with documentation on the district website.</p> <p>B) Train staff on campus safety procedures and policies as shown by handbook acknowledgement.</p> <p>C) Utilize step stools when in need of reaching higher items on shelves--no rolling chairs.</p> <p>D) Participate in campus-wide health initiatives--free flu shots, weight loss and exercise programs, 5 K walk/run with staff members, etc.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment was completed by the entire staff based on TAPR, surveys, grades, universal screener results, attendance and behavior data compiled in March, April and May of 2021.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Administrators: Sabrina Lindsey and Sara Muetzenberg

Teachers: Tatiana Castro, Tiffany Bingham, Robin Le, Mary Holmes, Bree Meninger, Sheila Seaborn-Huff, and Beth Shier

Other Campus and District Staff: Stefanie Flint

Community Members: Martha Strain, Tommy Martin

### **2.2: Regular monitoring and revision**

The Campus Improvement Plan is revised and evaluated in November, January, March and June.

### **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is made available to parents and the public through the campus website in English and Spanish. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

### **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, 62.79% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing



5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based strategies such as:

- Whole Child Initiative
- Capturing Kids Hearts
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training
- Sanford Harmony SEL Program

Increased learning time is provided through pullout intervention programs and targeted tutorials.

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as school-wide incentive programs, individual and class recognition, two-way communication between the school and home, and parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Administrators: Sabrina Lindsey and Michelle Tolar

Teachers: All campus teachers and LOL Team

Other Campus and District Staff: Stefanie Flint

Site-Based Committee:

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and Spanish. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled on Tuesday evenings in order to accommodate parents' work schedules. The following family engagement activities are planned for 2021 - 2022:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher/Curriculum Night (drive through and online) on campus
- September Title I Meeting (Zoom, Canvas, and webpage) on campus
- September Book Fair (Tuesday-Friday during the school day) on campus
- October PTA Boogie Night
- February WRAD Event (Friday 8:30-3:15) on campus
- March Open House (Tuesday morning and Thursday evening) on campus
- March Discover Birdville Event (Saturday 9:00-12:00) at Birdville High School
- May ChorUS Special (Tuesday morning and evening) on campus
- May Family Engagement Policy and Compact Revision (Tuesday evening only) on campus

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gayle Marshall	Math Interventionist	Title I	.5
Veronica Bustamante	Reading Interventionist	Title I	1

# 2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Sabrina Lindsey	Principal
Classroom Teacher	Sarah Avakian	Kindergarten Teacher
Paraprofessional	Angela Peterson	PK EA
Non-classroom Professional	Nicole Bryan	Instructional Coach
Classroom Teacher	Elia Cockerham	AABLE 2 Teacher
Classroom Teacher	Riley Hamelwright	5th Grade Teacher
Classroom Teacher	Marta Rivera Martinez	3rd Grade DL Teacher
Classroom Teacher	Tiffany Bingham	Kindergarten Teacher
Classroom Teacher	Abigail Kinney	2nd Grade Teacher
Classroom Teacher	Rocio Montano	4th Grade Teacher
Community Representative	Tommy Martin	retired BISD teacher
Business Representative	Tommy McIntire	Randall Reeds Rad Rides Lincoln Dealership at Love Field
Administrator	Michelle Tolar	Assistant Principal
Parent	Catherine Harvey	ACFT Parent
Parent	Sarah Wilkinson	ACFT Parent
Classroom Teacher	Kelly Campbell	1st Grade Teacher

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Personnel		\$0.00
1	2	1	Intervention Personnel		\$0.00
1	4	1	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Personnel		\$75,000.00
1	1	1	Tutors		\$61,223.00
1	2	1	Tutors		\$0.00
1	3	1	Purchase necessary items for Science materials		\$5,000.00
2	1	1	Title I Family Engagement		\$1,817.00
<b>Sub-Total</b>					<b>\$143,040.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutors		\$32,124.00
1	2	1	ESSER Tutors		\$0.00
1	2	2	ESSER Tutors		\$0.00
<b>Sub-Total</b>					<b>\$32,124.00</b>
<b>Grand Total</b>					<b>\$175,164.00</b>

# Addendums

**THE ACADEMY AT C.F. THOMAS ELEMENTARY**  
**TITLE I, PART A PARENT AND FAMILY ENGAGEMENT**  
**POLICY**

Pursuant to the Every Student Succeeds Act, the Academy at C.F. Thomas Elementary will:

1. Engage parents and families of participating children in a meaningful consultation to plan and implement programs, activities, and procedures for the involvement of parents in Title I, Part A schools.
2. Develop jointly with, agree on with, and distribute to, parents and families of participating children ACFT's written parent and family engagement policy. This policy will be incorporated into the district's plan for Title I, Part A.
3. Provide coordination, technical assistance, and other support for ACFT in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
4. Assist parents of children served by ACFT in understanding such topics as state academic standards and assessments, how to monitor a child's progress, and how to work with educators to improve their children's achievement.
5. Provide materials and training to help parents work with their children to improve achievement at ACFT.
6. With the assistance of parents, educate teachers, school leaders, and other personnel at ACFT in the value and utility of parent contributions, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
7. Coordinate and integrate parent involvement programs and activities with other federal, state, and local programs that encourage and support parents at ACFT.
8. Ensure that information related to ACFT and parent programs, meetings, and other activities are provided in an understandable and uniform format and in a language that parents can understand, to the extent practicable.
9. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the ACFT parent and family engagement policy in improving the academic quality of our school. ACFT will use the findings to design strategies for more effective parent and family engagement and to revise, if necessary, its parent and family engagement policies.

### ***Statement of Purpose***

The purpose of the ACFT Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. ACFT has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. Additionally, as per Section 1116 of Public Law 114-95, the district will support ACFT in their efforts to build capacities of the school staffs, as well as the capacities of parents, families, and community members, to work together as equal partners to succeed in improving achievement for all students.

The original policy was drafted by the ACFT Parent Advisory Council (ACFTPAC), presented to a representative group of parents, edited, made available to all parents for further review and comment, and finalized with consideration of additional input from parents. Each year, the policy content and opportunities for parent involvement is evaluated and revised as needed.

### ***Goals***

- Schools promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Schools provide a safe and open atmosphere for parents and families to visit the school their children attend and to actively encourage parent and family support and assistance for school programs
- Schools and staff develop and deliver timely information and training to parents, including language classes
- Schools respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Schools disseminate information to parents on all required Title 1 notifications

### ***Annual meeting***

ACFT will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. Birdville ISD will support the efforts of ACFT by providing PowerPoint presentations, simultaneous translation equipment, communication tools, translators, childcare, and printing. These same district resources will be available to campuses to support a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

### ***Parents' Right to Know***

ACFT will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.



### ***Building Capacity for Parent-School Partnerships***

Through the ACFT's teachers and staff, we will provide the following services to parents:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at ACFT, district meetings, PTA, and others

To foster better collaboration with parents, ACFT will also provide the following services to teachers and staff:

- Staff training regarding contributions parents make to their children's education
- Written translation services
- Communication tools and templates for promoting activities and services offered at ACFT
- Other support as needed to assist in planning and implementing effective parent and family engagement activities

### ***School-Parent Compacts***

ACFT will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the ACFT and its families through regular two-way, meaningful communication. Each campus will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Among others, ACFT has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education

- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

### ***Parent Engagement Evaluation***

Each spring, ACFT will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of their family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, the district and ACFT will review the existing family engagement policy and make revisions as necessary.

## **ACADEMY AT C.F THOMAS ELEMENTARY**

### **TÍTULO I, PARTE A POLÍTICA DE PARTICIPACIÓN DE LOS PADRES Y DE LA FAMILIA**

De conformidad con la Ley de éxito de todos los estudiantes, la Academia de C.F. Thomas Elementary (ACFT):

1. Involucrar a los padres y las familias de los niños participantes en una consulta significativa para planificar e implementar programas, actividades y procedimientos para la participación de los padres en ACFT.
2. Desarrolle conjuntamente, acuerde y distribuya a los padres y familias de los niños participantes la política escrita de compromiso de los padres y la familia de ACFT. Esta política será incorporada en el campus de ACFT.
3. Proporcionar coordinación, asistencia técnica y otro tipo de apoyo para planificar e implementar actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar.
4. Ayudar a los padres de niños atendidos por ACFT a comprender temas como los estándares y evaluaciones académicas estatales, cómo monitorear el progreso de un niño y cómo trabajar con educadores para mejorar el rendimiento de sus hijos.
5. Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento en ACFT.
6. Con la asistencia de los padres, eduque a los maestros, líderes escolares y otro personal de ACFT en el valor y la utilidad de las contribuciones de los padres, y en cómo comunicarse con ellos y trabajar con ellos como socios iguales, implementar y coordinar los programas para padres. , y construir lazos entre los padres y la escuela.
7. Coordinar e integrar programas y actividades de participación de padres con otros programas federales, estatales y locales que alienten y apoyen a los padres en ACFT.
8. Asegúrese de que la información relacionada con ACFT y los programas para padres, reuniones y otras actividades se proporcionen en un formato comprensible y uniforme y en un idioma que los padres puedan entender, en la medida de lo posible.
9. Llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la eficacia de la política de participación de padres y familias de Birdville ISD para mejorar la calidad académica de ACFT.

### ***Declaración de propósito***

El propósito de la Política de Compromiso de Padres y Familias de ACFT es promover una asociación de trabajo altamente efectiva entre las familias y el personal. ACFT ha adoptado la política para garantizar que brindemos a los padres y familias oportunidades sustanciales y significativas para participar como socios iguales en la educación de sus hijos. Además, según la Sección 1116 de la Ley Pública 114-95, el distrito apoyará a su ACFT en sus esfuerzos para desarrollar las capacidades del personal de la escuela, así como las capacidades de los padres, las familias y los miembros de la comunidad, para trabajar juntos como socios iguales para tener éxito en mejorar el rendimiento para todos los estudiantes.

La política original fue redactada por el Consejo Asesor de Padres de ACFT (ACFTPAC), presentada a un grupo representativo de padres, editada, disponible para todos los padres para su posterior revisión y comentario, y finalizada con la consideración de aportes adicionales de los padres. Cada año, el contenido de la política y las oportunidades para la participación de los padres se evalúan y revisan según sea necesario.

### ***Metas***

- Las escuelas promueven la comunicación regular y bidireccional entre el hogar y la escuela.
- Los padres, las familias, los educadores y los miembros de la comunidad ayudan a mejorar el rendimiento estudiantil al apoyar la participación de la familia en la educación de sus hijos
- Las escuelas brindan un ambiente seguro y abierto para que los padres y las familias visiten la escuela a la que asisten sus hijos y alientan activamente el apoyo y la asistencia de los padres y la familia para los programas escolares.
- Las escuelas y el personal desarrollan y entregan información y capacitación oportunas a los padres, incluidas las clases de idiomas.
- Las escuelas responden a barreras tales como el idioma, la cultura, los niveles de educación y los horarios de trabajo de los padres y las familias que pueden limitar las oportunidades para participar plenamente en la educación de sus hijos.
- Los padres y las familias apoyan el aprendizaje de sus hijos en el hogar y en la escuela y sirven como defensores de sus hijos
- Las escuelas difunden información a los padres sobre todas las notificaciones requeridas del Título I

### ***Reunión anual***

ACFT llevará a cabo una reunión anual de padres para educar a los padres sobre los fondos del Título I y cómo se utilizará para apoyar el compromiso de los padres y la familia. Birdville ISD apoyará los esfuerzos de ACFT brindando presentaciones de PowerPoint, equipo de traducción

simultánea, herramientas de comunicación, traductores, cuidado de niños e impresión. Estos mismos recursos del distrito estarán disponibles para los campus para apoyar un número flexible de reuniones con los padres durante todo el año escolar. El objetivo principal de estas reuniones será establecer a los padres como socios iguales en el logro académico de sus hijos.

### ***El derecho de los padres a saber***

ACFT les proporcionará a los padres una notificación anual que describe el derecho de los padres a conocer las calificaciones profesionales de los maestros del aula que instruyen a sus hijos, así como a cualquier paraprofesional que preste servicios al niño.

### ***Creación de capacidad para asociaciones entre padres y la escuela***

- A través de los maestros y el personal de la escuela, ACFT proporcionará los siguientes servicios a los padres:
- Capacitación para los padres en la comprensión de la evaluación estatal y local de los estudiantes y los resultados de la evaluación
- Otras capacitaciones para padres basadas en necesidades y solicitudes identificadas
- Enlaces a recursos de agencias externas, según sea necesario
- Clases de habilidades para padres
- Clases de ESL
- Ayuda con la tarea
- Servicios de traducción para la tarea.
- Servicios de intérpretes para las evaluaciones de ARD, LPAC, PPCD, consejería, evaluaciones psicológicas, conferencias de maestros / directores con ACFT, reuniones de distrito, PTA y otros

Para fomentar una mejor colaboración con los padres, ACFT también proporcionará los siguientes servicios a maestros y personal:

- Capacitación del personal sobre las contribuciones que los padres hacen a la educación de sus hijos.
- Servicios de traducción escrita
- Herramientas y plantillas de comunicación para promover actividades y servicios ofrecidos en ACFT
- Otro apoyo, según sea necesario, para ayudar a planificar e implementar actividades efectivas de participación de padres y familias

### ***Pactos entre la escuela y los padres***

ACFT desarrollará y compartirá conjuntamente con los padres un acuerdo entre la escuela y los padres. El acuerdo entre la escuela y los padres describe cómo los padres, el personal y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes. También describe la asociación necesaria que debe desarrollarse entre la ACFT y sus familias a través de una comunicación periódica y significativa. Cada campus

emprenderá una revisión colaborativa anual de su contrato entre la escuela y los padres y hará las revisiones necesarias.

Entre otros, ACFT tiene la responsabilidad de:

- Implementar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.
- Utilice las secciones relevantes del pacto entre la escuela y los padres para guiar las conferencias de padres y maestros
- Proporcionar informes frecuentes a los padres sobre el progreso de sus hijos
- Ofrecer a los padres acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos y observación de las actividades en el aula.
- Iniciar y responder a las comunicaciones de los padres.

Las responsabilidades de los padres para apoyar el aprendizaje de sus hijos incluyen:

- Asegurando la asistencia regular
- Participar en decisiones relacionadas con la educación de sus hijos.
- Supervisar el uso positivo del tiempo extracurricular, establecer hábitos saludables y modelar la alfabetización en el hogar
- Completar un formulario de registro de voluntarios en línea y ser voluntario en el campus, siempre que sea práctico
- Iniciación y respuesta a las comunicaciones escolares.
- 

### ***Evaluación de la participación de los padres***

Cada primavera, Birdville ISD y ACFT formarán un equipo, incluidos padres, maestros y miembros del personal del Título 1, para revisar el contenido y la eficacia de sus políticas y programas de participación familiar. La información de la evaluación se recuperará a través de las encuestas de padres que miden los niveles de participación familiar al identificar las barreras para la participación de los padres. Sobre la base de esta información y mediante un proceso de consulta colaborativa, el distrito y ACFT revisarán la política de participación familiar existente y realizarán las revisiones según sea necesario.

**Birdville Independent School District**  
**Foster Village Elementary**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

Preparing young minds to become productive members of society while providing a safe environment for growth and success today.



# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	11
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	17
Goal 3: All students and staff will learn and work in a safe and responsive environment.	19
State Compensatory	22
Personnel for Foster Village Elementary	23
Title I Schoolwide Elements	23
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	24
1.1: Comprehensive Needs Assessment	24
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	24
2.1: Campus Improvement Plan developed with appropriate stakeholders	24
2.2: Regular monitoring and revision	25
2.3: Available to parents and community in an understandable format and language	25
2.4: Opportunities for all children to meet State standards	25
2.5: Increased learning time and well-rounded education	26
2.6: Address needs of all students, particularly at-risk	27
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	27
3.1: Develop and distribute Parent and Family Engagement Policy	27
3.2: Offer flexible number of parent involvement meetings	28
Title I Personnel	28
Campus Funding Summary	29
Addendums	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our campus is primarily made up of White 46% and Hispanic 31%. We have smaller populations of Black students with 11% and Asian moving from 3% last year to 5%. We also have 46% White/Caucasian and 7% Two or More Races. Our numbers have gone down the past few years from the high 400s to 375. Seventy-six students attend other BISD campuses through open enrollment.

Of our 27 identified Dyslexic students, 55% are White, 29% Black, and 3% Hispanic. Based on campus demographics, there are concerns of over identifying Black students and under identifying Hispanic students.

Of are 21 identified gifted students, 60% are White, 23% Hispanic, 14% Asian, and 4% Black. Gifted demographics do not match campus demographics. The Gifted department is revamping the way it identifies students to close these gaps.

Our Special Education populations is made up of 33 Speech students, 14 Resource for students with learning disabilities, and 10 students in our Behavior Unit, PASS.

Students labels At Risk were primarily identified by not making adequate progress on yearly assessments. The At Risk population closely mirrors the campus population.

We have a small number of English Language Learners. Students who speak Spanish attend another campus which offers Bilingual services.

### Demographics Strengths

We have a diverse school population. Our campus size has reduced in recent years with the option of the ILT, a local charter school and Open Enrollment. This year many of our families are returning to our campus. We have a strong family atmosphere where generations of family members have ties to our campus and community. Many of our staff members choose to bring their own children to Foster Village Elementary.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 Foster Village Elementary School did not meet the target with a TELPAS progress rate of **28%**. In 2020-2021 Foster Village Elementary School met the target with a TELPAS progress rate of **44%**. In comparing the progress rate from 2019 and 2021, Foster Village demonstrated a **16% point increase** in student's English Language Proficiency Status.

# Student Learning

## Student Learning Summary

### Math

- Third Grade taking the Math test online scored #2 in the district; this is 20 points up from 2019 and #1 in our 10 campus comparison group!
- Fourth Grade Math #8 in the district and #4 in our campus comparison group.
- Special Ed indicator up 5 points on Math. Our scores for Special Education now meet (or exceed) the targets set by the state and federal guidelines.

### Reading

- Third Grade #3 in the district in Reading, that is up 23 points from 2019 and #1 in our 10 campus comparison group!
- Fourth Grade Reading #2 in the district, that's up 8 points from 2019 and #1 in our 10 campus comparison group!
- Fifth Grade Reading hitting the sweet spot in the middle of the district even with the teacher being out from November to April.
- Special Ed indicator up 16 points on Reading. ? If this year counted, it would mean, no TIP (Targeted Intervention Plan shared and monitored by the state.)

### Writing

- Writing #7 in the district, up 4 points from 2019 and #3 in our 10 campus comparison group

## Student Learning Strengths

# School Processes & Programs

## School Processes & Programs Summary

**Professional Learning Communities (PLCs):** Our teachers meet each three weeks in collaborative groups to discuss strategies for student achievement. They plan lessons, discuss instructional strategies and analyze common assessments. These groups focus on students who struggle and find comprehensive strategies for all students to be successful. In our plan, our teachers will implement continuous improvement strategies during the PLC to evaluate students progress (Goal 1, Performance Objective 1, Strategy 2).”

**Collaborative Instructions Review (CIR):** The Collaborative Instructional Review, supported by a comprehensive eTool, engages coaches and instructional leaders in a 4-step collaborative model that calibrates observations on teaching and learning based on specific rigor, relevance, student engagement and relationships criteria. The observation practices and rubrics that result are designed to lead to continuous improvement in instructional practice and sustained student achievement.

**Response to Intervention (RTI):** Our campus uses academic screeners to assess student learning in reading and math. We meet as a collaborative group to target instruction for learners in need. Instruction is differentiated and targets learners missing learning areas.

**Continuous Improvement (CI):** Is the ongoing improvement of all processes. We monitor student growth and meet throughout the year to evaluate growth of students. A prescription for improvement is developed and implemented throughout the year.

**Conscious Discipline** is a self-regulation program that offers solutions for social-emotional learning, discipline and self-regulation. The goal is to help parents and schools reach and teach every child. Once instilled, these essential skills will last a lifetime and positively impact generations to come.

## School Processes & Programs Strengths

To build capacity, every staff member is a part of a leadership team. Grade level PLCs meet each three weeks to plan and prepare for the following three weeks. During this time, students participate in library, SEL lessons with our campus counselor, and computer lab time. RTI committees meet 3 times a year to address student needs.

- Add to Phrasebook
  - No word lists for Spanish → English...
  - Create a new word list...
- Copy

# Perceptions

## Perceptions Summary

At this time we have a very positive school climate. Staff treats one another as family and supports those in need. Parents and visitors to the campus comment on the positive school climate. This year has been unusual in that parents were not able to join us on campus. They have assisted with learners who worked online. We had a small number of families who were not successful with online school. Last year, our school had a 12% turnover rate. Teachers who left retired, moved out of state or received promotions.

At our core, we believe we must prepare young minds to become productive members of society while providing a safe environment for growth and success today. We believe if we provide opportunities for students to grow and the individualized supports that are needed, every child will be successful.

## Perceptions Strengths

We have a positive campus culture. Staff members look out for one another and support each other.

# 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## 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
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- STEM/STEAM 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

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



# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

## HB3 Goal

**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels, CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments(mathematics, 1-5), Istation (reading, grades 3-5), TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to build capacity to implement the District literacy plan at the campus level.</p> <p><b>Actions:</b> a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plan.            b) Provide technical, consulting, and coaching support for teachers as they implement the campus plan.            c) Infuse literacy-focused discussions into monthly faculty meetings.            d) Continue bi-monthly literacy events to promote reading.            e) Collect process data to measure the degree of alignment and implementation of district initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Academic Coach, LOL Team Members, Reading Vertical Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor student progress towards one year's worth of growth in reading and continue implementation of ongoing PDSA to improve instruction and student growth.</p> <p><b>Actions:</b> a) Teachers will evaluate student progress towards one year's worth of growth after each benchmark.            b) Utilizing the PDSA cycle, they will develop a plan to improve student learning.            c) Create teacher developed Campus Formative Assessments each six weeks.            d) Continue implementation a campus reading incentive program.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers            Interventionist            Administration</p> <p><b>Title I Schoolwide Elements:</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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement literacy plan through established priorities for system-wide literacy practices.</p> <p><b>Actions:</b> a) Schedule monthly meetings with Vertical Teams to grow literacy practices.  --Including one BOY extended planning meeting with Vertical Team to assess campus goals and create list of Expectations for FVE classrooms.  b) Infuse literacy-focused discussions into monthly campus meetings.  c) Conduct campus walks for the purpose of monitoring and collecting artifacts to support literacy implementation (documented through specific walk-thru checklists, following the campus monitoring guide, and the use of CIR practices).  d) Identify literacy priorities with leadership teams and model with specificity needed for quality implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Team Leaders  LOL Team / Instructional Leads  Vertical Teams</p> <p><b>Title I Schoolwide Elements:</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 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Substitutes for CIR meeting dates. - 211 - Title I - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p><b>Actions:</b> a) Provide Title 1 Tutors to fill administer accelerated instructions and fill learning gaps.</p> <p><b>Funding Sources:</b> Tutors - 211 - Title I - \$1,000, Instructional Resources - 211 - Title I - \$1,134</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.





b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

**HB3 Goal**

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities to develop and train Special Education Teachers in district initiatives and curriculum.</p> <p><b>Actions:</b> a) Reduce the PASS class sizes so that students have a more stable environment to learn the content that is needed to experience academic success.                      b) Purchase curriculum sanctioned by the district that will allow teachers to instruct students at higher levels of comprehension.                      c) Provide time for Special Education teachers to plan with regular education teachers.</p> <p><b>Staff Responsible for Monitoring:</b> PASS Teachers                      Resource Teacher                      Academic Coaches                      Administration                      District Special Education Department representatives</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Researched curriculum that is approved by the district to use with resource and PASS students that is at the Rigor of STAAR. - 199 - General Funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to refine and implement district comprehensive plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework.</p> <p><b>Actions:</b> a) Train all teachers of advanced academics classes in the CIR process. (ongoing - start this year).                      b) Develop a plan to expand genre options and rigorous text selections in GT cluster classes.                      c) Continue to promote writing through campus wide writing share out.                      d) Identify and arrange so that students who would benefit from telescoping in Math have the opportunity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      School Secretary                      Librarian                      Librarian EA                      Classroom Teachers</p> <p><b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize the results of the RtI task force to implement a multi-tiered system of support (MTSS) for identified students.</p> <p><b>Actions:</b> a) Continue to structure Intervention so that students are pulled during their small group time.  b) Provide additional intervention with Title I tutors for small group intervention for grades Kindergarten - Fifth grade.  c) Procure resources to fill gaps in student learning.  d) Deliver instruction on Conscious Discipline and other SEL strategies.  e) Supply PASS classes with needed rewards and incentives for their store.  f) Provide ongoing training for all staff to build their capacity to implement MTSS.</p> <p><b>Staff Responsible for Monitoring:</b> PASS Teams  Resource Teacher  Reading and Math Interventionist  Title I EAs  Tutors funded through Title I  ARD Committees  504 Committees  RTI Committees  Campus Administration  LOL Team  Team Leads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE, Personnel - 211 - Title I - \$44,747, ESSER Tutors - ESSER - \$12,045, Outside Title I Tutors - 211 - Title I - \$14,000, Tutors - Classroom teachers - 211 - Title I - \$6,915</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p><b>Actions:</b> a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support.  b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation  c) Collect evidence of successful use of continuous improvement. Share these through This Week in Pics.  d) Create and deliver a set of CI best practices for new-to-district teachers and teachers through faculty meetings and OPL-Optional Professional Learning.  e) Support use of CI by modeling use as a campus administration</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration,  Team Leaders,  LOL Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide multiple opportunities for parents and the community to be engaged in the educational process.</p> <p><b>Actions:</b> a) Hold an annual Title 1 meeting to further explain the programs and services offered to FVE students.  b) Develop and distribute a Family and Parent Engagement Policy.  c) Develop, distribute and review the Parent School Compact.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$720</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Students will display an awareness of social-emotional development as measured by a district-administered student survey.





**Evaluation Data Sources:** District Survey  
 District Overcoming Obstacles Curriculum  
 Overcoming Obstacles Curriculum  
 CORE Value Curriculum and Celebrations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Conscious Discipline practices throughout the campus.</p> <p><b>Actions:</b> a) Develop and deploy a plan for implementing Conscious Discipline curriculum.                      b) Provide ongoing professional learning to all stakeholders on the Conscious Discipline program                      c) Identify Conscious Discipline champions to model classrooms using Conscious Discipline strategies.                      d) Continue to attend Conscious Discipline learning opportunities online and in person.                      e) Collect data on intervention effectiveness.                      f) Conduct six week celebrations recognizing students who exemplify SEL behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor                      All Classroom Teachers                      Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Conscious Discipline professional Learning - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase socially appropriate behaviors by teaching replacement behaviors and generalizing those across settings and people within the PASS units.</p> <p><b>Actions:</b> a) Implement evidence based strategies and interventions for managing behaviors.                      b) Implement point system for behavior within the PASS units.                      c) Provide items for students to purchase using their points.</p> <p><b>Staff Responsible for Monitoring:</b> PASS teachers                      Behavior Specialist                      Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> Items for PASS reward store - 199 - General Funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**Performance Objective 4:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.

**Evaluation Data Sources:** RtI and ABC Meeting minutes and individual student paperwork.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor the fidelity of implementation of the behavioral RtI plan.</p> <p><b>Actions:</b> a) Provide training on the district behavior RtI plan.                      b) Identify needed support systems within the campus and educate faculty and staff on best use of such supports.                      c) Provide clear expectations and modeling of Behavior and Relationship Management system on campus.                      d) Communicate the Social Emotional Skills and establish a system for regular integration of these key beliefs                      e) Generate and display positive well-being "propaganda" throughout the school to encourage positive choices and overall school community building.                      f) Conduct ABC Team meetings each six weeks to review student progress on Behavior Tier 2 and 3 and make needed adjustments to support offered for those students/teachers/classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal                      Reading and Math Interventionist                      Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine and implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.</p> <p><b>Actions:</b> a) Design and implement improvement plan strategies to increase staff and student attendance.            b) Monitor student attendance and review progress with Campus Leadership Team on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance            c) Create a system to celebrate campus attendance.            d) Utilize funding from district to provide incentives to improve student attendance.            e) Track student attendance and update staff and students in regards to progress on a weekly, and 6 weeks basis.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers            Faculty Student Celebration Committee            Students            Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Funding Sources:</b> Rewards and incentives - 199 - General Funds: Special Projects - \$850</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in all areas.





**Evaluation Data Sources:** Use continuous improvement to identify and improve operations and outcomes in every aspect of campus.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and deploy continuous improvement processes at the campus level.</p> <p><b>Actions:</b> a) Establish grade level, team, and personal SMART goals to improve overall academic performance in at least one subject area.                      b) Monitor SMART goal progress throughout the year by utilizing the PDSA tool and meeting at least BOY, MOY, and EOY to look at data.                      c) Monitor the use of data folders for all students to aid in individual data tracking.                      d) Model use of PDSAs by evaluating effectiveness of campus expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers                      Students                      Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** District and Campus Surveys





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p><b>Actions:</b> a) Review perception data from students, staff and parents to identify strategies to improve campus safety.                      b) Identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being.                      c) Develop procedures documents for teachers, students, and parents to follow in any type of campus emergency situation.                      d) Use campus and crisis counselor to work with teachers and administrators to identify and address safety and social emotional concerns.                      e) Conduct safety meetings with Campus Leadership members to evaluate and problem solve campus safety concerns.                      f) Conduct safety audits to identify security issues on campus.                      g) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Assigned District Personnel                      Campus Administration                      Students                      Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Reduce the amount of time students are removed from regular classroom due to disciplinary placements.</p> <p><b>Actions:</b> a) Implement Conscious Discipline strategies throughout the campus.                      b) Insure that all staff have received Trust-Based Relational Interventions (TBRI) training.                      c) Continue following time line for CHAMPS implementation.                      d) Monitor and evaluate the implementation of the behavior RtI plan.                      e) Review campus disciplinary procedures quarterly and align ourselves in our beliefs and actions.                      f) Develop positive plans and/or alternative behavior plans for students that need additional support.                      g) Utilize district general education behavior facilitator to assess needs of students.                      h) Communicate with a positive phone call or in person conversation with each students' parent prior to the end of the first week of school.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

**Evaluation Data Sources:** Annual report of worker's compensation claims





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a district-wide program that promotes an accident-free work environment.</p> <p><b>Actions:</b> a) Continue to review and update the District accident prevention plan and related department safety plans.            b) Require staff to review district plan and related department plans through the SafeSchools platform.            c) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments.            d) Continue Safety Committee meetings per district plan.            e) Review and report claim information per the district plan.            f) Perform campus/building safety walk throughs as required by district plan.            g) Monitor the website notification system for Safety Hazard reporting.            h) Communicate and recommend action plans to campuses and department heads at least annually.</p> <p><b>Staff Responsible for Monitoring:</b> Assigned District Personnel            Campus Administration            Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** This campus will meet all compliance requirements for state and federal health programs.

**Evaluation Data Sources:** All state and federal health deadlines are met within the time frame set by the district.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deliver current and accurate information regarding college admission, financial aid, and the TEXAS grant program opportunities for staff, students, and parents.</p> <p><b>Actions:</b> a) Provide and distribute information and training modules to staff, as received from the district. b) Monitor implementation of training and requirements of the district.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and maintain a campus-wide coordinated health program.</p> <p><b>Actions:</b> a) Convene with PE and a health advisory committee to develop a campus wide coordinated health plan and/or to strategically implement the district-wide coordinated health plan. b) Monitor participation of students in physical activity and collection of student fitness assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Team Leaders/ LOL group</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# State Compensatory

## Personnel for Foster Village Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rochelle Keehan	Educational Assistant Title 1 Tutor	0

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

**Parents:**

**Mindi Ramirez**

**Chris Havrda**

**Teachers:**

Maria Winkley

Kimberly Sons

Amy Greene

Meredith Konlande

Lori Anders

**Administrators:**

Sherry Gamble

Aaron Sultan

**Parents:**

**Mindi Ramirez**

**Chris Havrda**

Other Campus and District Staff:

Natasha Havrda

## **2.2: Regular monitoring and revision**

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

## **2.3: Available to parents and community in an understandable format and language**

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, \_\_\_% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion

8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## **2.5: Increased learning time and well-rounded education**

Student learning will be supported through research-based instructional strategies such as:

- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.



## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognition, two-way communication between the school and home, and parent and family engagement activities.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

**Parents:**

**Cindy Vickerman**

**Mindi Ramirez**

**Sarah Saffold**

**Teachers:**

Amy Green

**Administrators:**

Sherry Gamble

Tisha Moore

**Other Campus and District Staff:**

Natasha Havrda

Michele Bolin

Mindi Ramirez

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is

provided during the fall Title I meeting, and by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2021-22:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Monday) on campus
- October Trunk or Treat (Friday) on campus
- November Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Tuesday) on campus

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Nieto Avalos	Educational Assistant	Title I	1.0
Rochelle Keehan	Educational Assistant	Title I	1.0

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Researched curriculum that is approved by the district to use with resource and PASS students that is at the Rigor of STAAR.		\$1,000.00
1	3	2	Items for PASS reward store		\$500.00
<b>Sub-Total</b>					<b>\$1,500.00</b>
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Personnel		\$0.00
1	2	3	Intervention Personnel		\$0.00
1	4	1	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - General Funds: Special Projects					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Rewards and incentives		\$850.00
<b>Sub-Total</b>					<b>\$850.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitutes for CIR meeting dates.		\$1,500.00
1	1	4	Tutors		\$1,000.00
1	1	4	Instructional Resources		\$1,134.00
1	2	3	Personnel		\$44,747.00
1	2	3	Outside Title I Tutors		\$14,000.00
1	2	3	Tutors - Classroom teachers		\$6,915.00
1	2	5	Title I Family Engagement		\$720.00
1	3	1	Conscious Discipline professional Learning		\$2,000.00
<b>Sub-Total</b>					<b>\$72,016.00</b>

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	ESSER Tutors		\$12,045.00
				<b>Sub-Total</b>	\$12,045.00
				<b>Grand Total</b>	\$86,411.00

# Addendums

**Birdville Independent School District**  
**North Ridge Elementary**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Goals	8
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	9
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	14
Goal 3: All students and staff will learn and work in a safe and responsive environment.	15
State Compensatory	18
Budget for North Ridge Elementary	19
Personnel for North Ridge Elementary	19
Campus Funding Summary	19
Addendums	20



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Ridge Elementary is located in North Richland Hills, Texas, Northeast Tarrant County. North Ridge serves 512 students in pre-kindergarten through fifth grade. North Ridge has three special education self-contained classrooms, serving a total of 30 K-5th grade students.

Student ethnicity distribution includes 6.8% African American, 24.8% Hispanic, 61.1% White, 1.6% Asian, and 4.3% Two or More Races. A total of 37.9% North Ridge Elementary students qualify as Economically Disadvantaged. 5.1% are Limited English Proficient and 34% of the students have met the criteria for a Student At-Risk. 10.5% of students qualify to receive Gifted and Talented support and 14.5% of the student population is served through Special Education. Data is collected from the 2019-20 Texas Academic Performance Report.

Of the 50 faculty members, 97% are female, 97% are White, 3% are Asian. Of the 50 faculty members, 9% have 1-5 years of experience, 11% have 6-11 years of experience, 41% have 11-20 years of experience and 38.3% have 20 or more years experience.

Student average attendance rate for the 2019-20 school year was 96.3%. The mobility rate of our students is 10.8%.

### Demographics Strengths

North Ridge Elementary is growing increasingly diverse in the population that we serve. This diversity helps stakeholders develop an understanding of students, staff and families from various backgrounds as we learn in a multicultural environment. Our Gifted and Talented program serves 10.5% of our population. Our Gifted and Talented program continues to increase yearly. We continue to cultivate and grow this program. North Ridge serves students outside its attendance zone through three self-contained special education classrooms. The North Ridge family has created an inclusive school community for all students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our academic performance in Reading, Writing, Math and Science is negatively effected by the Special Education population. **Root Cause:** Our Special Education students are not making the progress year to year needed to met standard on the STAAR.

**Problem Statement 2:** North Ridge Elementary's Special Education percentage is over 12% of our population at 14.5%. **Root Cause:** North Ridge Elementary serves as a cluster campus for the AABLE and ACCESS self-contained units.

# Student Learning

## Student Learning Summary

### 2020-2021 Data

#### Third Grade State Assessment

STAAR Reading: 87% of student scored approaching grade level and 34% scored at the mastered level.

STAAR Math: 73% of students scored approaching grade level and 23% scored at the mastered level.

STAAR ALT Reading: 100% Satisfactory and 50% Accomplished

STAAR ALT Math: 100% Satisfactory and 50% Accomplished

#### Fourth Grade State Assessment

STAAR Reading: 69% of students scored approaching grade level and 26% scored at the mastered level.

STAAR Math: 72% of students scored approaching grade level and 35% scored at the mastered level.

STAAR Writing: 79% of students scored approaching grade level and 19% scored at the mastered level.

STAAR ALT: 0 students assessed

#### Fifth Grade State Assessment

STAAR Reading: 89% of students scored approaching grade level and 53% scored at the mastered level.

STAAR Math: 93% of students scored approaching grade level and 41% scored at the mastered level.

STAAR Science: 92% of students scored approaching grade level and 42% scored at the mastered level.

STAAR ALT Reading: 100% Satisfactory and 33% Accomplished

STAAR ALT Math: 100% Satisfactory and 33% Accomplished

#### RTI Tiers

Fifth Grade: Reading **Tier 1** -76, 2-15, 3-9    Math **Tier 1**-76, 2-14, 3-10

Fourth Grade: Reading **Tier 1**-78, 2-11, 3-11    Math **Tier 1**-86, 2-10, 3-4

Third Grade: Reading **Tier 1**-72, 2-15, 3-13    Math **Tier 1**-80, 2-11, 3-9

Second Grade Reading **Tier 1**-84, 2-8, 3-9    Math **Tier 1**-82, 2-13, 3-5

First Grade Reading **Tier 1-74, 2-16, 3-10** Math **Tier 1-62, 2-6, 3-6**

Kindergarten Reading **Tier 1-81, 2-12, 3-6** Math **Tier 1-89, 2-7, 3-4**

## **Student Learning Strengths**

### **2020-2021 Data**

#### **Third Grade State Assessment**

STAAR Reading scores took a minimum dip of 3% points.

#### **Fourth Grade State Assessment**

STAAR Math mastery level rose from 18% to 35%.

STAAR Writing mastery level rose from 17% to 19%.

#### **Fifth Grade State Assessment**

STAAR Reading mastered level rose from 51% to 53%.

STAAR Science approaches grade level rose from 90% to 92%.

STAAR Science score was the highest score in the district.

Student Achievement STAAR Performance Raw Component Score: 58%

School Progress Relative Performance Raw Component Score: 58%

School Progress Relative Performance (% EcoDis) Raw Score: 37%

Closing the Gaps Academic Achievement Status: 93%

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

**Problem Statement 1:** Third Grade Math is not making adequate academic growth as measured by the STAAR. The growth indicator score is 25%. **Root Cause:** Low Hispanic and Special Education approaching grade level percentages.

# School Processes & Programs

## School Processes & Programs Summary

Students at North Ridge Elementary are served through specialized programs related to student need. Our free/reduced price lunch program serves 37.9% of the students enrolled. Certified ESL Teachers serve 5% of the student population. 10.5% of students are served by the GATE Interventionist. The North Ridge Special Education Program serves 14.5% of our K-5th grade students. Our self-contained special education students count as 34.6% of our special education population. Resource serves 32% of the special education population through pull-out services. Resource supports 11.5% of the special education population in the general education classroom. Speech therapy is provided to 20.5% of the special education population. The Math Interventionist and Classroom Teachers serve the 38 Tier 3 math students. Students, currently 6.8% students have been identified as dyslexic are served by the Reading Interventionist. Tier 3 reading students are served by their Classroom Teacher. Students served with 504 services total 8.7%. This school year, we serve 22 Pre-Kindergarten students.

The NRE RTI program meets five times a year to progress monitor students. Students are identified for tiered intervention services using data from universal screeners and other data collected by a collaborative conference committee. This committee also works together to plan small groups and appropriate interventions based on the district's RTI manual.

## School Processes & Programs Strengths

The RTI Collaborative team has developed a tight process for managing the five data meetings per year. Adding the Resource teacher and Academic Coach to the team has provided resource and instructional support. Meeting five times a year, the RTI Team reviews every student's academic and behavioral progress and determines supportive interventions.

The Campus Leaders of Learners Team meets on a regular basis to monitor the Campus Improvement Plan and the Campus Professional Learning Plan. This team identifies areas of concern and areas of strength. When this team identifies an area of academic concern, it is brought to the appropriate Campus Vertical Team.

The Campus Vertical Teams (Math, Reading, Writing, and SS/Sci) meet throughout the year to gauge instructional and make adjustments to the curriculum's alignment, resources and instructional practices.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There is a misalignment in the subject area of math in serving or general education and special education students. **Root Cause:** Design a vertically aligned math implementation plan K-5.

# Perceptions

## Perceptions Summary

We believe learning starts in the heart of our students. Building positive relationships with our students and families are top priority. North Ridge Elementary encourages student attendance through building strong relationships with their families. Last year's average attendance rate was 96.3%. Students are praised and awarded for perfect attendance each six weeks. When students are absent, teachers will call home to check on their students and let them know they are missed at school. Last year, we have implemented Capturing Kids Hearts to increase positive student-teacher-home relationships. We have also adopted a Positive Behavior System and implement Stanford Harmony practices in which students are involved in creating classroom mission statements, social contracts and classroom agreements. Parent involvement is on the rise. The fully-staffed PTA Board plans family events throughout the school year to encourage community involvement. Our Watch Dog program involves an average of 100 fathers/ father figures who volunteer during the school year.

## Perceptions Strengths

The Watch Dog Program continues to grow each year. Last year, over 100 fathers volunteered at school during the school day.

NRE PTA meetings involve student performances encouraging attendance.

School and PTA events are well attended.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The school does not collect enough community feedback. **Root Cause:** Only one survey was sent to parents last year.

# Priority Problem Statements

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading between the beginning and end of year benchmark testing.

**Evaluation Data Sources:** Fountas & Pinnell assessment data

Running Records

ISIP





Circle Assessment

TPRI

M-Class

T-TESS SLO and Professional Learning Goals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district and campus literacy plans.</p> <p><b>Actions:</b> A) Implementation of researched-based, best-practice strategies that promote high levels of learning and student success, as well as improve the quality of Tier 1 instruction and interventions while meeting the unique needs, interests and strengths of all students.            B) The Literacy Vertical Team will use the district's expectations rubric to guide process of literacy instruction.            C) Follow the district assessment plan to collect data on student and plan for interventions.            D) Utilize Interventionists and Coaches for support of the implementation of Tier 1 priorities.            E) Students in specialized programs will receive Tier 1 priority structures and strategies.            F) Students in specialized programs will receive inclusion services based on their IEP goals to participate in the general education learning environment.            G) Principal, Second and Third Grade Teachers will participate in the HB3 Reading Academy.            H) Academic Coach meetings with grade level teachers.            I) PreK-3rd grade students will meet the progress monitoring targets for each demographic group to support the DIP.            J) Full day Pre-K provided to build a strong reading knowledge base as early intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Leaders of Learners</p> <p><b>Funding Sources:</b> Literacy Classroom Resources - 199 - General Funds: SCE - \$1,600, Classroom Technology - 199 - General Funds - \$20,000, PartTime Academic Coach - ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Design, implement and monitor a comprehensive professional learning plan to address the needs of teachers.</p> <p><b>Actions:</b> A) Complete a needs assessment to identify professional learning needs of teachers and educational assistants.            B) Provide professional development opportunities to meet the needs of all teachers and educational assistants.            C) Utilize district content coordinators and coaches as an instructional support.            D) Utilize our Academic Coach for MClass training and reading instructional support.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Leaders of Learners            Vertical Team Members</p> <p><b>Funding Sources:</b> Targeted Professional Learning - 199 - General Funds - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide support to specialized programs.</p> <p><b>Actions:</b> A) Special Education Teachers will receive instructional support from the Academic Coach and Administrators.            B) Include the Special Education Team Leader in RTI Collaboratives.            C) Provide specialized training for teachers and educational assistants.            D) Include the Special Education Teachers on Vertical Teams and LOL.            E) Provide additional tutoring before and after school for the special education population.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Academic Coach            Special Education Academic Coach</p> <p><b>Funding Sources:</b> Special Education Academic Coach - ESSER, ESSER Tutors - ESSER - \$9,497</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

**Evaluation Data Sources:** RTI Campus Reports  
 Student Data Folders  
 CBA Data Reports  
 Report Cards  
 Six Weeks Report Cards





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to implement continuous improvement strategies and processes to monitor student progress and instructional practices.</p> <p><b>Actions:</b> A) Administrators, teachers and students will monitor learning progress through formative and reflective feedback based on student performance.            B) Teachers will implement student data folders to track learning progress and utilize data to plan intervention.            C) Utilize the district continuous improvement expectations rubric and the campus time line to monitor the implementation of Continuous Improvement in the classrooms and campus-wide.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Leaders of Learners            Academic Coach</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE, Academic Coach - ESSER, Substitutes for Collaborative Campus Visits - 199 - General Funds - \$500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement Vertical Teams in the subject areas of Math, ELAR, Behavior RTI, Science and Social Studies to tighten the alignment of campuses instructional practices.</p> <p><b>Actions:</b> 1) Vertical Teams will meet monthly in a PLC using the district expectations rubrics and the system process fish bone model for teaching and learning to guide their work towards their written goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Vertical Team Leads</p> <p><b>Funding Sources:</b> Substitutes for Vertical Team Planning - 199 - General Funds - \$600</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Response To Invention Collaboratives will be held five times yearly to monitor student academic and behavior performance and plan for intervention.</p> <p><b>Actions:</b> A) Using district benchmarks and classroom data, monitor student's progress and plan for intervention.            B) Grade level teams will design flexible groups and plan best-practice strategies to meet the needs of all students.            C) Teachers and Interventionists will instruct individualized interventions during WIN (What I need Intervention Time) four days a week for 40 minutes.            D) Principal and Assistant Principal reviews student report cards and failure reports each six weeks. Conferences are scheduled using this data to discuss student progress concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Math Interventionist            Reading Interventionist</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE, Intervention Personnel - 199 - General Funds: SCE, Academic progress awards - 199 - General Funds - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a campus-administered survey of student perceptions.





**Evaluation Data Sources:** Behavior RTI Data  
 Discipline Referrals/ Reports  
 Counseling Referrals/ Reports  
 Harmony Reports  
 Student Survey Results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement processes to support student's social-emotional development.</p> <p><b>Actions:</b> A) Identify areas in need of improvement as shown from student surveys and Behavior RTI meetings.            B) Develop interventions and strategies to implement using the perception data.            C) Deliver CORE instruction.            D) Counselor classroom lessons will be delivered each six weeks.            E) Award Longhorn Pride Tickets to students displaying CORE behavior.            F) Recognize Longhorn Pride Ticket winners each Friday on the morning announcements.            G) Implement Stanford Harmony lessons            H) Review and plan interventions for students identified on a Behavior RTI Tier.            I) Continue the implementation and training of Capturing Kids Hearts.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Counselor</p> <p><b>Funding Sources:</b> Prizes for Longhorn Ticket Prize Box - 199 - General Funds - \$300, Resource Supplies for Kindness Club - 199 - General Funds - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.





**Evaluation Data Sources:** RTI Student Roster Notes  
 RTI Grade Level Tier Service Reports  
 RTI Success Ed Documentation  
 WIN Time Walkthrough Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the Ridge Way Campus Behavior Plan.</p> <p><b>Actions:</b> A) Schedule semester meetings of the Behavior RTI Team to monitor and adjust campus behavior system.            B) Assistant Principal will conference with students moving from a conduct grade of "S" to "N" and "N" to "U" to develop a behavior support plan.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal            Campus Discipline Committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2) Faculty and Staff will continue to implement Capturing Kids Hearts and connect the processes to Stanford Harmony.</p> <p><b>Actions:</b> 1) Attend needed training for support.            2) The Discipline Committee will meet to design an implementation plan.            3) Monitor and adjust CKH and SH processes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Counselor            Discipline Committee</p> <p><b>Funding Sources:</b> Capturing Kids Hearts Training - 199 - General Funds - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.





**Evaluation Data Sources:** Six Weeks Attendance Reports  
 District Weekly Attendance Reports  
 Campus Attendance Graph  
 Report Cards

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Attendance Incentive Plan.</p> <p><b>Actions:</b> 1) Communicate plan to all stakeholders.                      2) Post attendance data.                      3) Track and celebrate attendance percentages in Longhorn Celebrations each six weeks.                      4) Recognize attendance award winners in Longhorn Celebrations each six weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistance Principal</p> <p><b>Funding Sources:</b> Attendance Awards - 199 - General Funds: SCE - \$800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor attendance concerns and work with the Truancy Officer for resolutions.</p> <p><b>Actions:</b> 1) Monitor attendance through six weeks attendance reports.                      2) Send communication home regarding truancy.                      3) Communicate to families the importance of good attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.





**Evaluation Data Sources:** Campus Survey  
Counseling Referrals  
Parent Feedback

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review perception data from students, staff and parents to identify strategies to improve campus safety.</p> <p><b>Actions:</b> A) Identify areas in need of improvement as shown on the campus surveys. C) Conduct training and distribute materials provided by the district on campus safety. D) Conduct safety drills in compliance of district expectations. E) Nurse will led regular meetings with the Emergency Response Team.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Nurse</p> <p><b>Funding Sources:</b> Floor mats for water fountain areas - 199 - General Funds: SCE - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 25% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 25%.





**Evaluation Data Sources:** District Workers' Comp Reports  
 Campus Walk Throughs  
 Campus Workers' Comp Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Comply with all training provided by the district addressing employee safety. <b>Actions:</b> 1) Forward information provided to all faculty and staff regarding employee safety. 2) Complete required safety training. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** The campus will meet all compliance requirements for improvement planning.

**Evaluation Data Sources:** Formative and Summative Reviews

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the campus plan and all required compliance plans.</p> <p><b>Actions:</b> 1) Leaders of Learners meet four times a year to complete reviews. 2) Develop a plan if progress is not being made or modify plan.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Leaders of Learners</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



# State Compensatory

## Budget for North Ridge Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## Personnel for North Ridge Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bridget Huckabee	Reading Interventionist	1
Jenna Henderson	Math Interventionist	1

# Campus Funding Summary

<b>199 - General Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Technology		\$20,000.00
1	1	2	Targeted Professional Learning		\$7,000.00
1	2	1	Substitutes for Collaborative Campus Visits		\$500.00
1	2	2	Substitutes for Vertical Team Planning		\$600.00
1	2	3	Academic progress awards		\$600.00
1	3	1	Prizes for Longhorn Ticket Prize Box		\$300.00
1	3	1	Resource Supplies for Kindness Club		\$300.00
1	4	2	Capturing Kids Hearts Training		\$2,000.00
<b>Sub-Total</b>					<b>\$31,300.00</b>
<b>199 - General Funds: SCE</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Classroom Resources		\$1,600.00
1	2	1	Intervention Personnel		\$0.00
1	2	3	Intervention Personnel		\$0.00
1	2	3	Intervention Personnel		\$0.00
2	1	1	Attendance Awards		\$800.00
3	1	1	Floor mats for water fountain areas		\$400.00
<b>Sub-Total</b>					<b>\$2,800.00</b>
<b>ESSER</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PartTime Academic Coach		\$0.00
1	1	3	Special Education Academic Coach		\$0.00
1	1	3	ESSER Tutors		\$9,497.00
1	2	1	Academic Coach		\$0.00
<b>Sub-Total</b>					<b>\$9,497.00</b>
<b>Grand Total</b>					<b>\$43,597.00</b>

# Addendums

**Birdville Independent School District**  
**John D. Spicer Elementary**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
School Population (2020-2021 Summer PEIMS file loaded 07/14/2021)	3
Student by Program (2019 - 2020 Fall PEIMS file loaded 05/09/2020)	4
Other Student Information (2019 - 2020 Fall PEIMS file loaded 05/09/2020)	4
Special Services (2019 - 2020 Fall PEIMS file loaded 05/09/2020)	5
Staff Information (2019 - 2020 Fall PEIMS file loaded 05/09/2020)	5
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	12
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	19
Goal 3: All students and staff will learn and work in a safe and responsive environment.	20
State Compensatory	21
Budget for John D. Spicer Elementary	22
Personnel for John D. Spicer Elementary	22
Title I Schoolwide Elements	22
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	23
1.1: Comprehensive Needs Assessment	23
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	23
2.1: Campus Improvement Plan developed with appropriate stakeholders	23
2.2: Regular monitoring and revision	23
2.3: Available to parents and community in an understandable format and language	24
2.4: Opportunities for all children to meet State standards	24
2.5: Increased learning time and well-rounded education	24
2.6: Address needs of all students, particularly at-risk	24
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	24
3.1: Develop and distribute Parent and Family Engagement Policy	24
3.2: Offer flexible number of parent involvement meetings	25
Title I Personnel	25
Campus Funding Summary	26
Addendums	27

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

John D. Spicer Elementary serves about 400 students in grades prekindergarten - fifth grade with the following demographics:

- Hispanic - Latino: 26.63%
- Asian: 8.23%
- Black - African American: 30.99%
- White: 28.33%
- Two-or-More: 5.81%
- Female: 49.39%
- Male: 50.61%

Summary Data from 2021-2022 Summer PEIMS file (loaded 7/14/2021).

Spicer Elementary serves a diverse population with multiple languages spoken. While the English language is the largest group, Spicer also has families that speak French, Spanish, Vietnamese Swahili, Laothian, Nepali, Urdu and Arabic.

Spicer Elementary is a Title I campus serving 285 economically disadvantaged students.

Spicer serves students with special needs in a variety of programs ECSE, PASS and Resource.

School Population (2020-2021 Summer PEIMS file loaded 07/14/2021)		Count	Percent
Principal	Cheryl Waddell		
Assistant Principal	Amy Newland		
<b>Student Total</b>		<b>413</b>	<b>100%</b>
Early Education Grade		14	3.39%
Pre-Kindergarten Grade		24	5.81%
Kindergarten Grade		48	11.62%
1st Grade		68	16.46%
2nd Grade		59	14.29%
3rd Grade		71	17.19%
4th Grade		59	14.29%
5th Grade		70	16.95%

**Student by Program (2019 - 2020 Fall PEIMS file loaded 05/09/2020)**

**Other Student Information (2019 - 2020 Fall PEIMS file loaded 05/09/2020)**

	Count	Percent
	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	<u>90</u>	20.59%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	<u>251</u>	57.44%
Reduced Lunch Participation	<u>34</u>	7.78%
Other Economically Disadvantaged	<u>2</u>	0.46%
Gifted and Talented	<u>20</u>	4.58%
Special Education (SPED)	<u>62</u>	14.19%
Title I Participation	<u>437</u>	100.00%
Dyslexia	<u>21</u>	4.81%
Homeless Statuses		
Homeless Status Total	<u>1</u>	0.23%
Shelter	0	0.00%
Doubled Up	<u>1</u>	0.23%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
At-Risk	<u>104</u>	23.80%
Economically Disadvantaged	<u>287</u>	65.68%
Title I Homeless	0	0.00%
Immigrant	<u>13</u>	2.97%
Limited English Proficient (LEP)	<u>92</u>	21.05%
Migrant	0	0.00%
Military Connected	<u>3</u>	0.69%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504	<u>28</u>	6.41%
Intervention Indicator	<u>178</u>	40.73%
IEP Continuer	0	0.00%

Special Services (2019 - 2020 Fall PEIMS file loaded 05/09/2020)

Staff Information (2019 - 2020 Fall PEIMS file loaded 05/09/2020)

	Count	Percent
	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<u>6</u>	9.68%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	<u>3</u>	4.84%
Emotional disturbance	<u>1</u>	1.61%
Learning disability	<u>12</u>	19.35%
Speech impairment	<u>8</u>	12.90%
Autism	<u>23</u>	37.10%
Developmental delay	0	0.00%
Traumatic brain injury	<u>1</u>	1.61%
Noncategorical early childhood	<u>8</u>	12.90%
Instructional Settings		
Speech Therapy	<u>8</u>	12.90%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	<u>7</u>	11.29%
Resource Room	<u>23</u>	37.10%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<u>15</u>	24.19%
Full-Time Early Childhood	<u>8</u>	12.90%
Nonpublic Day School	<u>1</u>	1.61%
Administrative Support	<u>11</u>	20.75%
Teacher	<u>32</u>	60.38%
Educational Aide	<u>10</u>	18.87%
Auxiliary	0	0.00%



- Spicer Elementary serves 421 Economically Disadvantaged students
- Spicer Elementary serves 220 English Language Learners
- Spicer Elementary serves 369 At-risk students
- Spicer Elementary serves 40 students with disabilities
- Spicer has 18.9% mobility rate

#### School and Community characteristics

- Spicer Elementary serves one PPCD classroom and two SEEC classrooms.
- Spicer Elementary provides after school and community support through our ASPIRE program
- First Baptist provides school supplies for teachers and students as well as meals for families during long holiday breaks.

#### Demographics Strengths

The diversity of our student population provides different cultures that bring a rich learning environment and different perspectives to our students and families.

#### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Overall student enrollment and attendance rates have decreased slightly over the past 3 years. **Root Cause:** Many families are moving to starter homes outside the district from the many apartments in the Spicer attendance zone.

# Student Learning

## Student Learning Summary

Texas Education Agency 2018 Distinction Designation Summary

- Of the 40 comparison schools, Spicer is ranked 6th: comparative Academic Growth Target (scale score of 80)
- Of the 40 comparison schools, Spicer is ranked 10th: Comparative Closing the Gaps Target (scale score of 79)
- Of the 5 eligible indicators in Quartile 1 (top Quartile), Spicer earned 3 out of 5 indicators for Academic Achievement in Mathematics
- Of the 2 eligible indicators in Quartile 1 (top Quartile), Spicer earned 1 out of 2 eligible indicators for Academic Achievement in Science
- Of the 2 eligible indicators in Quartile 1 (top Quartile), Spicer earned 2 out of 2 eligible indicators in Q1 for Postsecondary readiness

## Student Learning Strengths

Texas Education Agency 2018 Distinction Designation Summary indicated that Spicer earned 5 out of 6 eligible distinctions designations for Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness and Comparative Closing the gaps.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Texas Education Agency 2018 Distinction Designation summary indicated that English Language Arts/Reading only earned 2 of the 6 eligible indicators in Q1 (top Quartile). Evidence showed weaknesses in attendance rate, grade 3 Reading performance, grade 4 Reading performance, and grade 4 Writing performance.

# School Processes & Programs

## School Processes & Programs Summary

At Spicer we provide Special Education through our Resource/Inclusion programs and our PPCD and our two SEEC self-contained programs. Struggling students are addressed through our special support provided by our Math and Reading interventionists. Our ELL students are supported in their classrooms as well as pull out from our ESL interventionist. In addition, we have a Science and two Reading support staff that work with our Tier 3 students and support our teachers in the classroom. Our campus has an after school program (Aspire) that supports our Tier 3 students and their families within the community through community events and student sports events.

For our gifted and talented students, we provide a variety of leveled services for students in grades kindergarten through 5th grade. All teachers are required to complete annual GT training and our GT students are clustered in specific classes. Pull out classes are offered to our students on our campus and at a separate location where our 3rd, 4th and 5th graders travel one day each week.

Our teachers attend professional development provided by our district where we focus on Framing Literacy. Teachers are provided expectations for learning and engaging our learners in a campus culture of writing and reading. Teachers are provided support through training and weekly staff walk throughs that provide teachers productive feedback. Weekly PLCs, vertical team meetings and Leaders of Learners ensure all staff are trained in district initiatives.

We offer incentives for our students who have perfect attendance. Students are recognized at school assemblies for good grades, good attendance and good behavior. Our students are supported emotionally through programs offered such as: Red Ribbon week, Second Step classroom lessons, Safe Haven lessons, Place it safe lessons and daily use of our district core values.

Technology is integrated in classrooms as teachers use interactive white boards, online Reading resources, ipads, laptops, chrome books, google classroom, and an internet based (REMIND) program to communicate with their parents.

## School Processes & Programs Strengths

Spicer serves a diverse population that is reflective of our community. Parents are involved in school opportunities where teachers work together to support individual needs of our families and students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Language barrier due to our variety of languages our students bring to our campus **Root Cause:** Families that speak other language and come from other countries.

# Perceptions

## Perceptions Summary

Our school's mission statement that was created by our staff for the 2018-19 school year is: "Together we can shape tomorrow's leaders by collaborating with students, parents, and teachers in order to support the whole child."

At Spicer, we have a belief that all of our students have an opportunity to show their culture and experience how we value education. One example- At the Discover Birdville Event last year, Spicer 5th grade students were able to showcase their learning through field investigations as they studied the circulatory system. These students demonstrated their learning to the community using technology and visual examples, that our diverse population has many opportunities to explore and apply their rigorous curriculum.

Twice a year, we offer two multicultural events. The first event is a dinner for our African community. We invite parents to bring a dish to share as we bridge both cultures by explaining our school expectations and answering any questions our parents have. We invite a French interpreter to ensure the parents understand. The second event is a multicultural lunch that we call "Christmas around the world", where each student brings a dish from their home country to share with students, staff and parents.

Positive behavioral supports/strategies are utilized in the classrooms and also implemented by administration to address student behavior in a positive manner. Individual student incentives are utilized and set up for specific students who need more one on one support from administration.

Spicer has a social committee that provides emotional support to our staff. We also have a faculty advisory council that address a variety of campus problems .

## Perceptions Strengths

Our diverse population bring richness to our school by providing a depth of individual difference from our students and families. Spicer staff's mission statement is "Together we can shape tomorrow's leaders by collaborating with students, parents, and teachers in order to support the whole child."

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Some of our students come to school with needs such as food, clothing and emotional support. **Root Cause:** 67% low SES

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- PSAT
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Homeless data
- Gifted and talented data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- TTESS data

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading between the beginning and end of year.





**HB3 Goal**

**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels, MCLASS, iStation, Education Galaxy, CIRCLE

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure the implementation of Guided &amp; Shared Reading in all grades K - 5 using Fountas &amp; Pinnell.</p> <p><b>Actions:</b> 1) Provide trainings during PLCs from coaches and district personnel and resources to implement Guided/Shared reading in support of all students.</p> <p>2) Measure K - 5 students reading level using Fountas &amp; Pinnell within the 1st six weeks to begin tracking growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure all students K - 5 have access to rich literature everyday.</p> <p><b>Actions:</b> 1) Provide teachers with resources in literature to support reading throughout the day.</p> <p>2) Provide print and digital periodical literature monthly.</p> <p>3) Online resource using News ELA.</p> <p>4) Provided 25 copies of highly reviewed novels at various reading levels for grades 3rd - 5th book talks.</p> <p>5) Resource students that exhibit literacy challenges are provided with instruction through SIPPs, Raz Kids, LLI, Moby Max and F&amp;P.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure Special Education students have access to a variety of literature resources every day.  <b>Actions:</b> 1) Resource students that exhibit literacy challenges are provided with instruction through SIPPs, Raz Kids, LLI, and F&amp;P.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Special Education Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$2,243</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide multiple opportunities for parents and the community to be engaged in the educational process.  <b>Actions:</b> 1) Collaborate with ASPIRE to schedule and and host school wide events to support students and families.   2) Develop and distribute a Family and Parent Engagement Policy.   3) Hold an annual Title 1 meeting to further explain the programs and services available to students.  <b>Staff Responsible for Monitoring:</b> Campus Administration  ASPIRE Coordinator  <b>Title I Schoolwide Elements:</b> 3.1, 3.2  <b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide students in K - 5 a reading interventionist to assist Tier 3 in reading.  <b>Actions:</b> 1) Two reading interventionists will work with Tier 3 students in K - 5 daily.   2) Ensure reading interventionists use F&amp;P and LLI reading instruction.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Ensure teachers have appropriate technology available in stations for students to engage in reading strategies.  <b>Actions:</b> 1) Technology liaison with conduct Lunch and Learn for teachers to have technology in reading stations that hold students accountable for their work.   2) Ensure continued training for teachers.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$5,000, Professional Development - 211 - Title I - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Kinder, First, and Special Education Teachers will be studying the Science of Teaching Reading through the Texas Reading Academy.</p> <p><b>Actions:</b> This will be measured through their self-paced Reading Academy canvas coursework, 10 face to face trainings on the Science of Teaching Reading, and working a minimum of 4 hours with their Reading Academy Coach. In addition, they will be implementing the Science of Teaching Reading as measured by the required artifacts they will create for the completion of the Reading Academy.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. and Reading Academy Comprehensive Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Ensure English Language Learners have access to a variety of literature resources every day.</p> <p><b>Actions:</b> 1) English Learners that exhibit literacy challenges are provided with instruction through Sheltered Instruction during guided reading time.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin, Classroom teachers, Interventionists</p> <p><b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 2:** Close achievement gaps that exist for all under-performing groups as measured by multiple sources.

**HB3 Goal**

**Evaluation Data Sources:** STAAR, district CBA and district Iterims.


Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure the use of Fountas and Pinnell BAS for grades K - 5. <b>Actions:</b> 1) Teachers will perform BOY, MOY and EOY assesments. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 1) Ensure the implementation of literacy across all content areas using district reading strategies. <b>Actions:</b> 1) All staff will be trained in district strategies and how to implement in their area of content. Three Questions Read - Cover - Remember - Retell Read and Sketch for Meaning Sign Posts Thinking about, within, beyond the text. Concentration on Word Work <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$5,000, Professional Development - 211 - Title I - \$2,000, Tutoring - 211 - Title I - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide professional development for staff in ELAR. <b>Actions:</b> New ELAR teachers may attend Patterns of Power workshop. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> Conferences - 211 - Title I - \$249	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide Accelerated Instruction (AI) for students in 4th and 5th grades that were unsuccessful on STAAR math, reading or writing. <b>Actions:</b> Identified students will receive AI before or after school.	Formative			Summative
	Nov	Jan	Mar	June


**Staff Responsible for Monitoring:** Campus staff, and campus Admin

Will be using ESSER funds.

**Funding Sources:** ESSER Tutors - ESSER - \$9,000

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.





**Evaluation Data Sources:** Annual "safe at school survey" and Anonymous Alerts analytics.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1) Ensure the implementation of positive behavior intervention. <b>Actions:</b> 1) Ensure the use of student mentors throughout the campus for student emotional support. <b>Staff Responsible for Monitoring:</b> Campus Admin <b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure the implementation of Harmony social emotional learning. <b>Actions:</b> 1) Weekly Harmony lessons by the counselor every Friday to all grade levels.  2) Teachers in K - 5 utilize Harmony elements daily in the classroom. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor and teachers <b>Title I Schoolwide Elements:</b> 2.6 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 4:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.





**Evaluation Data Sources:** Discipline data using On Data Suite (ODS), use of weekly attendance/discipline reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Implement student mentoring system schoolwide.  <b>Actions:</b> 1) Matching mentors with identified students that need emotional support.            2) Schedule students to assist in classrooms and identified students.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 5:** All students will make at least one year's progress in math between the beginning and end of year.





**Evaluation Data Sources:** Renaissance STAR360 and district CBAs, Education Galaxy, MCLASS and iterims to measure growth

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide intense, prescriptive intervention for students in math.  <b>Actions:</b> Math Interventionist will provide intensive math intervention                      Teachers will utilize Education Galaxy online tool for support instruction.  <b>Staff Responsible for Monitoring:</b> Campus Admin and math interventionist.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6  <b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$2,000, Tutoring - 211 - Title I - \$15,000,                      Intervention Personnel - 211 - Title I - \$36,889</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Accelerated Instruction (AI) will be provided for all students in 4th and 5th grade who were unsuccessful on STAAR in math.  <b>Actions:</b> Use of ESSER funds to alleviate performance gaps within student groups.  <b>Staff Responsible for Monitoring:</b> Campus staff and admin  <b>Funding Sources:</b> ESSER Tutors - ESSER - \$9,590</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.





**Evaluation Data Sources:** 2020-2021 EOY data from On Data Suite: 95.73%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Celebrate student attendance weekly in grades K - 5.  Recognize student attendance each six weeks in grades K - 5. <b>Actions:</b> 1) Reward perfect attendance each Friday for students in grades K - 2. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal <b>Title I Schoolwide Elements:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <span>No Progress</span> </div> <div style="text-align: center;">  <span>Accomplished</span> </div> <div style="text-align: center;">  <span>Continue/Modify</span> </div> <div style="text-align: center;">  <span>Discontinue</span> </div> </div>				

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** As measured by Anonymous Alerts and annual safety survey.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure step ladders are available in every grade level. <b>Actions:</b> 1) Hang ladders in each hallway. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure monthly safety drills occur and staff members are prepared. <b>Actions:</b> 1) After each drill staff will receive feedback on drill effectiveness and improvements needed.  <b>Staff Responsible for Monitoring:</b> Campus Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



# State Compensatory

## Budget for John D. Spicer Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 1.5**

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

--

## Personnel for John D. Spicer Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chandra Todd	Teacher	0.5
Judy Peresh	Teacher	1
Karen Trent	Title I Tutor for K - 2	0
Lakeesha Joe	Lit Support	0
Patsy Stanley	Title I Tutor 3rd - 5th	0

# Title I Schoolwide Elements

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The comprehensive Needs Assessment was completed in June 2021 based on spring survey feedback, STAAR data, TELPAS and universal screener results, attendance and behavior data from 2021.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Administrators:

Amy Newland

Cheryl Waddell

Community Member:

Mr. Vela

Mr. Hutichison

Teachers:

Annell Butler

Cathy Linehan

Parent:

Chad Morrissey

Jaime Norris

## **2.2: Regular monitoring and revision**

The Spicer Campus Improvement Plan is revised and evaluated in November, January, March, and June.

## **2.3: Available to parents and community in an understandable format and language**

Spicer Campus Improvement Plan is available to parents and the public through the campus website. The plan is also available through the district website and a printed copy may be requested in the campus front office.

## **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, 47.11% of students were identified as at-risk on one or more of the following criteria:

## **2.5: Increased learning time and well-rounded education**

Student Learning will be supported through research-based instructional strategies and practice such as:

Fountas & Pinnell Guided reading

MTA and SIPPS

Workshop model

Conscious Discipline

Harmony lessons

## **2.6: Address needs of all students, particularly at-risk**

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Administrators:

John D. Spicer Elementary  
Generated by Plan4Learning.com

CHeryl Waddell

Amy Newland

Parents:

Lisa Wolfe

Staff:

Judy Peresh

Chandra Todd

### **3.2: Offer flexible number of parent involvement meetings**

Agust Refresh Back to School Event

August Meet the Teacher Night

September Curriculum and Title i Information night

October Book Fair

December PTA Holiday Performance

February Valentine Dance

March Open House

May Talent Show

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chandra Todd	Math Interventionist	Title I	.5
Karen Trent	Lit Support	Title I tutor	
Lakeesha Joe	Lit Support	Title I tutor	
Patsy Stanley	Lit Support	Title I Tutor	

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Resources		\$1,500.00
1	1	3	Instructional Resources		\$2,243.00
1	1	4	Title I Family Engagement		\$2,000.00
1	1	6	Instructional Resources		\$5,000.00
1	1	6	Professional Development		\$3,000.00
1	2	2	Instructional Resources		\$5,000.00
1	2	2	Professional Development		\$2,000.00
1	2	2	Tutoring		\$15,000.00
1	2	3	Conferences		\$249.00
1	5	1	Instructional Resources		\$2,000.00
1	5	1	Tutoring		\$15,000.00
1	5	1	Intervention Personnel		\$36,889.00
<b>Sub-Total</b>					<b>\$89,881.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	ESSER Tutors		\$9,000.00
1	5	2	ESSER Tutors		\$9,590.00
<b>Sub-Total</b>					<b>\$18,590.00</b>
<b>Grand Total</b>					<b>\$108,471.00</b>

# Addendums

**Birdville Independent School District**  
**Green Valley Elementary**  
**2021-2022 Campus Improvement Plan**





# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: K-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.	13
Goal 2: Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.	18
Goal 3: All scholars and staff will learn and work in a safe and responsive environment.	23
Campus Funding Summary	25
Addendums	26

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**430 total students**

Male: 51.9%

Female: 48.1%

White: 68.33%

Hispanic/Latino: 17.38%

Black/African American: 3.1%

Asian: 4.29%

American Indian/Alaska Native: 0.48%

Two or More: 6.43%

At Risk: 19.05%

Economically Disadvantaged: 16.67%

Free Lunch: 16.9% -- 24%

Reduced Lunch: 3.4% -- 5%

Limited English Proficient: 5.5%

Mobility Rate: 5.3 % -- \_\_\_\_\_

Dyslexic: 4%

Gifted and Talented: 18%

Special Education: 9%

Average Daily Attendance: 97.98% (Student Services report)

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

**Problem Statement 1:** There continues to be concern for scholars within specific student groups (Hispanic, African American, SpEd, and At-risk) not closing the achievement gap with their peers outside of these particular groups. **Root Cause:** Lack of utilization of formative & pre-assessments to target TEKS for reinforcement. - - - - Focus upon strengthening Tier 1 instruction in ways that accelerate everyone beyond intervention.

# Student Learning

## Student Learning Summary

Green Valley Elementary STAAR Comparisons 2019 & 2021							
		Spring 2019			Spring 2021		
Grade	Subject	Approaches	Meets	Masters	Approaches	Meets	Masters
5th Grade	Math	98.73%	86.08%	70.89%	98.48%	87.88%	66.67%
	Reading	92%	71%	39%	95.45%	77.27%	63.64%
	Science	89.87%	69.62%	35.44%	90.77%	69.23%	33.85%
4th Grade	Math	89.87%	68.35%	44.30%	92.65%	77.94%	58.82%
	Reading	92.41%	74.68%	44.30%	95.59%	75.00%	54.41%
	Writing	87.34%	58.23%	25.32%	86.57%	70.15%	40.30%
3rd Grade	Math	92.06%	73.02%	52.38%	88.33%	60.00%	36.67%
	Reading	90.48%	71.43%	60.32%	93.55%	77.42%	53.23%
Green Valley Elementary 2021 STAAR Compared to All BISD Campuses							
		Spring 2021					
Grade	Subject	Approaches	Meets	Masters			
5th Grade	Math	0.48%	10.00%	15.00%			
	Reading	5.00%	7.00%	10.00%			
	Science	-1.44%	7.00%	-9.00%			
4th Grade	Math	16.00%	19.00%	20.00%			
	Reading	12.00%	20.00%	14.00%			
	Writing	6.00%	22.00%	16.00%			
3rd Grade	Math	4.00%	3.25%	7.00%			
	Reading	6.50%	18.00%	19.00%			

The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Green Valley Elementary School met the target with a TELPAS progress rate of **79%**. In 2020-2021 Green Valley Elementary School again met the target with a TELPAS progress rate of **67%**. In comparing the progress rate from 2019 and 2021, Green Valley demonstrated a **12% point decrease** in students' English Language Proficiency Status.

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**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Green Valley failed to increase STAAR performance 5th grade math (approaches & masters), 5th grade science (meets & masters), 4th grade writing (approaches), 3rd grade math (approaches, meets, masters), and 3rd grade reading (masters). **Root Cause:** Failure to design rigorous lessons that encourage deeper critical thinking . Lack of utilization of formative assessments to target TEKS. - - Not leveraging the 4 PLC questions consistently to improve Tier 1 instruction.

# School Processes & Programs

## School Processes & Programs Summary

### Connect ~ Innovate ~ Empower

Across the Disciplines ~ Standards Posted: Teachers & Scholars reference & reinforce.

Science	Mathematics	ELA & Reading	Social Studies
5 E Model (K-5)  Use Stemscoptes, Edusmart & AIMS as primary resources	Workshop Model  Differentiated to incorporate strategies that promote rigor, relevance, and engagement	Workshop Model  Differentiated to incorporate strategies that promote rigor, relevance, and engagement	I-SPY Cards  Integrated with Reading & Writing
Mentoring Minds -THINK UP Resources for Grades 3- 5	UPS Check Strategy	Fountas & Pinnell Materials, Resources, Assessment (Gr. K-5) Norma Jackson - primary resource - Rubric & Strategies - Posted in ELAR classrooms	Teachers Pay Teachers - Supplemental Resources
DATA FOLDERS  PDSA Address Multiple Intelligences  Elements of Depth & Complexity posted and incorporated across the disciplines (product based) Hands-On Real World Learning Experiences	Mentoring Minds THINK UP for Grades 2-5  DATA FOLDERS /PDSA Address Multiple Intelligences SMART (Scholars Moving Around Teachers) Time - Intervention  Elements of Depth & Complexity posted and incorporated across the disciplines (product based)	Patterns of Power (K-5)  Balanced Literacy approach to instruction Mentoring Minds THINK UP Resources for Writing (Gr. 3 & 4) & Reading for Grades 2-5 DATA FOLDERS / PDSA Address Multiple Intelligences SMART Time - Intervention  Elements of Depth & Complexity posted and incorporated across the disciplines (product based)	DATA FOLDERS /PDSA  Flocabulary Resources - Gr. 5 US History Address Multiple Intelligences  Elements of Depth & Complexity posted and incorporated across the disciplines (product based)

**Science**

**Mathematics**

Hands-On Real World Learning Experiences

**ELA & Reading**

Empowering Writers Resources incorporated as a supplemental resource K-5

**Social Studies**

Kinder EW - book & activity cards

First Grade EW - Sentence a Day

2nd Grade Supplemental resources - Patterns of Power

3rd Grade EW - Editing and Revising & Grammar lessons

4th Grade EW Supplemental resource - Editing & Revising & Grammar lessons

5th Grade Supplemental resource/Grammar lessons

# Perceptions

## Perceptions Summary

CORE Value Goals

Classrooms with Goals (%): 2020 Target = 100%

## Perceptions Strengths

CORE Values, Harmony SEL lessons, Daily Pledge focused upon kindness toward others are in place and woven throughout the fabric of the campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Stakeholder feedback indicates an opportunity to grow in our alignment of our values and our actions. **Root Cause:** Implementation and walking out CORE Values, our Green Valley Pledge, and kindness through words and actions is inconsistent and not reflective of positive presupposition toward others.

**Problem Statement 2:** Stakeholder feedback indicates an opportunity to support increasing levels of stress and anxiety among our scholars. **Root Cause:** Implementation and walking out CORE Values, our Green Valley Pledge, and kindness through words and actions is inconsistent and not reflective of positive presupposition toward others.



# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- 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
- Class size averages by grade and subject
- School safety data

**Employee Data**

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

**Parent/Community Data**

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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

# Goals

**Goal 1:** K-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.





**Performance Objective 1:** Increase overall Student Achievement as measured by grade level appropriate assessments and for grades 3-5, the state of Texas accountability system.

## HB3 Goal

**Evaluation Data Sources:** 2021-22 Goal = 100% of scholars will meet the expectation for growth based on their personalized data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Tier I Priorities within each content area.</p> <p><b>Actions:</b> (a) Provide teachers with actionable feedback relating to Tier I Priority implementation. (Classroom observations - walk throughs &amp; formal observations)</p> <p>(b) Provide necessary resources to implement Tier I priorities. (Mentoring Minds Think Up for Gr. 3 Math, Reading and Science, Gr. 4 Math, Reading, Science and Writing, and Gr. 5 Math, Reading &amp; Science)</p> <p>(c) Evaluate and monitor the efficacy of the implementation of Tier I Priorities. (Classroom observations/walk throughs, RTI/Response to Intervention Collaborative Meetings)</p> <p>(d) Utilize screener data to provide differentiated Tier I instruction. (informal data review and RTI Collaborative meetings)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Staff Professional Learning Communities - Horizontal by Grade Level &amp; K-5 Vertical Teams</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE, Mentoring Minds THINK UP Series for grades 3-5 (PTA Funds 50%) - 199 - General Funds - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	This area is intentionally left blank for data entry			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Embed literacy instruction in all content areas (across the disciplines).  <b>Actions:</b> (a) Utilize grade level and content appropriate strategies to address literacy. (Use Curriculum documents for lesson planning) View Curriculum Previews</p> <p>(b) Attend training to deliver literacy strategies across the disciplines and across the curriculum. (BISD Curriculum Previews, Norma Jackson Training/Consulting, Fountas &amp; Pinnell Literacy Workshops, Mentoring Minds Webinar &amp; Consultant)</p> <p>(c) Plan literacy in the Tier I priorities in each content area. (Lesson Plans)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Staff  Professional Learning Communities - Horizontal by Grade Level and Vertical K-5</p> <p><b>Funding Sources:</b> Workshop/Consultant Fees - 199 - General Funds - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide and monitor a comprehensive professional learning plan to address the needs of staff members.  <b>Actions:</b> (a) Identify needs based on goals of each individual teacher - TTESS</p> <p>(b) Implement framework that facilitates personalized learning for staff.</p> <p>(c) Allocate resources to support professional learning plan. (Norma Jackson, Fountas &amp; Pinnell Literacy Workshops, CAST Science Conference - - opportunity limited due to COVID, TAPHERD PE Conference, Math Workshops, Gifted and Talented PD/ Workshops &amp; Conferences, SPED Conferences, Professional Conferences addressing Social and Emotional Needs of Scholars, Ron Clark Academy - Incorporating Rigor and Building Relationships - - NOTE: Many of these opportunities have been impacted due to COVID especially if there are not online/digital learning options available for these opportunities that have traditionally been in-person and may have been conference settings or involved travel.)</p> <p>(d) Utilize district provided processes to manage evidence of learning. (Walk throughs, lesson plans, professional learning history in Eduphoria Workshop)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Staff  Professional Learning Communities - Grade Level, Leaders of Learners Team, Site Based Decision Making Team</p> <p><b>Funding Sources:</b> Workshop Attendance - 199 - General Funds - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Participate in Texas Teacher Reading Academies as part of the requirements under House Bill 3.</p> <p><b>Actions:</b> Teachers that teach scholars in Kindergarten, First Grade, or support through special services will be trained in Year 1 and begin implementing the strategies as supported by their cadre coaches.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Staff Reading Academy Cadre Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 1:** K-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.

**Performance Objective 2:** Increase performance indicating Student Progress on the state accountability system by 5 points over 2022

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data indicating overall Reading, Math, Writing and Science improvement. (See Data Source indicating 5 point gain for 2022 TARGETS)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish and implement a system of continuous improvement for the classroom.</p> <p><b>Actions:</b> a) Campus training attendance roster for update on expectations regarding continuous improvement practices.</p> <p>b) Utilize rubric to monitor implementation of CI practices in the classroom.</p> <p>c) Refine Vertical K-5 plan to implement Continuous Improvement processes.</p> <p>d) Personal Data Collection for each scholar K-5</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Leaders of Learners Team Instructional Staff Counselor</p> <p><b>Funding Sources:</b> Supplies and materials for data binders/folders/page protectors/etc - 199 - General Funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 1:** K-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.

**Performance Objective 3:** Maintain high level of performance on Domain III. (Closing Performance Gaps) of the state accountability system.

**Evaluation Data Sources:** Domain III.  
2021-22 Goal = 100%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Align campus interventions to BISD framework with the goal of building strong, equitable, and responsive learning environments to close learning gaps and create opportunities for scholars participating in special programs.</p> <p><b>Actions:</b> a) Recommendations will be scholar centered to create a coordinated plan designed to close learning gaps and personalize a learning plan for historically under performing scholar groups. (LPAC, Response to Intervention Meetings, ARD and 504 meetings) b) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselor Interventionists Academic Coach</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$1,843, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue







**Goal 1:** K-5 Scholars will achieve their full potential, across the disciplines, while being served within a system that is responsive to their academic, social and emotional needs.

**Performance Objective 4:** Increase the number of campus distinction designations earned. (Campus in 2019 - 2 out of 6)

**Evaluation Data Sources:** 2021-2022 = Campus Distinctions will increase to 6 out of 6 based on Comparable Schools data.

Goal: Q1 in ALL Academic AREAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus program to increase scholar and staff attendance.</p> <p>Increase parent awareness of attendance policies and procedures through communications - newsletters, website, social media, marquee, etc...</p> <p><b>Actions:</b> a) Ensure that each class/grade level designs and implements improvement plan strategies to increase scholar attendance.</p> <p>b) Design and implement improvement plan strategies to increase staff attendance.</p> <p>c) Award coupons for perfect attendance donated by local businesses (not being utilized in 2021-22 because paper report cards are not being sent home).</p> <p>d) Recognize CLASS with the overall best attendance rate each six weeks (Presently tracking attendance for the campus and of individual scholars).</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Attendance Clerk Instructional Staff Counselor</p> <p><b>Funding Sources:</b> Scholar and Staff Attendance Awards - 199 - General Funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 2:** Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

**Performance Objective 1:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.

**Evaluation Data Sources:** a) PLC Notes





b) Agendas

c) Newsletters

d) Meeting notes

e) Lesson plans

f) Other documents that reflect our approach to PDSA





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leverage the continuous improvement process at the campus level.</p> <p><b>Actions:</b> a) Establish goals for each department to improve efficiency and effectiveness of operations at all levels of the organization.                      b) Develop and implement department plans to achieve goals, including identification of strategies and specific actions.                      c) Identify key measures to track progress toward established goals.                      d) Collect data on measures throughout the year and chart progress.                      e) Evaluate the effectiveness of plans in achieving goals.                      f) Communicate and celebrate department successes.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                      Teachers                      Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hire, train, and retain high quality staff members across the campus.</p> <p><b>Actions:</b> a) Develop a solid profile of a Green Valley staff member                      b) Revise the profile to reflect unique needs for specific positions/departments                      c) Utilize this develop consistent questions to use during interviews                      d) Develop a "Gator Camp" to help new staff understand the traditions that make our campus unique</p> <p><b>Staff Responsible for Monitoring:</b> Admin                      Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

**Performance Objective 2:** Throughout the 2021-2022 school year, 100% of classrooms will develop and monitor class goals concerning character development using the social and emotional curriculum and Harmony.

**Evaluation Data Sources:** Campus data as evidenced in classrooms, counselor's room and throughout the building (main hall display to include highlighted CORE Value/Harmony Gator Greats each six week period)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Infuse Community of Respect Everywhere (CORE) and Sanford Harmony values into all elements of the school culture.</p> <p>Provide experiences for scholars to recognize connections between Scholarly Behaviors and exemplifying the CORE Values and Sanford Harmony.</p> <p><b>Actions:</b> a) Ensure delivery of scholar tasks that provide scholars with experiences to develop CORE values and Sanford Harmony.</p> <p>b) Implement activities designed to integrate CORE values and Sanford Harmony throughout the campus. (Library and Computer Lab)</p> <p>c) Deliver classroom counseling lessons aimed at addressing suicide prevention and bullying warning signs to include information regarding resources and strategies. (Hope Squad Jr.)</p> <p>d) Implement a Digital Citizenship and Safety program focused on internet safety to include social networking concerns for grades 4-5.</p> <p>e) Participate in APEX Fun Run Leadership lessons designed to promote and encourage positive behaviors relating to the CORE Values and Sanford Harmony. Help scholars make connections between CORE Values, Sanford Harmony, and Leadership lessons.</p> <p>f) Classroom Mission Statements are developed to promote and reinforce CORE VALUES and Sanford Harmony.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Instructional Staff Technology EA Campus Administration SBDM Team Hope Squad Jr. - Counselor, Plata, &amp; selected 5th grade scholars</p> <p><b>Funding Sources:</b> CORE Value T-Shirts and Gator Greats Yard Signs - 199 - General Funds: Special Projects - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All staff will participate in Capturing Kids Hearts training in July 2021 to provide a touchstone experience and common language to build consistency of common language and increase positive presupposition of others while connecting with and strengthening implementation of CORE Values and the Green Valley Pledge.</p> <p><b>Actions:</b> Host Capturing Kids Hearts Training in July 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselor Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 - General Funds - 461 Activity Funds - \$22,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

**Performance Objective 3:** Establish goals for K-5 scholar participation in community service projects.





**Evaluation Data Sources:** Scheduled service projects with timeline for completion.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide for opportunities allowing scholars to authentically learn and practice civic responsibility.</p> <p><b>Actions:</b> a) Implement authentic learning activities in the social studies content for scholars to learn and have a greater appreciation for historical relevance of civic responsibility. (Social Studies curriculum documents)</p> <p>b) Provide scholars with the opportunity to display civic responsibility through project based learning (Clothing Drive for BISD Clothes Connection, United Way, Food Drive for local area food bank, Toy Drive for NRH Police Department program, Kids Heart Challenge to support The American Heart Association, Collecting and donating gently used books to Cook's Children's, Pennies for Patients Program, and Tree Ring Yearbooks = trees are planted for each yearbook sold).</p> <p>c) Kinder scholars pick up trash at Green Valley park on Earth Day as a reminder to care for our planet.</p> <p>d) Flocabulary - Grade 5 US History</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Instructional Staff Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

**Performance Objective 4:** All scholars will participate in school and community activities, including co- and extra- curricular, that extend their learning, enhance leadership development and allow for deeper connections to their community.





**Evaluation Data Sources:** Year end calendar noting participation in school and community events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Integrate programs and conditions to provide children the opportunity to develop their talents, strengths and passions beyond the core curriculum.</p> <p><b>Actions:</b> a) Provide scholars with opportunities to identify their strengths and build on them in ways that enhance and extend their thinking. Help them to discover their talents, interests and strengths. (Utilize Multiple Intelligence strategies and acknowledge and address learning differences.)</p> <p>b) Provide venues for scholars to demonstrate their understanding and personal integration of social, physical, and emotional wellness. (Valley Voices Choir, Gator Graphics Art Club, SWAT [Scholars Working to Advance Technology] Club, Battle of the Books, Spelling Bee, Destination Imagination, and Yearbook Committee, CORE Kids, Hope Squad Jr. - - Please note: Each of these opportunities may have to modify their schedule/methods of participation/activities/performances/or even their ability to operate until we receive updated guidance related to COVID19.)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Specials Area Teachers            Interventionists            Battle of the Books Coaches (This event will not take place in 2020-21)            Spelling Bee Coordinator            Instructional Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 3:** All scholars and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Science labs will meet the district's safety requirements.





**Evaluation Data Sources:** All required safety equipment will be included in the lab. Teachers will complete required training on safe use of the lab and equipment. Chemicals will be locked until needed for lab usage.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Science Materials Manager will attend meetings as scheduled by BISD Science Coordinator.</p> <p>2)Science Lab needs and/or safety concerns will be communicated to campus administration to address.</p> <p>3)Science Materials Manager will meet with K-5 Science Vertical Professional Learning Community in regards to lab organization and expectations.</p> <p><b>Actions:</b> Neat and orderly lab, organized materials, updated consumable stock of materials and supplies, labeled cabinets with supplies needed for labs, system in place for lab usage</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Science Materials Manager Head Custodian K-5 Science Goal Team Representatives</p> <p><b>Funding Sources:</b> Science Lab Consumable Supplies - 199 - General Funds - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Goal 3:** All scholars and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** Staff will ensure that scholars are given the opportunity to learn and work in a safe environment.

**Evaluation Data Sources:** Safety and security concerns will be regularly reviewed and addressed by campus administration and head custodian. Immediate concerns will be forwarded to the appropriate district department(s).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1) Staff will review emergency procedures as noted on BISD Administrative Handbook and shared with staff through training, faculty meetings, and links to specific information (including but not limited to - Standard Response Protocol, Anonymous Alerts App, Threat Assessment, etc.).</p> <p>2) Staff will participate in regularly scheduled drills to include fire, lock down, shelter in place, and severe weather.</p> <p>3) Campus Administration will debrief staff on overall performance during each type of drill and outline areas for improvement.</p> <p>4) All staff will participate in Safe School training provided by BISD.</p> <p><b>Actions:</b> Record of drills conducted,            After Incident Reports detailing areas of concern and/or areas of strength,            Follow up communication to staff regarding the drills,            Report prepared to send to Student Services/State of Texas            Teach scholars the procedures, locations and expectations for and during all types of drills.            All Staff will attend BISD Training provided by NRH &amp; Partner Police Departments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            All Staff Members</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Mentoring Minds THINK UP Series for grades 3-5 (PTA Funds 50%)		\$9,000.00
1	1	2	Workshop/Consultant Fees		\$2,000.00
1	1	3	Workshop Attendance		\$2,000.00
1	2	1	Supplies and materials for data binders/folders/page protectors/etc		\$1,000.00
1	4	1	Scholar and Staff Attendance Awards		\$1,000.00
2	2	2		461 Activity Funds	\$22,500.00
3	1	1	Science Lab Consumable Supplies		\$300.00
<b>Sub-Total</b>					<b>\$37,800.00</b>
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Personnel		\$0.00
1	3	1	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
199 - General Funds: Special Projects					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	CORE Value T-Shirts and Gator Greats Yard Signs		\$500.00
<b>Sub-Total</b>					<b>\$500.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ESSER Tutors		\$1,843.00
<b>Sub-Total</b>					<b>\$1,843.00</b>
<b>Grand Total</b>					<b>\$40,143.00</b>

# Addendums

**Birdville Independent School District**  
**Walker Creek Elementary**  
**2021-2022 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Special Services (2020 - 2021 Summer PEIMS file loaded 07/14/2021)	3
Other Student Information (2020 - 2021 Summer PEIMS file loaded 07/14/2021)	3
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Goals	8
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	9
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	13
Goal 3: All students and staff will learn and work in a safe and responsive environment.	15
State Compensatory	16
Budget for Walker Creek Elementary	17
Personnel for Walker Creek Elementary	17
Campus Funding Summary	17
Addendums	18

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Special Services (2020 - 2021 Summer PEIMS file loaded 07/14/2021)	Count	Percent
Instructional Settings		
Speech Therapy	<a href="#">35</a>	7.20%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	<a href="#">32</a>	6.58%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<a href="#">11</a>	2.26%
Full-Time Early Childhood	0	0.00%
Mainstream	<a href="#">17</a>	3.50%
Other Student Information (2020 - 2021 Summer PEIMS file loaded 07/14/2021)	Count	Percent
Title I Homeless	<a href="#">3</a>	0.62%
Migrant	0	0.00%
Military Connected	<a href="#">1</a>	0.21%
Foster Care	0	0.00%
Section 504	<a href="#">58</a>	12.06%
Intervention Indicator	<a href="#">157</a>	32.64%
Unaccompanied Youth	0	0.00%
IGC Reviewed	0	0.00%
Transfer In Students	<a href="#">35</a>	7.2765%

### Demographics Strengths

Our male to female ratio is equivalent.

We have students representing 35.97% races other than white.

Our attendance always stays above the 96th percentile.

Our discipline incidents average only 6 incidents per grading period.

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

**Problem Statement 1:** Our attendance rate for the final grading period was at the lowest point for the year. **Root Cause:** Attendance needs an incentive plan.

# Student Learning

## Student Learning Summary

Writing needs improvement and was flaged as being the only subject as a whole not to reach and 80% pass rate.

Year	Subject	Status	Flag	Goal	Status	Trend
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STAAR 3-8 Performance for 2020 - 2021 School Year

20-21	Math	82%		80%		
20-21	Reading	81%		80%		
20-21	Science	86%		80%		
20-21	Writing	72%		80%		

## Student Learning Strengths

### STAAR 2020-21 Results

WCE Students Performed 5-14% above the district average on every 3-5 STAAR given during the 2020-21 School year.

Specific strengths were 5th Grade Science with a 75.37 average score - 9% above the district average and 5th Grade Math with a 78.76 average score - 14% above the district average.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** -Reading- Increase performance by ensuring all tiered students are consistently receiving LLI and guided reading. -Math- Increase performance by all classrooms following the math workshop model & in the use of UPSC to increase performance on word problems. -Writing- Focusing on vertically aligning grammar instruction through the use of Patterns of Power and other district resources. -Science- In

# School Processes & Programs

## School Processes & Programs Summary

We need more resources for math intervention and do believe this is coming soon through BISD in the form of MClass, but would like a full time interventionist or tutoring if possible.

Increased disciplinary options for severe, recurring behavior in K-3. The four questions (CKH) will be utilized more often in every classroom to address discipline.

## School Processes & Programs Strengths

Designated meetings for special populations are effective and positive. There is strong collaboration among staff and administration. Every classroom has a classroom management system and reward system for students

Capturing Kids Hearts- This training provided valuable insight at building relationships with children. 100% of our students are greeted at the door each morning. Students are encouraged to share good things each day. Each classroom has a social contract they created and base their classroom culture around it.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Implement additional RTI resources and teacher training in order to increase performance in our areas of needed growth - 3rd and 4th grade math Research behavioral RTI and/or disciplinary options for severe and continual classroom disruptions in grades K-3 where OSS is not an option.



# Perceptions

## Perceptions Summary

According to Summer of 2021 Campus LOL Meetings:

- Behavior (Balance positive reinforcement with logical consequences) as taught in PBIS as well as CKH.
- Positive communication to parents and amongst staff (consistent, timely manner).
- Inconsistent implementation of rules amongst all students (balance positive reinforcements with logical consequences). Proactive campus-wide rules and expectations.

## Perceptions Strengths

98% of staff implements CKH strategies for behavior and school culture and the remainder was trained summer 2021.

Monthly staff meetings, committee meetings, as well as weekly newsletters and open door policies help to create positive communication between staff members.

Timely and positive interactions with parents create a positive culture regarding communication.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Post-Covid: Encourage and reconnect with families/parent volunteers

# Priority Problem Statements

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





**Performance Objective 1:** All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

## HB3 Goal

**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels, Common Assessment Data, Interims, & CBA's  
Campus Based Common Assessments Renaissance STAR Assessments (mathematics, 1-5), Istation (reading, grades K-5), TEA Interims (grades 3-5 reading and mathematics)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to build capacity to implement the district literacy plan at the campus level especially using the Campus Culture of Literacy Rubrics in the area of Reading and Writing.</p> <p><b>Actions:</b> 1) Review/train staff on student writing conferences. 2) Teachers will consistently engage with students in writing conferences and use the technique guide their writing instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Classroom teachers Academic Coach LOL members</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All reading teachers will implement guided reading with fidelity with a focus on workshop model and work stations while teacher is engaged in guided reading and the use of anecdotal notes as described in the Culture of Literacy Rubric.</p> <p><b>Actions:</b> 1) Incorporate the use of F&amp;P questions for Guided Reading and encourage an environment of discussion. 2) Use of F&amp;P continuum questions in Guided Reading 3) Teachers take Anecdotal Notes to guide their reading instruction 4) Students will use Starfall software to work independently in workstations in order for teachers to engage in small group guided reading instruction.</p> <p><b>Funding Sources:</b> Starfall Software - 199 - General Funds - \$270</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Walker Creek Elementary School met the target with a TELPAS progress rate of 52%. In 2020-2021 Walker Creek Elementary School again met the target with a TELPAS progress rate of 65%. In comparing the progress rate from 2019 and 2021, Walker Creek demonstrated a 13% point increase in students' English Language Proficiency Status.</p> <p><b>Actions:</b> word walls</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 2:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

**Evaluation Data Sources:** Social-Emotional Learning survey TBD





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Harmony curriculum and Character traits and embed practices that create a healthy social emotional school experience</p> <p><b>Actions:</b> 1) Weekly Capturing Kids Hearts lessons focused on problem solving.                      2) Teach Sanford Harmony lessons in each classroom will be delivered every Friday.                      3) Students will take survey to monitor their social emotional health in each semester.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor                      Administrators                      Classroom Teachers</p> <p><b>Funding Sources:</b> CKH curriculum website access - 199 - General Funds - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a school wide initiative to strengthen student/staff relationships using positive behavior supports.</p> <p><b>Actions:</b> A) Follow components of Capturing Kids Hearts such as the Four Questions model, Social Contract and Good Things                      B) Each classroom will create a PBIS system for positive behaviors.                      C) Classrooms will have incentives for students to earn based on positive behaviors.</p> <p><b>Funding Sources:</b> Classroom Prizes for Store - 199 - General Funds - \$1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 3:** Create an environment of responsive teaching in Reading, Writing, Math, and Science that will result in student growth and increased academic success.

**Evaluation Data Sources:** Overall increase in these assessments: Interim Data, CBA's, Math screeners, BAS, M Class, MTSS Tiers,





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement practices that are consistent with best practices as seen on Tier 1 priority, Culture of Literacy, and Establishing Expectations for Learning rubrics.</p> <p><b>Actions:</b> 1) Teachers create a document to write all students' anecdotal notes such as teacher created form, binder or notebook.            2) Prompting questions used consistently by teachers (Found in F&amp;P Literacy Continuum book)            3) Teachers ensure Students respond to reading daily and discuss what they've read or learned daily.            4) Teachers guide students to reflecting regularly on their reading progress.            5) Teacher post and discuss standards with students to help them to connect and restate their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Academic Coach            LOL            Classroom Teachers</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement practices that are consistent with best practices as seen on Tier 1 priority rubric in the area of Math and Science.</p> <p><b>Actions:</b> 1) Each classroom teacher will engage with a word wall for math and science.            2) Each classroom teacher will have students interact with the UPSC process and be able reference each step when solving math problems.            3) UPSC posters will be visible in math classrooms.            4) Teachers will use the UPSC process explicitly during instruction in math classrooms.</p> <p>5) Use of interactive word walls during instruction in science classrooms.            6) Teachers will consistently use STEMscopes &amp; AIMS along with the curriculum documents to ensure delivery of the 5E model.</p> <p><b>Funding Sources:</b> Xtra math resource software - 199 - General Funds - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p><b>Actions:</b> 1) Students on Tier 2 and Tier 3 will receive tutorial pull out services based on their area of need 4 days a week. 2) Teachers will utilize language proficiency data of English Learners/Emergent Bilinguals and provide opportunities for language development in all content areas by providing content-based ESL instruction in all core areas.</p> <p><b>Funding Sources:</b> Tutoring fees - ESSER - \$12,296</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**Evaluation Data Sources:** Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop incentives campus wide to increase attendance for staff and students. <b>Actions:</b> A) Provide an incentives for classes with the highest attendance each six weeks B) Grade level attendance data will be display with goals (99%) in the hallways <b>Staff Responsible for Monitoring:</b> Administrators Teachers Attendance Clerk <b>Funding Sources:</b> Attendance rewards - 199 - General Funds - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.


**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.


**Evaluation Data Sources:** Evaluation of goal achievement as per department improvement plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a system that is consistent with best practices on the Continuous Improvement Rubric at a Level III</p> <p><b>Actions:</b> 1) Refresher training on PDSA cycle                  2) Create Continuous Instruction committee/vertical team to support classroom teachers                  3) Create consistent data folders with specific data tracked for lower/upper grade                  4) Create examples and resources for PDSA and data folders                  5) Student progress data posted in Hallways with consistent updating                  6) Students will use data folders to track progress in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers                  Administrators                  LOL Members</p> <p><b>Funding Sources:</b> Common Assessment Software - 199 - General Funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 1:** Attain a rating of 95% or more on a school safety survey that is administered annually to students, staff, and parents.

**Evaluation Data Sources:** District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review perception data from students, staff, and parents to identify strategies to improve campus operations and culture.</p> <p><b>Actions:</b> A) Review survey data and identify trends from surveys given in each semester                      B) Communicate survey results to all stakeholders                      C) Take corrective action from survey results</p> <p><b>Staff Responsible for Monitoring:</b> Administration                      LOL members                      Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

# State Compensatory

## Budget for Walker Creek Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 2.5**

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

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## Personnel for Walker Creek Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jennifer Lass	Reading Interventionist	1
Julie Hester	Math Interventionist	0.5
Rebecca Dolan	Student Assistance Counselor	1

# Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Starfall Software		\$270.00
1	2	1	CKH curriculum website access		\$3,000.00
1	2	2	Classroom Prizes for Store		\$1,500.00
1	3	2	Xtra math resource software		\$200.00
2	1	1	Attendance rewards		\$500.00
2	2	1	Common Assessment Software		\$1,000.00
<b>Sub-Total</b>					<b>\$6,470.00</b>
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Intervention Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Tutoring fees		\$12,296.00
<b>Sub-Total</b>					<b>\$12,296.00</b>
<b>Grand Total</b>					<b>\$18,766.00</b>

# Addendums