

# **Birdville Independent School District**

## **Academy at C. F. Thomas**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



# Mission Statement

Academy at Carrie Frances Thomas empowers learners to become responsible citizens and use their passions to reach goals and maximize their potential.

## 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	5
School Processes & Programs	6
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.	30
Goal 3: All students and staff will learn and work in a safe and responsive environment.	33
Title I	38
1. Comprehensive Needs Assessment (CNA)	39
1.1: Comprehensive Needs Assessment	39
2. Campus Improvement Plan	39
2.1: Campus Improvement Plan developed with appropriate stakeholders	39
2.2: Regular monitoring and revision	39
2.3: Available to parents and community in an understandable format and language	40
2.4: Opportunities for all children to meet State standards	40
2.5: Increased learning time and well-rounded education	41
2.6: Address needs of all students, particularly at-risk	41
3. Annual Evaluation	41
3.1: Annually evaluate the schoolwide plan	41
4. Parent and Family Engagement (PFE)	42
4.1: Develop and distribute Parent and Family Engagement Policy	42
4.2: Offer flexible number of parent involvement meetings	42
5. Targeted Assistance Schools Only	43
Title I Personnel	43
Campus Funding Summary	44

# 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 562 students. Our student population: 21.61% of the students are African American, 45.89% Hispanic, 23.93% White, 2.86% Asian, 1.25% Pacific Islander, .18% American Indian-Alaskan Native, and 4.29% are two or more races. Class sizes tend to be close to the state average in almost every grade. 73.57% of the students are Economically Disadvantaged, and 42.25% are EL's. 14.46% 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 2021-2022 Texas Academic Performance Report. and 2021 - 2022 PEIMS data.

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.

Overall our total minority staff population is above the district average and state average for the Hispanic subgroup. The Hispanic student population is 30.75% and the Hispanic teaching staff is at 24.39%. The campus is above the district average and state average for the Asian subgroup for professional teaching staff (2.5%) and there is 2.48% of Asian or Asian American students on the campus. The campus is above the district average and state average in the two or more races subgroup.

ACFT percentage of teaching staff with masters is above the district average and state average. The campus is well below the district average and state average in percentage of teachers who have 1 to 5 years of experience. The campus is above in the district and state average in percentage of teachers with 6 to 10 years of experience. The campus is way above the district average and state average in teachers with 11 to 20 years of experience. In addition, ACFT leads the district and state in percentage of teachers with over 20 years of experience.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our total minority staff is at 31.4% whereas the state average is at 51.1% **Root Cause:** Campus is below in some areas for recruitment of diverse teaching staff such as in the African American sub-population.

**Problem Statement 2 (Prioritized):** Communicating with parents who do not speak English continues to be an area of concern at ACFT. **Root Cause:** Due to increase in various



new languages spoken by the students and families at ACFT.

# Student Learning

## Student Learning Summary

We earned 5 out of 6 Distinctions for STAAR Performance from TEA: ELA/Reading, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness and Comparative Closing the Gaps. Our school rating is a solid B.

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.

We plan to utilize campus wide reading, math and writing programs. We will use the strategies from the book Learning in the Fast Lane by Dr. Suzy Pepper Rollins to drive instruction. We will use the district reading and math strategies for instruction. Teachers will use the workshop model for student learning.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Academy at Carrie F. Thomas School met the target with a TELPAS progress rate of 52%. In 2021-2022 Academy at Carrie F. Thomas School did not meet the target with a TELPAS progress rate of 34%. In comparing the progress rate from 2021 and 2022, Academy at Carrie F. Thomas demonstrated a 18% point decrease in students' English language development.

## Student Learning Strengths

The bilingual program is very strong. Our bilingual students outscore the state and district averages in every subject on STAAR. Fifth grade science outscores the district and state averages on getting approaches on STAAR science. AI intervention is well organized with the tutors and students are growing. AABLE students are showing a huge growth in reading levels. Third grade students had great growth on the interim. Kinder and first had growth in phonics through using Mclass. Kinder saw growth based on their Mclass math tests. 5th grade sped shows about 30 points growth in Reading on the interim while the grade level as a whole grew by 12 percentage points for probability to get approaches.

We also:

- 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:** Dyslexic students are progressing in their reading due to the 45 minutes of MTA instruction, however, they are not doing as well in mathematics. **Root Cause:** Dyslexia students are missing Tier 1 instruction and often in math to meet with their group.

**Problem Statement 2 (Prioritized):** Economically disadvantaged students are scoring lower than their peers. **Root Cause:** More training is necessary to better understand how to best work with students in this sub-population. Also, most of our students ride buses to and from school so after-school tutoring is not an option for our students whose working parents cannot pick them up after school and rely on the school bus system.

# 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 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.

We have a Dual Language program in all grade levels PK - 5. 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. Kidsville Inc. provides afterschool care to students who need it. We also implement the Sanford Harmony program for student social and emotional learning through multiple lessons weekly typically done during class morning meetings on Fridays.

## School Processes & Programs Strengths

Technology is available for teachers to use in the classroom--classroom Chromebooks, Teacher laptops, 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.

All staff members will be trained in Capturing Kids' Hearts and CHAMPS prior to and/or within the end of the first month of school.

## 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.

**Problem Statement 2 (Prioritized):** There were over 330 discipline referrals written during the 2021-2022 school year. **Root Cause:** Lack of training in classroom management, de-escalation skills and ability to work with Tier 1 & 2 behaviors in the classroom.

# 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, 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, all drills are up to date, 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 Safety 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:

- most students, parents and staff feel safe at school
- students, teachers and parents report realizing that students receive trainings on social skills, violence prevention, conflict resolution and communication/decision making skills
- students are very familiar with the drill protocols and feel properly trained in what to do in any emergency situation
- students, staff and parents believe that respect for all persons is emphasized throughout the campus

According to online sources such as Facebook and Realtor websites our school has 4 to 5 star reviews on community feedback.

## 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.

Other strengths include:

- teachers feel supported
- students feel loved and valued
- teachers have built strong positive relationships with their teammates and other peers throughout the school
- students receive good support from the counselor and crisis counselor

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Lack of family/community involvement. **Root Cause:** Lack of family/community involvement opportunities.

# Priority Problem Statements

**Problem Statement 2:** Our total minority staff is at 31.4% whereas the state average is at 51.1%

**Root Cause 2:** Campus is below in some areas for recruitment of diverse teaching staff such as in the African American sub-population.

**Problem Statement 2 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

**Problem Statement 3:** Lack of family/community involvement.

**Root Cause 3:** Lack of family/community involvement opportunities.

**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:** Due to increase in various new languages spoken by the students and families at ACFT.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 1:** Economically disadvantaged students are scoring lower than their peers.

**Root Cause 1:** More training is necessary to better understand how to best work with students in this sub-population. Also, most of our students ride buses to and from school so after-school tutoring is not an option for our students whose working parents cannot pick them up after school and rely on the school bus system.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 6:** There were over 330 discipline referrals written during the 2021-2022 school year.

**Root Cause 6:** Lack of training in classroom management, de-escalation skills and ability to work with Tier 1 & 2 behaviors in the classroom.

**Problem Statement 6 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
- 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

## 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 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
- 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 failure and/or retention rates
- Local diagnostic reading assessment data
- 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
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- 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
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-PESS 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
- Communications data
- Capacity and resources 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 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, ST Math, Education Galaxy, Numeracy Assessment, CLI Engage--Circle (prekindergarten), math TEA Interims



Strategy 1 Details	Reviews			
<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.	Formative			Summative
	Nov	Jan	Mar	June

- Actions:** 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
- B) Utilize the UPSCheck process with fidelity across all grade levels
- C) Building strong number sense through the visualization of numbers and number talks
- D) Utilize Math Workshop model in all grade levels
- E) Use Go Math as a resource
- F) Utilize Academic Coach for training and working with teachers in the classroom
- G) Utilize Education Galaxy and/or STMath campus-wide and encourage use outside of school day
- H) Integrate technology into all content areas to assist with the successful implementation of Tier I priorities and to enhance learning of all students
- 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
- 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

**Staff Responsible for Monitoring:** Teachers

- Administrators
- Academic Coaches
- Math Interventionist
- ESSER Tutors
- Title I Tutors

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 2

**Funding Sources:** ESSER Tutors - ESSER - \$32,184, Title I Tutors - 211 - Title I - \$25,000, Academic Coaches - 199 - General Funds: SCE, Intervention Personnel - 199 - General Funds: SCE, Instructional Resources - 211 - Title I - \$5,695



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 2:** Economically disadvantaged students are scoring lower than their peers. **Root Cause:** More training is necessary to better understand how to best work with students in this sub-population. Also, most of our students ride buses to and from school so after-school tutoring is not an option for our students whose working parents cannot pick them up after school and rely on the school bus system.

**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>	Formative			Summative
	Nov	Jan	Mar	June

L) Provide rigorous literacy instruction using district and campus resources for all prekindergarten - 5th 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 composite scores by at least 5%

**Staff Responsible for Monitoring:** Teachers

Bilingual Teachers

Administrators

Academic Coaches

Reading

ESSER Tutors

Title I Tutors

**Title I:**

2.4, 2.5, 2.6, 4.2





- **TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 2 - Perceptions 1

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  Bilingual Teachers  Administrators  Academic Coaches  Reading  ESSER Tutors  Title I Tutors</p> <p><b>Title I:</b>  2.5, 4.2</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$10,000, Professional Development - 211 - Title I - \$10,000</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 new teachers (K-3) who have not completed the TEA Reading Academy will participate in the TEA Reading Academy during the 2022 - 2023 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:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Economically disadvantaged students are scoring lower than their peers. <b>Root Cause:</b> More training is necessary to better understand how to best work with students in this sub-population. Also, most of our students ride buses to and from school so after-school tutoring is not an option for our students whose working parents cannot pick them up after school and rely on the school bus system.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Lack of family/community involvement. <b>Root Cause:</b> Lack of family/community involvement opportunities.</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 (hands-on Science instruction percentages by grade levels: 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 for Science</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><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Economically disadvantaged students are scoring lower than their peers. <b>Root Cause:</b> More training is necessary to better understand how to best work with students in this sub-population. Also, most of our students ride buses to and from school so after-school tutoring is not an option for our students whose working parents cannot pick them up after school and rely on the school bus system.</p>



## Perceptions





**Problem Statement 1:** Lack of family/community involvement. **Root Cause:** Lack of family/community involvement opportunities.

**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:** Teacher Prepared Assessments, CBAs, CFA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will intentionally integrate Social Studies with Language Arts and Reading on a daily basis.</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:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$5,000, Professional Development - 211 - Title I - \$13,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

### Student Learning

**Problem Statement 2:** Economically disadvantaged students are scoring lower than their peers. **Root Cause:** More training is necessary to better understand how to best work with students in this sub-population. Also, most of our students ride buses to and from school so after-school tutoring is not an option for our students whose working parents cannot pick them up after school and rely on the school bus system.

### Perceptions

**Problem Statement 1:** Lack of family/community involvement. **Root Cause:** Lack of family/community involvement opportunities.





**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 old's and use the CIRCLE assessment to determine academic growth.

**HB3 Goal**

**Evaluation Data Sources:** Walk-Throughs, CIRCLE assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All PK4 students will be taught by highly qualified PK2 teachers and certified educational assistants.</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>D) Utilize SCE funded prekindergarten teachers to provide a foundation to our youngest students based upon academic, social, and emotional needs.</p> <p><b>Staff Responsible for Monitoring:</b> Staff Responsible for Monitoring Principal Assistant Principal Prekindergarten Teachers Prekindergarten Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$5,000, Prekindergarten Staff - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 5 Problem Statements:**

### Demographics

**Problem Statement 1:** Our total minority staff is at 31.4% whereas the state average is at 51.1% **Root Cause:** Campus is below in some areas for recruitment of diverse teaching staff such as in the African American sub-population.

### Student Learning

**Problem Statement 2:** Economically disadvantaged students are scoring lower than their peers. **Root Cause:** More training is necessary to better understand how to best work with students in this sub-population. Also, most of our students ride buses to and from school so after-school tutoring is not an option for our students whose working parents cannot pick them up after school and rely on the school bus system.

**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 student groups as measured by state, district and campus 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, district and campus assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize data from all progress monitoring targets for PK - 3rd in reading and mathematics to determine if there are any subgroups that may not be performing at high levels and develop a plan of action for these subgroups.</p> <p><b>Actions:</b> A) Meet all progress monitoring deadlines so we will have the data necessary to determine trends in levels of achievement for all subgroups</p> <p>B) Train teachers in digging deeper into the data and to specifically look at subgroups such as ethnicity, gender and special education/504, etc. with the intent of developing plans to close the academic gaps that may exist</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches--SpEd and GenEd</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Campus Personnel - 211 - Title I - \$79,707, Campus Personnel - 199 - General Funds: SCE - \$48,588</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>			

**Performance Objective 6 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Economically disadvantaged students are scoring lower than their peers. <b>Root Cause:</b> More training is necessary to better understand how to best work with students in this sub-population. Also, most of our students ride buses to and from school so after-school tutoring is not an option for our students whose working parents cannot pick them up after school and rely on the school bus system.</p>

## School Processes & Programs

**Problem Statement 1:** 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.





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

Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

**Evaluation Data Sources:** Social-Emotional Learning survey TBD  
Behavioral RtI data records



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will utilize CHAMPS and Capturing Kids' Hearts campus-wide, as well as, follow the district approved SEL program each week in all classes.</p> <p><b>Actions:</b> A) Train staff to implement the Behavioral RtI Plan</p> <p>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.</p> <p>C) Make sure all classroom have a Respect/Social Contract hung in every room/hall created by the class and referred to frequently.</p> <p>D) Utilize all parts of Capturing Kids' Hearts with fidelity in each classroom--signals, Good Things, Launch, 4 Questions, Building Relationships, etc.</p> <p>E) Utilize CHAMPS in the classrooms and in all common areas including the lunchroom and hallways--example: Level 0 Voice Level in the hallways.</p> <p>F) Use Class Dojo, mindfulness practices, and other recommended classroom management strategies.</p> <p>G) Use district approved SEL program in every classroom one time per week as indicated by the district.</p> <p>H) Utilize district regular/special education Behavioral Interventionists to assist with student issues and provide training to de-escalate problem behavior in the classroom.</p> <p>I) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Counselor All Staff Regular Education Behavioral Interventionist Special Education Behavioral Interventionist</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$15,000, Crisis Counselor - 199 - General Funds: SCE</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>				

**Performance Objective 7 Problem Statements:**

## School Processes & Programs


**Problem Statement 2:** There were over 330 discipline referrals written during the 2021-2022 school year. **Root Cause:** Lack of training in classroom management, de-escalation skills and ability to work with Tier 1 & 2 behaviors in the classroom.


**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> 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:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 0% No Progress

 100% Accomplished

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 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 grade level and throughout the campus.

**Evaluation Data Sources:** Evaluation of goal achievement as per our Campus Improvement Plan

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Consistently review student progress as it relates to the Campus Improvement Plan in RTI meetings, planning meetings, professional development opportunities, SBDM Committee meetings, LOL meetings and faculty meetings.</p> <p><b>Actions:</b> A) Ensure all faculty members have access to the 2022-2023 CIP</p> <p>B) Review student progress through assessments (campus, district and state) and teacher observations</p> <p>C) Track students' data to ensure they are making progress</p> <p>D) Consistently utilize 504 and Special Education accommodations for all students who fall under these programs to ensure a level playing field for them in all classes</p> <p>E) Develop specific plans of action for students who are falling behind in academics, socially-emotionally, and/or behaviorally</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers--SpEd and GenEd Behavior Facilitators Counselor Instructional Coaches--SpEd and GenEd</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Economically disadvantaged students are scoring lower than their peers. <b>Root Cause:</b> More training is necessary to better understand how to best work with students in this sub-population. Also, most of our students ride buses to and from school so after-school tutoring is not an option for our students whose working parents cannot pick them up after school and rely on the school bus system.</p>

**School Processes & Programs**

**Problem Statement 1:** 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**

**Problem Statement 1:** Lack of family/community involvement. **Root Cause:** Lack of family/community involvement opportunities.

**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> Utilize the data from the district Safety Survey for students, parents and staff members to improve the safety of our building's occupants at all times.</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) Have PPE available for staff and students at all times.</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> Administrators Teachers Head Custodian</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Perceptions 1</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>				

**Performance Objective 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** Lack of family/community involvement. **Root Cause:** Lack of family/community involvement opportunities.



**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 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 Principal Assistant Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			

**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:** Annual review of campus improvement plan requirements

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review the campus improvement plan 4 times during the year and at least three times with the Site-Based Decision Making Committee and 1 time with the Leaders of Learners Team.</p> <p><b>Actions:</b> A) Work with LOL Team in August/September to develop the CIP based on the data gleaned from the Campus Needs Assessment</p> <p>B) Review the CIP with LOL Team in November</p> <p>C) Review the CIP with the SBDM Committee in January</p> <p>D) Review the CIP with the SBDM Committee in March</p> <p>F) Review the CIP with the SBDM Committee in late May just prior to the summative review in June</p> <p><b>Staff Responsible for Monitoring:</b> Administrator Site-Based Decision Making Committee Leaders of Learners Team</p> <p><b>Title I:</b> 2.4, 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Lack of family/community involvement. <b>Root Cause:</b> Lack of family/community involvement opportunities.</p>

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

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

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

Parents:

Community Members:

- Tommy Martin
- Sydney Wong

Business Representatives:

- Todd Iwaniki
- Tommy McIntire

Teachers:

- Sarah Avakian
- Kelly Campbell
- Abigail Kinney
- Marta Rivera-Martinez
- Riley Hamelwright

District Professional:

- Nicole Bryan

## **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, 72.5%% 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.

# **3. Annual Evaluation**

## **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the

end of the school year.

## **4. Parent and Family Engagement (PFE)**

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

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

Parents:

Community Members:

- Tommy Martin
- Sydney Wong

Business Representatives:

- Todd Iwaniki
- Tommy McIntire

Teachers:

- Sarah Avakian
- Kelly Campbell
- Abigail Kinney
- Marta Rivera-Martinez
- Riley Hamelwright

District Professional:

- Nicole Bryan

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

Most campus family engagement activities are scheduled for Thursday evenings to accommodate parents' work schedules unless otherwise noted. The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- August Curriculum Nights for all grade levels and self-contained special education classes (Monday - Thursday at 5:45 or 6:30 pm)
- August Picnic on the Playground (Thursday evening) on campus

- September Title I Meeting (Thursday) on campus
- PTA Popsicles at the Park (Thursday evening) at Walker Creek Park
- Septemeber STEM Night (Thursday evening) on campus
- October Fall Festival (Thursday evening) on campus
- November Veteran's Day Event (Friday morning) on campus
- December Chorus Event (Thursday evening) on campus
- January Family Event (Thursday evening) on campus
- February Book Fair (Monday through Thursday on campus with Thursday night extended hours)
- 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 evening) on campus
- May Field Day (Friday 8:00-3:20) on campus

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gayle Marshall	Math Intervention	Title I	0.5
Veronica Bustamante	Reading Intervention	Title I	0.5



# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coaches		\$0.00
1	1	1	Intervention Personnel		\$0.00
1	5	1	Prekindergarten Staff		\$0.00
1	6	1	Campus Personnel		\$48,588.00
1	7	1	Crisis Counselor		\$0.00
<b>Sub-Total</b>					\$48,588.00
<b>Budgeted Fund Source Amount</b>					\$48,588.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I Tutors		\$25,000.00
1	1	1	Instructional Resources		\$5,695.00
1	2	2	Professional Development		\$10,000.00
1	2	2	Instructional Resources		\$10,000.00
1	3	1	Instructional Resources		\$5,000.00
1	4	1	Instructional Resources		\$5,000.00
1	4	1	Professional Development		\$13,000.00
1	5	1	Instructional Resources		\$5,000.00
1	6	1	Campus Personnel		\$79,707.00
1	7	1	Professional Development		\$15,000.00
<b>Sub-Total</b>					\$173,402.00
<b>Budgeted Fund Source Amount</b>					\$173,402.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESSER Tutors		\$32,184.00
<b>Sub-Total</b>					\$32,184.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Budgeted Fund Source Amount</b>	\$32,184.00
				<b>+/- Difference</b>	\$0.00
				<b>Grand Total Budgeted</b>	\$254,174.00
				<b>Grand Total Spent</b>	\$254,174.00
				<b>+/- Difference</b>	\$0.00

# Birdville Independent School District

## Alliene Mullendore Elementary

### 2022-2023 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.	18
Goal 3: All students and staff will learn and work in a safe and responsive environment.	20
Title I	22
1. Comprehensive Needs Assessment (CNA)	23
1.1: Comprehensive Needs Assessment	23
2. Campus Improvement Plan	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
3. Annual Evaluation	25
3.1: Annually evaluate the schoolwide plan	25
4. Parent and Family Engagement (PFE)	26
4.1: Develop and distribute Parent and Family Engagement Policy	26
4.2: Offer flexible number of parent involvement meetings	27
5. Targeted Assistance Schools Only	28
Title I Personnel	28
Campus Funding Summary	29
Addendums	31

# 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 334 students in grades pre-kindergarten through fifth grade. Of these 334 students, 39% are white, 37% are Hispanic, 11% are African American, 8% are Asian, 4% 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 71% of the student population meeting this qualification. Additionally, 57% of the student population are considered to be "At-Risk", 19% of the students meet eligibility to be considered as an LEP student, and 21% of the students receive special education services. Approximately 5% 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.
- Our student population is increasing with many students returning from the ILT.

# 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.

State, district, and grade level common assessments are used to define the amount of growth each student achieves.

Reading			
	Approaches	Meets	Masters
3rd Grade	63.64%	43.18%	22.73%
4th Grade	66.67%	50%	16.67%
5th Grade	86.36%	72.73%	47.73%
Math			
	Approaches	Meets	Masters
3rd Grade	60%	26.67%	13.33%
4th Grade	60.42%	33.33%	14.58%
5th Grade	84.44%	66.67%	44.44%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 A.Mullendore Elementary School did not meet the target with a TELPAS progress rate of 34%. In 2021-2022 A.Mullendore Elementary School again did not meet the target with a TELPAS progress rate of 33%. In comparing the progress rate from 2021 and 2022, A.Mullendore Elementary demonstrated a 1% point decrease in students' English language development.

## Student Learning Strengths

When looking at data reported by the 2021-2022 STAAR assessment;

- Special Education students in 3rd grade Math increased approaching expectation by 9% and increased in Masters by 9%. Special Education students in 3rd grade Reading increased 22% in meets and 22% in masters expectations.
- Economically Disadvantaged students in 4th grade Math increased meeting expectation by 6% and Masters expectation by 3%. Economically Disadvantaged students in 5th grade Math increased approaches by 4%, meets expectation by 25%, and masters expectation by 21%.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our ELL population and students in our demographic subgroups, did not make the progress expected in the areas of meets and masters grade level expectation in Math, according to STAAR results. **Root Cause:** Staff needs to track and monitor student progress, make adjustments and be informed of students who fall in multiple sub-populations.

**Problem Statement 2 (Prioritized):** Our ELL students in grades 1-5 did not show growth according to the TELPAS assessment. **Root Cause:** Staff need to ensure with fidelity instruction is being delivered to students so that background knowledge is built, prior knowledge is activated, learning experiences are created that make content comprehensible, and vocabulary development is a focus.

**Problem Statement 3 (Prioritized):** When looking at Mclass data, analysis of our beginning of the year mClass K-2 data for Nonsense Word Fluency shows that 41% of kindergarten students, 50% of first grade students, and 70% of second grade students did not meet benchmark. Students with a deficit in phonic decoding will not acquire sufficient vocabulary through text. This will negatively impact their reading comprehension. **Root Cause:** Tiered 2 targeted instruction was done inconsistently. Teachers in grades K-2 will meet once a week in grade-level PLCS to review data and practice done in blending and segmenting practices that support explicit and systematic decoding instruction. Tier 2 targeted instruction will be done daily for students who do not meet benchmark in nonsense word fluency.

**Problem Statement 4 (Prioritized):** When looking at comparison data from the Math STAAR test, students in grades 3 showed minimal growth in the area of approaches, and declined in the area of Meets from the previous year. **Root Cause:** Rigor and relevance across grade level planning was not tightly aligned. Teachers in grades 3-5 will meet once a week in grade-level PLC to review data and practice. Teachers in grade 2 will reflect on standards not mastered in grade 3 to see how to best support students on the standard. Vertical teams will meet monthly in an effort to tightly align rigor and relevance across grade levels.

**Problem Statement 5 (Prioritized):** 47% of first grade students and 62% of second grade students did not meet benchmark on BAS beginning of the year comprehension. Students with a deficit in reading comprehension will not make adequate reading progress, which will contribute to gaps in learning as they move on to more complex skills through the years. **Root Cause:** An emphasis on vocabulary instruction is not being done with fidelity. Professional learning will be provided on the importance of vocabulary instruction to build reading comprehension. Teachers will be presented with the "why" and the importance of vocabulary instruction followed by spiraling review throughout the year. Discussions and data review will be held during grade level PLC.

# 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" services. 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.

Mullendore is partnering with a campus identified in our comparison group. Grade level teachers will collaborate and PLC with Spicer teachers in an effort to plan and create common formative assessment, discuss data, and share successful interventions.

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 Character Strong lessons as well as meet with a "Buddy Class" to discuss Conscious Discipline routines and procedures. During this time students read with their "buddy", share data folders, and PDSAs are 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 monthly newsletters to families, we have worked to keep our parents and stakeholders informed and involved with what is happening on our campus. Monthly activities for families and PTA programs throughout the year, are planned to promote socialization and relationships. 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.

# Priority Problem Statements

**Problem Statement 1:** Our ELL population and students in our demographic subgroups, did not make the progress expected in the areas of meets and masters grade level expectation in Math, according to STAAR results.

**Root Cause 1:** Staff needs to track and monitor student progress, make adjustments and be informed of students who fall in multiple sub-populations.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Our ELL students in grades 1-5 did not show growth according to the TELPAS assessment.

**Root Cause 2:** Staff need to ensure with fidelity instruction is being delivered to students so that background knowledge is built, prior knowledge is activated, learning experiences are created that make content comprehensible, and vocabulary development is a focus.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** When looking at Mclass data, analysis of our beginning of the year mClass K-2 data for Nonsense Word Fluency shows that 41% of kindergarten students, 50% of first grade students, and 70% of second grade students did not meet benchmark. Students with a deficit in phonic decoding will not acquire sufficient vocabulary through text. This will negatively impact their reading comprehension.

**Root Cause 3:** Tiered 2 targeted instruction was done inconsistently. Teachers in grades K-2 will meet once a week in grade-level PLCS to review data and practice done in blending and segmenting practices that support explicit and systematic decoding instruction. Tier 2 targeted instruction will be done daily for students who do not meet benchmark in nonsense word fluency.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** When looking at comparison data from the Math STAAR test, students in grades 3 showed minimal growth in the area of approaches, and declined in the area of Meets from the previous year.

**Root Cause 4:** Rigor and relevance across grade level planning was not tightly aligned. Teachers in grades 3-5 will meet once a week in grade-level PLC to review data and practice. Teachers in grade 2 will reflect on standards not mastered in grade 3 to see how to best support students on the standard. Vertical teams will meet monthly in an effort to tightly align rigor and relevance across grade levels.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** 47% of first grade students and 62% of second grade students did not meet benchmark on BAS beginning of the year comprehension. Students with a deficit in reading comprehension will not make adequate reading progress, which will contribute to gaps in learning as they move on to more complex skills through the years.

**Root Cause 5:** An emphasis on vocabulary instruction is not being done with fidelity. Professional learning will be provided on the importance of vocabulary instruction to build reading comprehension. Teachers will be presented with the "why" and the importance of vocabulary instruction followed by spiraling review throughout the year. Discussions and data review will be held during grade level PLC.

**Problem Statement 5 Areas:** Student Learning

# 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

## **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) Reading workshop model utilizing district curriculum materials            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:</b>            2.5, 2.6            - <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math            - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$3,500, Professional Development - 211 - Title I - \$549</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  c) implement guided reading strategies  d) implement flexible small groups based on data  e) utilize performance data from M-class and Renaissance 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:</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>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$4,405, Intervention Personnel - 199 - General Funds: SCE - \$49,814, Intervention Personnel - 211 - Title I - \$69,503</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement district Social and Emotional Learning using Character Strong.</p> <p><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 nine weeks who model and demonstrate character values and traits shared during daily morning announcements and weekly lessons.  d) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor</p> <p><b>Title I:</b>  2.5  - <b>ESF Levers:</b>  Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE</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>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 3:** When looking at Mclass data, analysis of our beginning of the year mClass K-2 data for Nonsense Word Fluency shows that 41% of kindergarten students, 50% of first grade students, and 70% of second grade students did not meet benchmark. Students with a deficit in phonic decoding will not acquire sufficient vocabulary through text. This will negatively impact their reading comprehension. **Root Cause:** Tiered 2 targeted instruction was done inconsistently. Teachers in grades K-2 will meet once a week in grade-level PLCS to review data and practice done in blending and segmenting practices that support explicit and systematic decoding instruction. Tier 2 targeted instruction will be done daily for students who do not meet benchmark in nonsense word fluency.

**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 such as our economically disadvantaged and students in our subpopulations as measured by state and district assessments.





**High Priority**

**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 teachers and general education 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.                      c) Create a Master Schedule to maximize instruction and minimize the amount of time students are pulled from the general education setting.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Special Education teacher</p> <p><b>Title I:</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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use intervention strategies designed to meet student needs.</p> <p><b>Actions:</b> a) Meet during scheduled PLC and RTI collaboratives to discuss student progress, academic growth, and instructional celebrations and concerns.  b) Implement and monitor strategies discussed at RtI 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.  d) Monitor the progress and growth of students that are identified as economically disadvantaged and those who fall in more than one sup-group. Provide additional support for those students that are struggling and extensions for those that are making gains and growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, RtI team</p> <p><b>Title I:</b>  2.5, 2.6  - <b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4, 5</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE, Instructional Resources - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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:</b>  2.5</p> <p><b>Funding Sources:</b> Tutorials - 211 - Title I - \$25,580, Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$17,157</p>	Formative			Summative
	Nov	Jan	Mar	June



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) Create a schedule where grade level teams can visit other classrooms and other campuses.  d) Use district instructional coaches to refine teacher's understanding and use of PDSA structures.  e) Collaborate in PLC to create common formative assessments utilizing Aware and the new test items.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
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</p> <p><b>Title I:</b> 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 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>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Our ELL population and students in our demographic subgroups, did not make the progress expected in the areas of meets and masters grade level expectation in Math, according to STAAR results. <b>Root Cause:</b> Staff needs to track and monitor student progress, make adjustments and be informed of students who fall in multiple sub-populations.</p> <p><b>Problem Statement 2:</b> Our ELL students in grades 1-5 did not show growth according to the TELPAS assessment. <b>Root Cause:</b> Staff need to ensure with fidelity instruction is being delivered to students so that background knowledge is built, prior knowledge is activated, learning experiences are created that make content comprehensible, and vocabulary development is a focus.</p>

## Student Learning

**Problem Statement 3:** When looking at Mclass data, analysis of our beginning of the year mClass K-2 data for Nonsense Word Fluency shows that 41% of kindergarten students, 50% of first grade students, and 70% of second grade students did not meet benchmark. Students with a deficit in phonic decoding will not acquire sufficient vocabulary through text. This will negatively impact their reading comprehension. **Root Cause:** Tiered 2 targeted instruction was done inconsistently. Teachers in grades K-2 will meet once a week in grade-level PLCS to review data and practice done in blending and segmenting practices that support explicit and systematic decoding instruction. Tier 2 targeted instruction will be done daily for students who do not meet benchmark in nonsense word fluency.





**Problem Statement 4:** When looking at comparison data from the Math STAAR test, students in grades 3 showed minimal growth in the area of approaches, and declined in the area of Meets from the previous year. **Root Cause:** Rigor and relevance across grade level planning was not tightly aligned. Teachers in grades 3-5 will meet once a week in grade-level PLC to review data and practice. Teachers in grade 2 will reflect on standards not mastered in grade 3 to see how to best support students on the standard. Vertical teams will meet monthly in an effort to tightly align rigor and relevance across grade levels.

**Problem Statement 5:** 47% of first grade students and 62% of second grade students did not meet benchmark on BAS beginning of the year comprehension. Students with a deficit in reading comprehension will not make adequate reading progress, which will contribute to gaps in learning as they move on to more complex skills through the years. **Root Cause** : An emphasis on vocabulary instruction is not being done with fidelity. Professional learning will be provided on the importance of vocabulary instruction to build reading comprehension. Teachers will be presented with the "why" and the importance of vocabulary instruction followed by spiraling review throughout the year. Discussions and data review will be held during grade level PLC.

**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 - \$549</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 Character Strong 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 nine 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:</b> 2.6, 4.2</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 nine 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:</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;"> <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 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 weekly on the announcements.                      d) Classes with the highest percentage of attendance will be invited to participate in the Welcome Walk on Fridays and get a treat during lunch.                      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
<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 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 Campus Safety/Operations 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) Meet with the Campus Safety/Operations team to 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 Campus Safety/Operations team to discuss drills 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
<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 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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

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

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

Teachers:

Melissa Piesche

ELizabeth Huggins

Cherri Kehoe

Amanda Rivera

Natalia Chancellor

Parents:

Mandee Wisnewski

Heidi Pagel

Community Members:

Shawn Wood

Helen Clark

Administrators:

Merritt Dobecka

Sara Muetzenberg

Other Campus and district staff:

Channing Haye

## **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, 57.78% low performance on a readiness test or assessment instrument

1. semester failure of two or more academic subjects
2. grade retention
3. lack of satisfactory performance on state-mandated testing
4. pregnancy or parenthood
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 recognition, two-way communication between the school and home, and parent and family engagement activities.

# **3. Annual Evaluation**

## **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

## **4. Parent and Family Engagement (PFE)**

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

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

Teachers:

Melissa Piesche

ELizabeth Huggins

Cherri Kehoe

Amanda Rivera

Natalia Chancellor

Parents:

Mandee Wisnewski

Heidi Pagel

Community Members:

Shawn Wood

Helen Clark

Administrators:

Merritt Dobecka

Sara Muetzenberg

Other Campus and district staff:

Channing Haye

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.

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

Most campus family engagement activities are scheduled for Monday, Tuesday and Thursday evenings as well as Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- August Curriculum Night and Title I Meeting (Monday the 29th and Tuesday, the 30th) on campus
- September Book Fair and Grandparents Luncheon (Wednesday the 14th, Thursday, the 15th, and Friday, the 16th) on campus
- October Title I Meeting (Wednesday 10am) on campus
- October Student Program (Tuesday) on campus
- November Veteran's Day Program (Friday) on campus
- November Student Program (Tuesday) on campus
- December Student Program (Tuesday) on campus
- January Family Math Night Event (Tuesday) on campus
- February Student Program (Tuesday) on campus
- February Family Reading Night (Thursday) on campus
- March Open House (Thursday only) on campus

- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Student Program (Tuesday) on campus
- 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
- May Student Program (Tuesday) on campus

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cherri Kehoe	Math Interventionist	Title I	0.5
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		\$49,814.00
1	1	3	Crisis Counselor		\$0.00
1	2	2	Intervention Personnel		\$0.00
1	2	3	Intervention Personnel		\$0.00
<b>Sub-Total</b>					\$49,814.00
<b>Budgeted Fund Source Amount</b>					\$49,814.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$3,500.00
1	1	1	Professional Development		\$549.00
1	1	2	Intervention Personnel		\$69,503.00
1	1	2	Instructional Resources		\$4,405.00
1	2	2	Instructional Resources		\$2,000.00
1	2	3	Tutorials		\$25,580.00
1	3	1	Professional Development		\$549.00
<b>Sub-Total</b>					\$106,086.00
<b>Budgeted Fund Source Amount</b>					\$106,086.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	ESSER Tutors		\$17,157.00
<b>Sub-Total</b>					\$17,157.00
<b>Budgeted Fund Source Amount</b>					\$17,157.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$173,057.00
<b>Grand Total Spent</b>					\$173,057.00



ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00

# Addendums

**Birdville Independent School District**  
**Birdville Elementary**  
**2022-2023 Campus Improvement Plan**

Accountability Rating: B



# Mission Statement

*We are a community of life-long learners building a better future for all through consistent teamwork, collaboration, and communication.*

# 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.	19
Goal 3: All students and staff will learn and work in a safe and responsive environment.	20
Title I	22
1. Comprehensive Needs Assessment (CNA)	23
1.1: Comprehensive Needs Assessment	23
2. Campus Improvement Plan	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
3. Annual Evaluation	25
3.1: Annually evaluate the schoolwide plan	25
4. Parent and Family Engagement (PFE)	25
4.1: Develop and distribute Parent and Family Engagement Policy	25
4.2: Offer flexible number of parent involvement meetings	26
5. Targeted Assistance Schools Only	26
Title I Personnel	26
Campus Funding Summary	27

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Birdville Elementary School of Fine Arts is located in northeast Tarrant County in Haltom City, Texas. The campus serves approximately 450 students in grades prekindergarten through grade 5 of which 64% are Hispanic, 25% White, 5% Black/African American, 3% Asian, and 3% of other races. The percentage of students considered English language learners is currently 39%, at-risk students are 65%, and students who are considered economically disadvantaged equals 82%. These are above the district and state averages in these categories. 12.9% of students receive special education services.

Of the 34 teachers on the campus, 82% are female, 18% are male, 68% are White, 27% Hispanic and 3% are Black/African American. In the 2019-20 school year, 6% had 1 to 5 years experience, 45% had 6 to 10 years, 40% had 11 to 20 years, and 9% had more than 20 years of experience. In terms of highest college degree held, 100% of teachers hold a bachelor's degree, and 19% hold a master's degree.

Student attendance rate was 94.4% in 2021-2022.

### Demographics Strengths

The overall attendance rate continues to be above the district and state averages.

We have a diverse student and staff population.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students come with limited academic exposure which creates an additional challenge for instruction. **Root Cause:** Given the fact that we have 82% economically disadvantaged coupled with 65% at risk, there is a high correlation that this is impacting academic exposure.

**Problem Statement 2 (Prioritized):** Overall student attendance rates have decreased slightly over the past 3 years, despite incentive programs designed to increase attendance. **Root Cause:** Attendance has continued to fluctuate over the past two years due to situations caused by the pandemic (loss of job, mobility, absent/quarantine due to exposure, etc.).

# Student Learning

## Student Learning Summary

The 2021-2022 school year presented several obstacles for education. We had several students, particularly in the upper grades, who stayed online through November 1. We also had several students that had been online the entire previous year. This had a profound effect on academics and STAAR scores. We found that students were below expected grade level academics, they were lacking the ability to interact appropriately with peers, and fine motor skills were diminished. We began the year with a focus on SEL needs that transitioned into an academic focus.

All STAAR scores showed improvement over the previous year.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Birdville Elementary School met the target with a TELPAS progress rate of 52%. In 2021-2022 Birdville Elementary School did not meet the target with a TELPAS progress rate of 27%. In comparing the progress rate from 2021 and 2022, Birdville Elementary demonstrated a 25% point decrease in students' English language development.

## Student Learning Strengths

STAAR performance in all subjects and grades showed improvement. Third grade scores were dramatic, increasing 24 percentage points at approaches from 2021 to 2022 in math. During this same time the third grade reading scores increased 25% percentage points. There were similar increases at the meets and masters expectation levels.

BES received a rating of B.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Teachers will need to deliberately integrate writing instruction into the reading language arts instruction to ensure students are prepared for the new assessment method. **Root Cause:** The STAAR writing assessment has been discontinued, and assessments starting next school year will integrate writing with the reading language arts test.

**Problem Statement 2 (Prioritized):** Students in all grade levels continue to experience gaps in learning due to Covid academic disruptions **Root Cause:** This will be the first year where we have started with all students in person. Consequences of Covid include academic difficulties, diminished social skills, and increased need to include fine motor skill activities.

# 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 65%, and students who are considered economically disadvantaged are 82%. These are all well above the district and state averages in these categories. Mobility rates have dropped from 17.7% to 15.7%. This is still above the district and state average. 19.3% of students receive special education services and 5.6% of students are being served in the dyslexia program.

We have a comprehensive RtI program for intervention in grades K-5 to assist our Tier 2 & 3 students in making progress and to be as successful as possible. An RtI collaborative team has been assembled that meets throughout the year to discuss student progress and to identify 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
- ECSE classrooms for 3 and 4 year old students with specific learning disabilities.
- 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 and whose primary language is Spanish
- Advanced Academic classes for students who are identified at Gifted and Talented
- Dyslexic classes for students identified with dyslexia
- 2 reading interventionists
- 1 bilingual reading interventionist
- 1 math interventionist

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, Dance 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. 45% of our teachers have 6-10 years of experience, and 40% have 11-20 years of experience. 9% have 20+ years of experience.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** 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. The Site Based Committee met to discuss topics relating to processes at BES. Topics included:

- 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 of 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)

Parents perception of the above were all positive. Parents were split on communication preferences, with some preferring social media while others like email. We will continue to use both. Parents expressed that they have confidence in the security at BES. Identification is required to enter the building. In addition, all classroom and exterior doors are locked at all times. We have a locked door that separates the main hallway from the academic classrooms. We are able to dismiss students from the building, keeping students inside the building until we hand them off to parents.

Students needing serious discipline intervention is well below the district/state averages. We had one office referral last year, and it was for an event that occurred off campus. 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. Our PTA is growing each year, involving more parents on the board and with the Power Hour. This is a program that encourages all parents to volunteer for just one hour during the year. 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, Facebook, 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 high.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** 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, many of our parents do not speak English, making them hesitant to volunteer and become involved.

# Priority Problem Statements

**Problem Statement 1:** Students come with limited academic exposure which creates an additional challenge for instruction.

**Root Cause 1:** Given the fact that we have 82% economically disadvantaged coupled with 65% at risk, there is a high correlation that this is impacting academic exposure.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Teachers will need to deliberately integrate writing instruction into the reading language arts instruction to ensure students are prepared for the new assessment method.

**Root Cause 2:** The STAAR writing assessment has been discontinued, and assessments starting next school year will integrate writing with the reading language arts test.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 4:** 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 4:** 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.

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

**Problem Statement 5:** 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 5:** 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, many of our parents do not speak English, making them hesitant to volunteer and become involved.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Overall student attendance rates have decreased slightly over the past 3 years, despite incentive programs designed to increase attendance.

**Root Cause 6:** Attendance has continued to fluctuate over the past two years due to situations caused by the pandemic (loss of job, mobility, absent/quarantine due to exposure, etc.).

**Problem Statement 6 Areas:** Demographics

**Problem Statement 3:** Students in all grade levels continue to experience gaps in learning due to Covid academic disruptions

**Root Cause 3:** This will be the first year where we have started with all students in person. Consequences of Covid include academic difficulties, diminished social skills, and increased need to include fine motor skill activities.

**Problem Statement 3 Areas:** Student Learning

# 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)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

## 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- 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; 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</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> General Funds - 199 - General Funds, Title 1 - 211 - Title I - \$7,000</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 quarter.  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:</b>  2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Intervention Personnel - 211 - Title I - \$104,874, Tutoring - 211 - Title I - \$30,000, Professional Development - 211 - Title I - \$1,000, Instructional Resources - 211 - Title I - \$8,459</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</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 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue to implement campus PLCs with a focus on responsive teaching and continuous improvement.</p> <p><b>Actions:</b> a) conduct weekly campus PLCs to include instructional focus walks and debriefing sessions.  b) Infuse literacy-focused discussions into PLCs</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</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> <p><b>Funding Sources:</b> Campus Personnel - 199 - General Funds: SCE - \$46,387</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide accelerated instruction to all students who did not meet expectations on the 2022 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> Title I tutors - 211 - Title I - \$28,000, ESSER Tutors - ESSER - \$39,672</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>				

**Performance Objective 1 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> Students come with limited academic exposure which creates an additional challenge for instruction. <b>Root Cause:</b> Given the fact that we have 82% economically disadvantaged coupled with 65% at risk, there is a high correlation that this is impacting academic exposure.</p>
Student Learning
<p><b>Problem Statement 1:</b> Teachers will need to deliberately integrate writing instruction into the reading language arts instruction to ensure students are prepared for the new assessment method. <b>Root Cause:</b> The STAAR writing assessment has been discontinued, and assessments starting next school year will integrate writing with the reading language arts test.</p>
<p><b>Problem Statement 2:</b> Students in all grade levels continue to experience gaps in learning due to Covid academic disruptions <b>Root Cause:</b> This will be the first year where we have started with all students in person. Consequences of Covid include academic difficulties, diminished social skills, and increased need to include fine motor skill activities.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> While our EL students continue to make progress, there is a gap between their overall academic performance and that of their non-EL peers. <b>Root Cause:</b> 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.</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 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 a campus we must address not only idea formation but also conventions, revising and editing. We will also address how the STAAR redesign will affect writing instruction in all grade levels.</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</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Teachers will need to deliberately integrate writing instruction into the reading language arts instruction to ensure students are prepared for the new assessment method. <b>Root Cause:</b> The STAAR writing assessment has been discontinued, and assessments starting next school year will integrate writing with the reading language arts test.</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 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</p> <p><b>Title I:</b> 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

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 regularly.  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, Academic Coach, Dual Language Coach</p> <p><b>Title I:</b>  2.4</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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 STEAM Night 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.  h) consider Jumpstart at beginning of year to acclimate K-1 students to school and building.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b>  2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b>  Improve low-performing schools</p> <p>- <b>ESF Levers:</b>  Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$3,000</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>				

**Performance Objective 3 Problem Statements:**

### School Processes & Programs

**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

**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, many of our parents do not speak English, making them hesitant to volunteer and become involved.

**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 Character Strong 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 implement Character Strong lessons every Friday.            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) Follow MYD protocols.            e) Train faculty in TBRI.            f) Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 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 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</p> <p><b>Title I:</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 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 quarterly 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,  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**


Demographics
<p><b>Problem Statement 2:</b> Overall student attendance rates have decreased slightly over the past 3 years, despite incentive programs designed to increase attendance. <b>Root Cause:</b> Attendance has continued to fluctuate over the past two years due to situations caused by the pandemic (loss of job, mobility, absent/quarantine due to exposure, etc.).</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 with follow up meeting of the EMT to debrief.            f) Implement the Anonymous Alerts and Threat Assessment system.            g) utilize Nav 360 to account for students and staff during drills            h) multiple daily checks of all doors</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.5, 4.2</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:** 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

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Our Comprehensive Needs Assessment process started in April of 2022 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 2022-2023 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.

## 2. Campus Improvement Plan

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

The CIP process started in April and was complete by August 2022. The campus level stakeholders involved in this process were:

Maria Chaffin - Kindergarten teacher

Mary Renfrow- Kindergarten teacher

Edna Mussa- Kindergarten teacher

Janalee Smith - 1st Grade teacher

Angela Honaman- 1st Grade teacher

Angie Morrison - 1st Grade teacher

Kris Fletcher - 2nd Grade teacher

Lance Schmaltz - 2nd Grade teacher

Lauren Lindsay - 3rd Grade teacher

Amanda Dumas - 3rd Grade teacher

Sandra Melendez - 4th Grade teacher

Ken Puhl - 4th Grade teacher

Gabe Noguerras - 5th Grade Bilingual teacher

Mike Bumpas - 5th Grade teacher

Fred Vertrees - Special Education teacher

Liz Velasquez – Academic Coach

Belinda Stanley - Librarian

Jason Winans - Assistant Principal

Debbie SHowell - Assistant Principal

Tammy Pope - Principal

Jennifer Linder - Parent

Kevin Steinhebel - Business Partner

Brandon Treadway - Community Representative

## **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>

For those parents without internet access - we provide paper copies upon request.

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

2.4 Opportunities for all children

Through the Campus Needs Assessment, 65.3% 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
- MTA

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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Campus Improvement Plan will be evaluated and revised annually.

## **4. Parent and Family Engagement (PFE)**

### **4.1: 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

Janalee Smith, 1st Grade Teacher

Carla Cotter, reading interventionist

Kristy Hixon, Counselor

Kathy Yancey, Special Education teacher

Angela Morrison, First Grade teacher

Claire Hillhouse, Math Interventionist

Victoria Cator, PEIMS/Attendance

Christina Molina, parent

Jennifer Linder, parent

Brandon Treadway, Community Representative

The Family Engagement Policy will be posted to the Birdville Elementary website and will be available to parents upon request. The policy will also be offered in multiple languages as practicable by request.

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

Most campus family engagement activities are scheduled for Thursday evenings in order to accommodate parents' work schedules and to maintain consistency. The following family engagement activities are planned for 2022-23:

- Refresh Back to School Event August 6 at The Plaza
- Meet the Teacher Night August 15
- Curriculum Night/ Title 1 Meeting September 8
- November STEAM Night in collaborating with Fort Worth Museum of Science and History
- March Open House
- March Discover Birdville Event (Saturday)
- April Family Engagement Policy and Compact Revision- time and location TBD
- May Art Show
- Multiple Fine Arts productions TBD

## **5. Targeted Assistance Schools Only**

# 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: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Campus Personnel		\$46,387.00
1	4	1			\$0.00
<b>Sub-Total</b>					\$46,387.00
<b>Budgeted Fund Source Amount</b>					\$46,387.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title 1		\$7,000.00
1	1	2	Tutoring		\$30,000.00
1	1	2	Professional Development		\$1,000.00
1	1	2	Instructional Resources		\$8,459.00
1	1	2	Intervention Personnel		\$104,874.00
1	1	6	Title I tutors		\$28,000.00
1	3	3	Title I Family Engagement		\$3,000.00
<b>Sub-Total</b>					\$182,333.00
<b>Budgeted Fund Source Amount</b>					\$182,333.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	ESSER Tutors		\$39,672.00
<b>Sub-Total</b>					\$39,672.00
<b>Budgeted Fund Source Amount</b>					\$39,672.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$268,392.00
<b>Grand Total Spent</b>					\$268,392.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**Cheney Hills Elementary**  
**2022-2023 Campus Improvement Plan**

# 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.	21
Goal 3: All students and staff will learn and work in a safe and responsive environment.	24
State Compensatory	26
Budget for Cheney Hills Elementary	27
Personnel for Cheney Hills Elementary	27
Title I	27
1. Comprehensive Needs Assessment (CNA)	28
1.1: Comprehensive Needs Assessment	28
2. Campus Improvement Plan	28
2.1: Campus Improvement Plan developed with appropriate stakeholders	28
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
3. Annual Evaluation	29
3.1: Annually evaluate the schoolwide plan	29
4. Parent and Family Engagement (PFE)	30
4.1: Develop and distribute Parent and Family Engagement Policy	30
4.2: Offer flexible number of parent involvement meetings	30
5. Targeted Assistance Schools Only	30
5.1: Determine which students will be served by following local policy	30
Title I Personnel	30
Campus Funding Summary	31
Addendums	33

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Students

Cheney Hills Elementary is a Title I campus serving approximately 613 students, of which 68% are Hispanic, 19% White, 5% Black/African American, 3% Asian, and 4% are two-or-more races. The percentage of Hispanic students has steadily increased while the percentage of White students has decreased. The campus currently has 83% percent of the students qualifying for free and/or reduced lunch, a steady increase over previous years. Emergent Bilinguals represent about 44% of the student population. Special Education serves roughly 15% of students in K-5.

Our mobility rate is 25%, about 13% higher than the state average. Our attendance rate is 93%.

#### Teachers

A total of 87 staff members were employed by the campus in the 2021-2022 school year. Of those staff, 18% were administrative support, 55% were teachers, and 26% were educational assistants.

### 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 diverse ethnic student population

A good balance of new and experienced teachers

A large number of the staff is bilingual

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The overall attendance percentage for the 2021-2022 school year was 93%. Our goal each year is 96%. **Root Cause:** Campus attendance systems (daily calls, house visits, attendance letters, etc) did not effectively address attendance issues.

# Student Learning

## Student Learning Summary

In 2021 Major Cheney Elementary and Richland Elementary joined to form the partner school Cheney Hills Elementary. When comparing combined average STAAR scores from Major Cheney and Richland Elementary for the 2020-2021 school year with STAAR scores from Cheney Hills Elementary 2021-2022 school year, we saw significant increases in all levels of Reading. 3rd-grade reading scores increased by 17% points on Approaches, 30.5% points on Meets, and 22% points on Masters. 4th-grade reading scores improved by 22.5% points on Approaches, 11% points on Meets, and 7% points on Masters. 5th-grade reading scores improved by 17.5% points on Approaches, 10.5% points on Meets, and 14% points on Masters.

Cheney Hills Elementary also saw gains on STAAR Math in the Approaches level for 3rd, 4th, and 5th grade.

STAAR Comparison for 2021 & 2022									
3rd	STAAR Performance Reading			3rd	STAAR Performance Math				
	Approaches	Meets	Masters		Approaches	Meets	Masters		
22-Cheney Hills	73.00%	47.00%	29.00%	22-Cheney Hills	48.00%	24.00%	6.00%		
21-Major Cheney	41.00%	9.00%	0.00%	21-Major Cheney	35.00%	15.00%	9.00%		
21-Richland	56.00%	24.00%	7.00%	21-Richland	54.00%	20.00%	5.00%		
21-Average	48.50%	16.50%	7%	21-Average	44.50%	17.50%	7%		
4th	STAAR Performance Reading			4th	STAAR Performance Math				
	Approaches	Meets	Masters		Approaches	Meets	Masters		
22-Cheney Hills	71.00%	36.00%	16.00%	22-Cheney Hills	75.00%	35.00%	13.00%		
21-Major Cheney	37.00%	14.00%	4.00%	21-Major Cheney	20.00%	13.00%	7.00%		
21-Richland	60.00%	36.00%	14.00%	21-Richland	67.00%	52.00%	38.00%		
21-Average	48.50%	25%	9%	21-Average	43.50%	32.50%	22.50%		
5th	STAAR Performance Reading			5th	STAAR Performance Math				
	Approaches	Meets	Masters		Approaches	Meets	Masters		
22-Cheney Hills	79.00%	48.00%	37.00%	22-Cheney Hills	72.00%	38.00%	22.00%		
21-Major Cheney	52.00%	29.00%	21.00%	21-Major Cheney	53.00%	35.00%	16.00%		
21-Richland	71.00%	46.00%	25.00%	21-Richland	75.00%	54.00%	25.00%		
21-Average	61.50%	37.50%	23%	21-Average	64%	44.50%	20.50%		

**STAAR Comparison for 2021 & 2022**

5th	STAAR Performance Science							
	Approaches	Meets	Masters					
22-Cheney Hills	52.00%	25.00%	7.00%					
21-Major Cheney	53.00%	15.00%	5.00%					
21-Richland	67.00%	35.00%	10.00%					
21-Average	60%	25%	7.50%					

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Major Cheney Elementary School met the target with a TELPAS progress rate of 45%. In 2020-2021 Richland Elementary School did not meet the target with a TELPAS progress rate of 35%. In 2021-2022 Cheney Hills Elementary School met the target with a TELPAS progress rate of 37%. In comparing the progress rate from 2021 and 2022, Richland Hills Elementary students demonstrated a 2% point increase in students' English language development, while Major Cheney Elementary students demonstrated a 8% decrease.

**Student Learning Strengths**

Cheney Hills Elementary students made significant growth in reading using small group targeted instruction, Fountas and Pinnel curriculum, and the Haggerty program. Cheney Hills students have developed a passion for reading and enjoyed sharing that love with their families on Literacy Night. Our students are motivated and eager to learn.

**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 good 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.

This school year we will begin our process of becoming a Leader In Me campus. *Leader in Me* is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement. There are over 5,000 *Leader in Me* schools in all 50 states and in over 50 countries. Their mission is to unleash the greatness in students, educators, and school communities everywhere.

## 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
- Student Council
- Leader In Me

## 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

Cheney Hills administers a student, staff, and parent survey each spring.

## Perceptions Strengths

Staff survey results indicate most students, staff and parents feel safe at Cheney Hills. Almost all reported knowing the safety emergency procedures. In addition, most students and parents reported that respect for all persons is emphasized throughout the campus.

# 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- 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
- 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
- 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

**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 STAAR or the Benchmark Assessment System.

**High Priority**

**Evaluation Data Sources:** BAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and provide an aligned campus-wide system for guided reading implementation.</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                      5) Emphasis on word study</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach, Teacher Committee</p> <p><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 - \$3,000</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 additional training in the use of Thinking Maps and the critical thinking processes. The campus will utilize an implementation time-line that reinforces 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>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 - \$3,000</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>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, Academic Coach - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
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>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> Tutors - ESSER - \$36,030, Intervention Personnel - 211 - Title I - \$45,248, Tutors - 211 - Title I - \$34,826</p>	Formative			Summative
	Nov	Jan	Mar	June

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>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> - 199 - General Funds: SCE</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:** All students will make a minimum of one year's progress in math as measured by STAR, STAAR, or CLI.

**High Priority**

**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>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>	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>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

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>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>	Formative			Summative
	Nov	Jan	Mar	June
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>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
<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:** 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 2022-2023 school year.





**High Priority**

**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            5) Utilize SCE-funded math and reading interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Coach, Assistant 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 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 - \$50,800</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement 9 week Vertical Alignment Collaboration</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.  4) Staff will identify hard to teach/learn TEKS and share successful strategies</p> <p><b>Staff Responsible for Monitoring:</b> Administration, LOLs</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 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;"> <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:** By June 2023 (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.

**High Priority**

**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>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> Prekindergarten Teachers - 199 - General Funds: SCE</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 5:** By June 2023 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data).

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** mCLASS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Daily Word Study/Phonics Instruction</p> <p><b>Actions:</b> Teachers will utilize the Heggerty resources for daily phonics instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Academic Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</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;">  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:** By June 2023, the campus attendance rate will be 95% 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.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><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 9 week assemblies and give away prizes for students hitting attendance goals.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk, Counselor, Assistant Principal</p> <p><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 2022-2023 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>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

 0% No Progress





 100% Accomplished

 Continue/Modify

 Discontinue

**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			
<p><b>Strategy 1:</b> The campus will implement the Character Strong Program.</p> <p><b>Actions:</b> 1) Develop an 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.            4) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administration</p> <p><b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will continue implement Capturing Kids Hearts to build positive relationships between staff and students.</p> <p><b>Actions:</b> 1) Create a class social contract            2) Build school community through sharing good things</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><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;"> <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:** 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			
<p><b>Strategy 1:</b> Comply with all training required by the district for safety.</p> <p><b>Actions:</b> 1) Monitor completion of required training. 2) Model safe working procedures. 3) Share district resources with staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</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 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 2:** 85% of all staff will respond with agree or higher on our EOY Staff Survey

**Evaluation Data Sources:** EOY Staff Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Coffee with Conklin	<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> Staff will participate in campus-wide decision making. <b>Actions:</b> 1) School Committees 2) LOL 3) SBDM <b>Staff Responsible for Monitoring:</b> Admin	<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> Staff Engagement Activities <b>Actions:</b> Staff will participate in a minimum of 2 team building activities each semester.	<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 Cheney Hills Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## 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

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in April and May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

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

The campus improvement plan was developed by a committee of teachers, staff, parents, business members, and community members.

### 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 recognition, two-way communication between the school and home, and parent and family engagement activities.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Parent and Family Engagement Plan was developed through the input and involvement of the following: Faculty & School 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.

#### **4. Parent and Family Engagement (PFE)**

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

The Family Engagement Policy will be posted on our campus website.

##### **4.2: 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 2022-23:

- August -Meet the Teacher Night on campus August 15
- September-Title I Meeting/Curriculum Night September 28
- November Literacy Event on campus
- Spring Book Fair (Monday through Thursday 8:00?5:00) 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

#### **5. Targeted Assistance Schools Only**

##### **5.1: Determine which students will be served by following local policy**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arely Juarez	Math Interventionist	Title I	1
Mildred Morales	Reading Interventionist	Title I	0.5
Ronda Harlin	Math Interventionist	Title I	.5

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Academic Coach		\$0.00
1	1	5			\$0.00
1	3	1	Intervention Personnel		\$50,800.00
1	4	1	Prekindergarten Teachers		\$0.00
2	3	1	Crisis Counselor		\$0.00
<b>Sub-Total</b>					\$50,800.00
<b>Budgeted Fund Source Amount</b>					\$50,800.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$3,000.00
1	1	2	Thinking Maps Binders/Training		\$3,000.00
1	1	3	Professional Development		\$20,000.00
1	1	4	Intervention Personnel		\$45,248.00
1	1	4	Tutors		\$34,826.00
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>					\$255,111.00
<b>Budgeted Fund Source Amount</b>					\$255,111.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutors		\$36,030.00
<b>Sub-Total</b>					\$36,030.00
<b>Budgeted Fund Source Amount</b>					\$36,030.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>+/- Difference</b>	\$0.00
				<b>Grand Total Budgeted</b>	\$341,941.00
				<b>Grand Total Spent</b>	\$341,941.00
				<b>+/- Difference</b>	\$0.00

# 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**  
**David E. Smith Elementary**  
**2022-2023 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.	21
Goal 3: All students and staff will learn and work in a safe and responsive environment.	24
Title I	27
1. Comprehensive Needs Assessment (CNA)	28
1.1: Comprehensive Needs Assessment	28
2. Campus Improvement Plan	28
2.1: Campus Improvement Plan developed with appropriate stakeholders	28
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	30
3. Annual Evaluation	30
3.1: Annually evaluate the schoolwide plan	30
4. Parent and Family Engagement (PFE)	30
4.1: Develop and distribute Parent and Family Engagement Policy	30
4.2: Offer flexible number of parent involvement meetings	30
5. Targeted Assistance Schools Only	31
Title I Personnel	31
Campus Funding Summary	32

# Comprehensive Needs Assessment

Revised/Approved: October 7, 2022

## 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 391 students of which 71% are Hispanic, 22% are White, and 3% are African American. David E. Smith is a Title I campus with an Economically Disadvantaged rate of 83% and At-Risk population of 74%. In addition, 43% of our students are LEP and 32% of our students are in our Bilingual program in grades Kindergarten through Fifth grade. 17% of students are served through special education and 6% of students are served through gifted and talented.

David E. Smith has 32 teachers with an average of 14 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

- 32% of our students are currently enrolled in bilingual classes which provide them the opportunity to be bi-literate.
- 83% 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 (Prioritized):** The parent involvement at the campus has decreased over the past few years. **Root Cause:** We believe this is due to COVID and serving families who have dual income households.

# 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 77% Approaches Grade Level, 31% reached Meets Grade Level and 10% reached Masters Grade Level on the Math STAAR. The overall percentages for 3<sup>rd</sup> Grade Reading STAAR is 84% Approaches Grade Level, 52% Meets Grade Level and 32% Masters Grade Level.

For David E Smith's 4<sup>th</sup> graders: The overall percentages for 4<sup>th</sup> Grade Math STAAR is 83% Approaches Grade Level, 40% reached Meets Grade Level and 12% reached Masters Grade Level on the Math STAAR. The overall percentages for 4<sup>th</sup> Grade Reading STAAR is 83% Approaches Grade Level, 57% Meets Grade Level and 31% Masters Grade Level.

For David E Smith's 5<sup>th</sup> graders: The overall percentages for 5<sup>th</sup> Grade Math STAAR is 91% Approaches Grade Level, 43% reached Meets Grade Level and 19% reached Masters Grade Level on the Math STAAR. The overall percentages for 5<sup>th</sup> Grade Reading STAAR is 89% Approaches Grade Level, 69% Meets Grade Level and 41% Masters Grade Level. The overall percentages for 5<sup>th</sup> Grade Science STAAR is 69% Approaches Grade Level, 31% Meets Grade Level and 15% Masters Grade Level.

In 2021-2022, David E Smith had an overall score of 83 out of 100 and received the rating 'B.'

In Domain 1: Student Achievement, we received a scale score of 78 which gave us a letter grade of C.

In Domain 2: School progress, we received a scale score of 86, which gave us a letter grade of B.

In Domain 3: Closing the Gaps, we received a scale score of 75, which gave us a letter grade of C.

The Emergent Bilingual students who made progress in at least one area by grade level: 1st grade: 32%, 2nd grade: 20%, 3rd grade: 52%, 4th grade: 19%, 5th grade: 36%.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 David E. Smith School met/did not meet the target with a TELPAS progress rate of 51%. In 2021-2022 David E. Smith School again met/did not meet the target with a TELPAS progress rate of 34%. In comparing the progress rate from 2021 and 2022, David E. Smith demonstrated a 17% point decrease in students' English language development.

## Student Learning Strengths

- 9% gain in students meeting and 17% gain in students mastering 3rd Grade Reading STAAR
- 21% gain in students meeting and 20% gain in students mastering 4th Grade Reading STAAR
- 18% gain in students meeting 5th Grade Reading STAAR
- 10% gain in students approaching 3rd Grade Math STAAR
- 19% gain in students approaching and 13% gain in students meeting 4th Grade Math STAAR
- 7% gain in students approaching 5th Grade Math STAAR
- We maintained our school rating of a B.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The percent of students reaching Meets and Masters in 5th Grade Science is in the third quartile of the district. **Root Cause:** Alignment in



Kinder-4th and following district scope and sequence.

**Problem Statement 2 (Prioritized):** The percent of students approaching in our SPED population has increased. **Root Cause:** Lack of focus for our SPED population to on reaching a 1 to 2 point growth on STAAR.

**Problem Statement 3 (Prioritized):** While our percent of approaching in reading and math is rising, we need to focus on students reaching Meets and Masters in 3rd, 4th, and 5th Grade for math and reading. **Root Cause:** More differentiation for our higher achieving students.

# 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, 83.12% of students receive free or reduced lunches. 9.97% of students are served through the ESL program and 31.97% of our students are served in our Bilingual program in grades Kindergarten through Fifth grade. 16.62% of students are served through Special Education. 5.12% are served through dyslexia programs, and 6.14% 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 training, 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 daily and offers academic and extracurricular activities. ASPIRE is committed to serving these students with their social emotional needs as well.

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. These two campuses also created a flexible schedule so teachers will receive an extra half day planning alongside the teachers at WT Francisco 5 times throughout the year.
- 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. The school focus for the fourth year in a row has been utilizing the program Conscious Discipline. This is a campus wide approach to teaching our students skills and powers to help regulate their emotions so they maintain their brain state in the executive state so they are ready to learn. Our after school program has also been trained in this program.
- Our campus has a strong sense of community where teachers love to teach each other. We have a system in place where teachers can visit each other's classrooms to learn from one another.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Despite many efforts to raise daily attendance, DES has an attendance rate of 94%. **Root Cause:** Lack of parent awareness and educating them on how attendance correlates with academic performance.

**Problem Statement 2 (Prioritized):** The parent involvement at the campus has decreased over the past few years. **Root Cause:** We believe this is due to COVID and serving

families who have dual income households.

# Perceptions

## Perceptions Summary

Students participate in attendance incentive programs. Classes track their data weekly and classes and grade levels are celebrated each nine weeks.

The teacher retention rate for DES is 100% this year.

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. The last six weeks was held in person and many families came to celebrate their students' success. We partner with Bethesda school and have students mentors and reading buddies weekly. We have partnered with Recovery Resource Council to provide small group support.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Our families are not aware of the safety and security of our building. **Root Cause:** Lack of communication on this topic to our families.

**Problem Statement 2 (Prioritized):** Our families are not aware of how they can support their child in the classroom. **Root Cause:** Lack of communication with families.

# Priority Problem Statements

**Problem Statement 7:** The parent involvement at the campus has decreased over the past few years.

**Root Cause 7:** We believe this is due to COVID and serving families who have dual income households.

**Problem Statement 7 Areas:** Demographics - School Processes & Programs

**Problem Statement 1:** The percent of students reaching Meets and Masters in 5th Grade Science is in the third quartile of the district.

**Root Cause 1:** Alignment in Kinder-4th and following district scope and sequence.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 4:** Despite many efforts to raise daily attendance, DES has an attendance rate of 94%.

**Root Cause 4:** Lack of parent awareness and educating them on how attendance correlates with academic performance.

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

**Problem Statement 5:** Our families are not aware of the safety and security of our building.

**Root Cause 5:** Lack of communication on this topic to our families.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 2:** The percent of students approaching in our SPED population has increased.

**Root Cause 2:** Lack of focus for our SPED population to on reaching a 1 to 2 point growth on STAAR.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 6:** Our families are not aware of how they can support their child in the classroom.

**Root Cause 6:** Lack of communication with families.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 3:** While our percent of approaching in reading and math is rising, we need to focus on students reaching Meets and Masters in 3rd, 4th, and 5th Grade for math and reading.

**Root Cause 3:** More differentiation for our higher achieving students.

**Problem Statement 3 Areas:** Student Learning

# 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

## 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
- 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 Emergent Bilingual (EB) 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
- ASPIRE
- 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 diagnostic reading assessment data
- 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
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- 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

# Goals

Revised/Approved: October 7, 2022

**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.

b) Improve performance in Domain 3 Closing the Gap by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level.

**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) Re-calibration 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:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Literacy Resources and Professional Development - 199 - General Funds, Literacy Resources and Professional Development - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement the 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 and PLC  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.  e) Host a literacy, math and science nights for families to learn strategies to support their child's progress in reading.  f) Each teacher will have a parent conference with each family and literacy growth will be a topic discussed.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, LOL team and academic coaches</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Family Engagement - 211 - Title I - \$7,500, Coaching Clarity with Jenn Kleiber - 211 - Title I - \$7,500, Academic Coaches - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communicate and assist teachers 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 coach with professional development on differentiated instruction. The staff will have opportunities to meet with the coach to learn about differentiated instruction and build it within their lessons through PD and PLCs.  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 during school.  f) Provide data from assessments to ASPIRE on students they serve so they can give personalized learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, academic coaches, campus staff</p> <p><b>Title I:</b>  2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Instructional Resources/PD - 211 - Title I - \$2,000, Intervention Personnel - 199 - General Funds: SCE - \$70,121, Title I tutors - 211 - Title I - \$45,000</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> <p><b>Funding Sources:</b> Prekindergarten Teachers - 199 - General Funds: SCE</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 in grades prekindergarten - 3rd students based on assessment instruments being used for reading and math and communicate this progress to our families for their support.  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:</b> 2.4</p> <p><b>Problem Statements:</b> Perceptions 2</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



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The parent involvement at the campus has decreased over the past few years. <b>Root Cause:</b> We believe this is due to COVID and serving families who have dual income households.</p>
Student Learning
<p><b>Problem Statement 1:</b> The percent of students reaching Meets and Masters in 5th Grade Science is in the third quartile of the district. <b>Root Cause:</b> Alignment in Kinder-4th and following district scope and sequence.</p>
<p><b>Problem Statement 3:</b> While our percent of approaching in reading and math is rising, we need to focus on students reaching Meets and Masters in 3rd, 4th, and 5th Grade for math and reading. <b>Root Cause:</b> More differentiation for our higher achieving students.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> The parent involvement at the campus has decreased over the past few years. <b>Root Cause:</b> We believe this is due to COVID and serving families who have dual income households.</p>
Perceptions
<p><b>Problem Statement 2:</b> Our families are not aware of how they can support their child in the classroom. <b>Root Cause:</b> Lack of communication with families.</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 student groups as measured by state and district assessments.

a) In addition , meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for all student groups as measured by a district approved monitoring instrument.

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coordinate the implementation of the system-wide practices for the design and delivery of programs and services for Emergent Bilinguals.</p> <p><b>Actions:</b> a) Provide support to teachers to follow the written plan for the evaluation of programs and services for Emergent Bilinguals.            b) Ensure the comprehensive professional development plan targeting the competencies necessary to serve the needs of Emergent Bilinguals is communicated to teachers. Encourage teachers to participate and engage in these PD opportunities.            c) Follow the systems for monitoring of progress and accommodating linguistic and academic instruction of Emergent Bilinguals.            e) Follow the ESL program model for elementary laid out by the district.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff, Academic Coaches</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use the district continuous improvement process and requirements for mission statements, development of smart goals, the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p><b>Actions:</b> a) Provide support, training and coaching in the use of the PDSA process and provide appropriate, tiered professional learning support.            b) Monitor and provide feedback by utilizing the district rubric to campus staff regarding the PDSA development process through PLCs to ensure alignment to district expectation.            c) Highlight campus examples of the PDSA process, goal setting and digital data folders during campus walk debriefs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</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:</b>  4.1, 4.2</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2 - Perceptions 2</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Coordinate professional development that assists teachers in developing, implementing and progress monitoring student learning.</p> <p><b>Actions:</b> a) Coordinate professional development for all teachers in analyzing and use a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (i.e. state testing and classroom instruction).  b) Track student performance to determine progress toward success on STAAR assessments.  c) Coordinate professional development for teachers to developing personalized intervention plans through Success-Ed.  d) Coordinate 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, Classroom teachers, Reading and Math Interventionists, Resources teacher, Academic coaches</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Monitor the equitable programming to access services based upon special education, GATE, RtI, EB, 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 Emergent Bilinguals in the appropriate bilingual or ESL program.  c) Use Success-Ed to monitor program responses to students who are identified for 504, special education, or RtI services. Provide training to our classroom teachers and interventionist.  d) Implement the new district SEL program weekly in the classroom.  e) Ensure that all special services are documented in the appropriate programs: Success Ed, Ellevation, Pulse, Skyward</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus staff, Intervention Services department</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 211 - Title I - \$37,991, Tutoring Personnel - 211 - Title I - \$58,446, Educational Assistants - 211 - Title I - \$27,406</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> a) Provide AI tutoring for students who failed 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:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$9,656, Classroom books/resources/technology - 211 - Title I - \$2,000</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>				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The parent involvement at the campus has decreased over the past few years. <b>Root Cause:</b> We believe this is due to COVID and serving families who have dual income households.</p>

### Student Learning

**Problem Statement 1:** The percent of students reaching Meets and Masters in 5th Grade Science is in the third quartile of the district. **Root Cause:** Alignment in Kinder-4th and following district scope and sequence.

**Problem Statement 2:** The percent of students approaching in our SPED population has increased. **Root Cause:** Lack of focus for our SPED population to on reaching a 1 to 2 point growth on STAAR.

**Problem Statement 3:** While our percent of approaching in reading and math is rising, we need to focus on students reaching Meets and Masters in 3rd, 4th, and 5th Grade for math and reading. **Root Cause:** More differentiation for our higher achieving students.

### School Processes & Programs

**Problem Statement 2:** The parent involvement at the campus has decreased over the past few years. **Root Cause:** We believe this is due to COVID and serving families who have dual income households.





### Perceptions

**Problem Statement 2:** Our families are not aware of how they can support their child in the classroom. **Root Cause:** Lack of communication with families.

**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 (including ASPIRE) 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 Purposeful people expectations and begin weekly lessons of 20 minutes.                      e) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff, Counselor</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Crisis Counselors - 199 - General Funds: SCE</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> 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 Success-Ed to input behavioral RtI student plans.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</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:** 2021-2022 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:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the campuses branding and marketing plan</p> <p><b>Actions:</b> a) finalize brand development                      b) Develop core messaging to drive our message forward                      c) Develop a quarterly digital and social messaging plan.</p> <p><b>Staff Responsible for Monitoring:</b> Campus admin</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2 - Perceptions 1, 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>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** The parent involvement at the campus has decreased over the past few years. **Root Cause:** We believe this is due to COVID and serving families who have dual income households.

### School Processes & Programs

**Problem Statement 1:** Despite many efforts to raise daily attendance, DES has an attendance rate of 94%. **Root Cause:** Lack of parent awareness and educating them on how attendance correlates with academic performance.

**Problem Statement 2:** The parent involvement at the campus has decreased over the past few years. **Root Cause:** We believe this is due to COVID and serving families who have dual income households.

### Perceptions

**Problem Statement 1:** Our families are not aware of the safety and security of our building. **Root Cause:** Lack of communication on this topic to our families.


**Problem Statement 2:** Our families are not aware of how they can support their child in the classroom. **Root Cause:** Lack of communication with families.


**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 throughout the 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) Campus departments utilize the PDSA process to monitor progress towards goals. (ex. logistics committee, social committee, and LOL team will each set a goal and move through the PDSA process at each meeting.)                      a) Classes write mission statements and develop strategic learning goals.                      b) Each individual class utilize the PDSA process to track progress and growth 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:</b> 2.4, 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 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:</b>                      2.6</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Our families are not aware of the safety and security of our building. <b>Root Cause:</b> Lack of communication on this topic to our families.</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			
<b>Strategy 1:</b> Implement the district-wide program that promotes an accident-free work environment. <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. <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>				

**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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed on May 17 2022 based on spring survey feedback, TELPAS and universal screener results, attendance and behavior data compiled in the Spring of 2022. The CNA was reviewed and finalized to include current STAAR achievement data on July 28, 2022.

## 2. Campus Improvement Plan

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

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

**Parents:**

**Dylan Medrano and Emily Reed**

Community Members:

Mike Eason and Kelsey Kimbrough

Teachers:

Carrie Chandler, Sheila Anderson, Lisa Mais, Brandon Brumley, Stacey Self, Alex Brumley, Ninfa Cortez, Roxanne Magee, Shelly Villa, Ginger Rocha, Eva Fisher

Administrators:

Amanda Holman and Latisha Moore

Other Campus and District Staff:

Amanda Jones and Kinzie Mallot

### 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, 76% 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 recognition's, two-way communication between the school and home, and parent and family engagement activities.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Campus Improvement Plan is revised and evaluated in November, January, March, and June. The schoolwide plan (CIP) is developed annually.

## **4. Parent and Family Engagement (PFE)**

### **4.1: 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:**

**Dylan Medrano, Emily Reed**

Teachers:

Lisa Mais, Roxanne Magee, Eva Fisher, Morgan Martinez, Shelly Villa, Ginger Rocha, Rebeca Quintana

Administrators:

Latisha Moore and Amanda Holman

Other Campus and District Staff:

Julie Herring and Amanda Jones

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.

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

Most campus family engagement activities are scheduled for Tuesday evenings and Wednesday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (August 6th 9:00am-1:00pm) at WG Thomas Coliseum
- August Meet the Teacher Night (August 15th 6:00-7:00 pm) on campus
- Curriculum Night and September Title I Meeting (September 20th 5:45-7:15) on campus
- October Title I Meeting and Family Picnic (October 4th 5:45-7:00) on campus
- October Book Fair (Oct 17-21 8:00-4:00, Oct 18 8:00-6:00) on campus
- October Music performance - 3rd gr - with Conscious Discipline Parent Ed (October 18 5:45-6:30) on campus
- November Music performance - 4th gr - with Conscious Discipline Parent Ed (November 15 5:45-6:30) on campus
- November Math Event (Nov 29 5:45-7:00) on campus
- December Fun Run (December 2nd 8:00-3:30) on campus
- December Music performance - 5th gr - with Conscious Discipline Parent Ed (December 6th 5:45-6:30) on campus
- January Literacy Event (Jan 31 5:45-7:00) on campus
- February World Read Aloud Day (February 1 8:00-12:30) on campus
- March Open House (Monday 5:45-7:00) on campus
- March Discover Birdville Event (March 4th 9:00-12:00) at Richland High School
- March Music performance - 2nd gr - with Conscious Discipline Parent Ed (March 28 5:45-6:30) on campus
- April Music performance - 1st gr - with Conscious Discipline Parent Ed (April 18 5:45-6:30) on campus
- April Science Night (Date is TBD) at FW Science Museum
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Field Day (8:00-12:00) on campus

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Cherry	Educational Assistant	Title I	0.5
Glenda Reed	Educational Assistant	Title 1	1.0
Stacey Self	Math Interventionist	Title I	0.5

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Academic Coaches		\$0.00
1	1	3	Intervention Personnel		\$70,121.00
1	1	5	Prekindergarten Teachers		\$0.00
1	1	6	Intervention Personnel		\$0.00
1	2	4	Intervention Personnel		\$0.00
1	3	1	Crisis Counselors		\$0.00
2	1	1	Crisis Counselor		\$0.00
<b>Sub-Total</b>					\$70,121.00
<b>Budgeted Fund Source Amount</b>					\$70,121.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Resources and Professional Development		\$2,000.00
1	1	2	Coaching Clarity with Jenn Kleiber		\$7,500.00
1	1	2	Family Engagement		\$7,500.00
1	1	3	Instructional Resources/PD		\$2,000.00
1	1	3	Title 1 tutors		\$45,000.00
1	1	6	Substitutes for BAS testing		\$1,000.00
1	2	3	Title I Family Engagement		\$1,500.00
1	2	5	Tutoring Personnel		\$58,446.00
1	2	5	Educational Assistants		\$27,406.00
1	2	5	Intervention Personnel		\$37,991.00
1	2	6	Classroom books/resources/technology		\$2,000.00
<b>Sub-Total</b>					\$192,343.00
<b>Budgeted Fund Source Amount</b>					\$192,343.00
<b>+/- Difference</b>					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	ESSER Tutors		\$9,656.00
<b>Sub-Total</b>					\$9,656.00
<b>Budgeted Fund Source Amount</b>					\$9,656.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$272,120.00
<b>Grand Total Spent</b>					\$272,120.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**Foster Village Elementary**  
**2022-2023 Campus Improvement Plan**



# 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	5
School Processes & Programs	6
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.	19
Goal 3: All students and staff will learn and work in a safe and responsive environment.	21
State Compensatory	25
Personnel for Foster Village Elementary	26
Title I	26
1. Comprehensive Needs Assessment (CNA)	27
1.1: Comprehensive Needs Assessment	27
2. Campus Improvement Plan	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	28
2.5: Increased learning time and well-rounded education	28
2.6: Address needs of all students, particularly at-risk	29
3. Annual Evaluation	29
3.1: Annually evaluate the schoolwide plan	29
4. Parent and Family Engagement (PFE)	30
4.1: Develop and distribute Parent and Family Engagement Policy	30
4.2: Offer flexible number of parent involvement meetings	30
5. Targeted Assistance Schools Only	31
Title I Personnel	31
Campus Funding Summary	32
Addendums	34

# 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.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our special education population is not making adequate progress in closing the gaps. **Root Cause:** Special education self-contained teachers are responsible for multiple grades and all subjects. They need more time to collaborate with grade levels and provide rigorous instruction that align with the TEKS.

# Student Learning

## Student Learning Summary

Our campus overall accountability rating increased from a C to a B.

### Math

- 4th grade math performed higher than other BISD schools in our comparison group
- 4th and 5th grade showed growth in all tested areas
- 3rd grade meets and masters both increased in math

### Reading

- 3rd grade reading performed higher than other BISD schools in our comparison group
- 4th grade reading performed higher than other BISD schools in our comparison group
- 4th and 5th grade showed growth in all tested areas
- 3rd grade meets and masters both increased in reading
- 2nd and 5th grade had more than 50% of students make more than a year's growth in reading

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Foster Village Elementary School met the target with a TELPAS progress rate of 44%. In 2021-2022 Foster Village Elementary School did not meet the target with a TELPAS progress rate of 35%. In comparing the progress rate from 2021 and 2022 Foster Village demonstrated a 9% point decrease in students' English language development.

## Student Learning Strengths

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing significant reading gaps in grades third through fifth. **Root Cause:** District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

# 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. RTI committees meet 5 times a year to address student needs.

# 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 our families are excited to get back on campus and participate in campus activities. The PTA is planning several events. The campus leadership team is working with a local church and business to develop a partnership to support students and staff. Last year, our school had a 11% teacher turnover rate. Teachers who left retired or moved out of the area.

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

## 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
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- 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
- 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
- Community surveys and/or other feedback

# Goals

Revised/Approved: June 6, 2022

**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 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 cycles 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> <p><b>Funding Sources:</b> Academic Coach - 199 - General Funds: SCE</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 nine weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers  Interventionist  Administration</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> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE - \$47,863</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>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 Leadership meeting dates. - 211 - Title I - \$1,000</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.  b) Provide research-based assessment tools for online learning.  c) Provide updated technology devices for classrooms that are not equipped with interactive boards.</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$1,000, Tutors - 211 - Title I - \$20,000, Technology - 211 - Title I - \$2,000</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 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) Purchase curriculum sanctioned by the district that will allow teachers to instruct students at higher levels of comprehension. b) Provide time for Special Education teachers to plan and meet in PLC 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>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. b) Continue to promote writing through campus wide writing share out. c) 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>ESF Levers:</b>  Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Outside Title I Tutors - 211 - Title I - \$14,000, Tutors - Classroom teachers - 211 - Title I - \$6,915, Personnel - 211 - Title I - \$36,052, ESSER Tutors - ESSER - \$12,045, 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) 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>	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>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;">  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:** 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) Continue to deploy 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 nine week celebrations recognizing students who exemplify SEL behaviors.                      g) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor                      All Classroom Teachers                      Administration</p> <p><b>Funding Sources:</b> Conscious Discipline professional Learning - 211 - Title I - \$2,000, Crisis Counselor - 199 - General Funds: SCE</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>Funding Sources:</b> Items for PASS reward store - 199 - General Funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

**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 nine 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 9 weeks basis.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers            Faculty Student Celebration Committee            Students            Campus Administration</p> <p><b>Funding Sources:</b> Rewards and incentives - 199 - General Funds: Special Projects - \$850</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 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>	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:** 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>	Formative			Summative
	Nov	Jan	Mar	June
	Empty cells for data entry			

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) Participate in Conscious Discipline book study utilizing Conscious Discipline videos as a staff.  b) Implement Conscious Discipline strategies throughout the campus.  c) Insure that all staff have received Trust-Based Relational Interventions (TBRI) training.  d) Discuss specific student concerns during weekly administrative meetings and provide input to improve student success.  e) Monitor and evaluate the implementation of the behavior RtI plan.  f) Review campus disciplinary procedures quarterly and align ourselves in our beliefs and actions.  g) Develop positive plans and/or alternative behavior plans for students that need additional support.  h) Utilize district general education behavior facilitator to assess needs of students.  i) 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> <p><b>Funding Sources:</b> Conscious Discipline Online Book Study and Participant Workbooks - 211 - Title I - \$3,500</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 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>	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:** 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;">  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

## Personnel for Foster Village Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rochelle Keehan	Educational Assistant Title 1 Tutor	0



# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

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

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

**Parents:**

**Crystal Lenz**

Community Members:

Cindy Vickerman

Teachers:

Sheila Toombs, Amy Greene, Mandy Culp, Erin Hoover, Cindy Sawai, Steven Schmauss, Cassandra Money, Craig Roberts

Administrators:

Carrie Welborn, Aaron Sultan

Other Campus and District Staff:

Meredith Konlande, Laura Bean

### 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, 32% 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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

## 4. Parent and Family Engagement (PFE)

### 4.1: 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:**

**Crystal Lenz**

Community Members:

Cindy Vickerman

Teachers:

Sheila Toombs, Amy Greene, Mandy Culp, Erin Hoover, Cindy Sawai, Steven Schmauss, Cassandra Money, Craig Roberts

Administrators:

Carrie Welborn, Aaron Sultan

Other Campus and District Staff:

Meredith Konlande, Laura Bean

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.

### 4.2: 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 2022-23:

- 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 (Tuesday) 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

## **5. Targeted Assistance Schools Only**

# 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: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coach		\$0.00
1	1	2	Intervention Personnel		\$47,863.00
1	2	3	Intervention Personnel		\$0.00
1	3	1	Crisis Counselor		\$0.00
1	4	1	Intervention Personnel		\$0.00
<b>Sub-Total</b>					\$47,863.00
<b>Budgeted Fund Source Amount</b>					\$47,863.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitutes for Leadership meeting dates.		\$1,000.00
1	1	4	Technology		\$2,000.00
1	1	4	Tutors		\$20,000.00
1	1	4	Instructional Resources		\$1,000.00
1	2	3	Personnel		\$36,052.00
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
3	1	2	Conscious Discipline Online Book Study and Participant Workbooks		\$3,500.00
<b>Sub-Total</b>					\$87,187.00
<b>Budgeted Fund Source Amount</b>					\$87,187.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	ESSER Tutors		\$12,045.00
<b>Sub-Total</b>					\$12,045.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Budgeted Fund Source Amount</b>	\$12,045.00
				<b>+/- Difference</b>	\$0.00
				<b>Grand Total Budgeted</b>	\$147,095.00
				<b>Grand Total Spent</b>	\$147,095.00
				<b>+/- Difference</b>	\$0.00



# Addendums

**Birdville Independent School District**  
**Grace E. Hardeman Elementary**  
**2022-2023 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	21
1. Comprehensive Needs Assessment (CNA)	22
1.1: Comprehensive Needs Assessment	22
2. Campus Improvement Plan	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	22
2.5: Increased learning time and well-rounded education	23
2.6: Address needs of all students, particularly at-risk	23
3. Annual Evaluation	24
3.1: Annually evaluate the schoolwide plan	24
4. Parent and Family Engagement (PFE)	24
4.1: Develop and distribute Parent and Family Engagement Policy	24
4.2: Offer flexible number of parent involvement meetings	24
5. Targeted Assistance Schools Only	25
Title I Personnel	25
Campus Funding Summary	26

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hardeman Elementary is a Title I school that served 612 students Pre-k-5th grade during the 2021-2022 school year. Our demographics are displayed in detail below.

- Title I Campus located in north end of Birdville ISD
- Serves approximately 612 students
  - PreK – 5<sup>th</sup> Grade
  - AABLE and ACCESS Special Education Program
- Student ethnicity
  - 43% White
  - 31% Hispanic/Latino
  - 9% African American
  - 12% Asian
  - 4% Two or more
  - 1% Pacific Islander
- 59% of students are Economically Disadvantaged
- 52% of students are identified as at risk
- 100 students are Limited English Proficient
- 100 students are served in EL Program
- 108 students are served in Special Education
- 30 students are served in Advanced Academic Program
- 50 students are served through dyslexia program
- 48 students are served under section 504
- 100% staff meet federal highly qualified requirements

### Demographics Strengths

In looking at the data, Hardeman has seen a decrease in gifted and talented students going from 10% to 5% in the last ten years. Additionally, we have seen an increase in our special education percentages going from 10% to 17% in that same time period. Our teachers have continued to learn and implement instructional strategies that have allowed our students to continue to perform at high levels on the state assessments and in comparison with our comparable schools.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** According to the 2022 state accountability report on Closing the Gaps, 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 2022, 68% were at meets or above in reading, where the target is 74%. In 2022, 68% of our Asian students were at the meets level in math, where the target was 82%. **Root Cause:** The majority of students in this subgroup are part of the EL subgroup as well.

**Problem Statement 2 (Prioritized):** According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of White students reaching the meets expectation level on math STAAR is below the target percentage. In 2022, 56% were at meets or above in math, where the target is 59%. **Root Cause:** Students are recovering from "COVID gaps" but still need time to close the learning gaps.

**Problem Statement 3 (Prioritized):** According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of Asian students reaching the Student Success Status on STAAR is below the target percentage. In 2022, 64% reached the required STAAR Component Score, where the target is 73%. **Root Cause:** The majority of students in this subgroup are part of the EL subgroup as well.

# Student Learning

## Student Learning Summary

In reviewing the Fountas and Pinnell BAS assessment to determine the reading level and growth of each student, we saw a dramatic drop of the percentage of students ending the year on level post COVID. However in 2022 we increased the percentage of students ending on grade level by 3% in kindergarten, 18% in 1st grade, and 4% in 2nd grade.

When examining STAAR math data we had a similar drop post COVID. However in 2022 we increased the passing rate by 3% in 3rd grade, 2% in 4th grade, and 10% in 5th grade.

Similarly, in STAAR reading data we had a similar drop post COVID, but in 2022 we increased the passing rate by 11% in 3rd grade, 11% in 4th grade, and 4% in 5th grade.

Our 5<sup>th</sup> grade STAAR Science data followed the same pattern, and in 2022 we had 84% of students approaching grade level, 62% of students meet grade level, and 36% of student master grade level.

Based on overall STAAR performance our campus received a grade of 89 and 3 distinctions from the state.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Hardeman Elementary School met the target with a TELPAS progress rate of 54%. In 2021-2022 Hardeman Elementary School again met the target with a TELPAS progress rate of 46%. In comparing the progress rate from 2021 and 2022, Hardeman Elementary demonstrated a 8% point decrease in students' English language development.

## Student Learning Strengths

Every grade level increased the percentage of students passing STAAR in every subject area, resulting in a grade of 89 for our campus overall and 3 distinctions.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 4th Grade math is an area of weakness based on STAAR results. **Root Cause:** We plan to increase supports in those classrooms through intervention, professional learning, and coaching.

# 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-nine percent of students are served by the free/reduced lunch program and 100 students are English language learners (ELs), served by bilingual PK or English language learner (EL) programs. Currently, 108 students are served through special education which includes four self-contained programs for the cluster, and 30 students are served through the gifted and talented program.

The academic RtI program serves students in grades K through 5 in both reading and mathematics as well as behavior. 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 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. We are good at utilizing PLCs 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. 91% of parents who responded to the survey reported they feel their child is safe at school. 100% of staff reported that they feel our campus is safe for staff and students.

Our campus offers ample parent engagement opportunities throughout the school year, and we saw an increase in participation this school year.

We will continue surveying parents this year and involving them in the decision making process.

## Perceptions Strengths

The Hardeman staff, students, and parents feel like a school family. The majority feel like they are an integral and valued part of our campus. 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

**Problem Statement 2:** According to the 2022 state accountability report on Closing the Gaps, 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 2022, 68% were at meets or above in reading, where the target is 74%. In 2022, 68% of our Asian students were at the meets level in math, where the target was 82%.

**Root Cause 2:** The majority of students in this subgroup are part of the EL subgroup as well.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 1:** 4th Grade math is an area of weakness based on STAAR results.

**Root Cause 1:** We plan to increase supports in those classrooms through intervention, professional learning, and coaching.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of White students reaching the meets expectation level on math STAAR is below the target percentage. In 2022, 56% were at meets or above in math, where the target is 59%.

**Root Cause 3:** Students are recovering from "COVID gaps" but still need time to close the learning gaps.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of Asian students reaching the Student Success Status on STAAR is below the target percentage. In 2022, 64% reached the required STAAR Component Score, where the target is 73%.

**Root Cause 4:** The majority of students in this subgroup are part of the EL subgroup as well.

**Problem Statement 4 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **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: 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> Provide quality Tier 1 instruction for every student by maximizing district resources and implementing Tier 1 priorities in Pre-k through 5th grade.</p> <p><b>Actions:</b> -Utilize grade level PLCs in collaboration with academic coach to implement tier 1 priorities.                      -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 RLA vertical teams to increase collaboration system wide on tier 1 priorities and best practices in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, LOL team, RLA vertical team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</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, ESSER tutor, and interventionists to provide intervention for targeted students identified through the RTI process to decrease learning gaps and increase student performance.            -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:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1</p> <p><b>Funding Sources:</b> Tutorials - 211 - Title I - \$15,000, Intervention Personnel - 211 - Title I - \$113,763, Instructional Materials - 211 - Title I - \$3,693, ESSER Tutors - ESSER - \$22,815, Campus Personnel - 199 - General Funds: SCE - \$171,751</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> According to the 2022 state accountability report on Closing the Gaps, 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 2022, 68% were at meets or above in reading, where the target is 74%. In 2022, 68% of our Asian students were at the meets level in math, where the target was 82%. <b>Root Cause:</b> The majority of students in this subgroup are part of the EL subgroup as well.</p>
<p><b>Problem Statement 2:</b> According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of White students reaching the meets expectation level on math STAAR is below the target percentage. In 2022, 56% were at meets or above in math, where the target is 59%. <b>Root Cause:</b> Students are recovering from "COVID gaps" but still need time to close the learning gaps.</p>
<p><b>Problem Statement 3:</b> According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of Asian students reaching the Student Success Status on STAAR is below the target percentage. In 2022, 64% reached the required STAAR Component Score, where the target is 73%. <b>Root Cause:</b> The majority of students in this subgroup are part of the EL subgroup as well.</p>
Student Learning
<p><b>Problem Statement 1:</b> 4th Grade math is an area of weakness based on STAAR results. <b>Root Cause:</b> We plan to increase supports in those classrooms through intervention, professional learning, and coaching.</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 2:** Close achievement gaps that exist for all under-performing groups as measured by STAAR, district assessments and screeners, and campus/grade level common assessments.

**HB3 Goal**

**Evaluation Data Sources:** STAAR data, interim data, screener data (mclass, renaissance) and campus assessment data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Deepen implementation of the district continuous improvement process including use of 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 nine weeks grading period.                      -Hold campus content area events to educate families and provide practice opportunities for academic skills. (Science night, math night)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, academic coach, vertical teams, staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1</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 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                      -Conduct campus events to engage families including math and science family nights.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor</p> <p><b>Title I:</b> 4.1, 4.2</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.            -Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels</p> <p><b>Staff Responsible for Monitoring:</b> campus administration &amp; academic coach</p> <p><b>Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1  <b>Funding Sources:</b> Academic Coaches - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> According to the 2022 state accountability report on Closing the Gaps, 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 2022, 68% were at meets or above in reading, where the target is 74%. In 2022, 68% of our Asian students were at the meets level in math, where the target was 82%. <b>Root Cause:</b> The majority of students in this subgroup are part of the EL subgroup as well.</p>
<p><b>Problem Statement 2:</b> According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of White students reaching the meets expectation level on math STAAR is below the target percentage. In 2022, 56% were at meets or above in math, where the target is 59%. <b>Root Cause:</b> Students are recovering from "COVID gaps" but still need time to close the learning gaps.</p>
<p><b>Problem Statement 3:</b> According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of Asian students reaching the Student Success Status on STAAR is below the target percentage. In 2022, 64% reached the required STAAR Component Score, where the target is 73%. <b>Root Cause:</b> The majority of students in this subgroup are part of the EL subgroup as well.</p>
Student Learning
<p><b>Problem Statement 1:</b> 4th Grade math is an area of weakness based on STAAR results. <b>Root Cause:</b> We plan to increase supports in those classrooms through intervention, professional learning, and coaching.</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 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:** staff self-assessment, walkthrough data and teacher and parent feedback

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.                      -Provide monthly training for new hires regarding CD practices and implementation in the classroom.                      -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 Character Strong SEL program throughout the school year.                      -Continue training staff in Conscious Discipline through campus PD, outside trainings, and coaching.                      -Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor                      Behavior Team</p> <p><b>Title I:</b>                      2.5, 2.6</p> <p><b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE</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 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			
<p><b>Strategy 1:</b> Implement the district behavioral Rtl plan.</p> <p><b>Actions:</b> -Follow district protocols and procedures.                      -Utilize conscious Discipline strategies to support students through behavior interventions.                      -Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Counselor                      Behavior RTI team</p> <p><b>Title I:</b>                      2.5, 2.6</p> <p><b>Funding Sources:</b> Crisis 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 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> Include all pre-k students and families in campus programs.</p> <p><b>Actions:</b> -include pre-k students in all campus programs.                      -track student growth and create plans for students not meeting targets based on CIRCLE data.                      -Pre-k teachers will meet with pre-k coordinator and/or coach to review CIRCLE data.                      -Utilize SCE-funded prekindergarten teachers to provide a foundation to our youngest students based upon academic, social, and emotional needs.</p> <p><b>Staff Responsible for Monitoring:</b> Pre-K team</p> <p><b>Funding Sources:</b> Prekindergarten - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% 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) 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:</b>                      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 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
<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:** 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.

**Evaluation Data Sources:** district report

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 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.

Strategy 1 Details	Reviews			
<p><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 &amp; staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in June 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

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

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

Katie Moran - Principal

Jed Carletonn - Assistant Principal

Diana Lewis, Melissa Tate, Melissa Garner, Chris Pool, Megan Gant, Alyssa Butler, Lauren Tidwell, and Shannon Bragg - Teachers

Jaelyn Riski - Instructional Coach and District Professional

Carolyn Ezell and Luvert Hollis - parents

Brent Johnson and Jack Bailey - community members

Jeremy Garner and Amy Teplow - business representatives

### 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

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

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.

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

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.

### **3. Annual Evaluation**

#### **3.1: Annually evaluate the schoolwide plan**

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.

### **4. Parent and Family Engagement (PFE)**

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

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

Katie Moran - Principal

Jed Carletonn - Assistant Principal

Diana Lewis, Melissa Tate, Melissa Garner, Chris Pool, Megan Gant, Alyssa Butler, Lauren Tidwell, and Shannon Bragg - Teachers

Jaelyn Riski - Instructional Coach and District Professional

Carolyn Ezell and Luvert Hollis - parents

Brent Johnson and Jack Bailey - community members

Jeremy Garner and Amy Teplow - business representatives

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.

#### **4.2: 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 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Back to School Bash through Sertoma - August 6th, 10-1pm
- August 15th - Meet the Teacher Night on campus
- August 23-September 3 - grade level curriculum nights
- September 15th - Title 1 Meeting and family STEAM night
- September 26-30 Book Fair on campus
- September 28 - Grandparents Day Celebration
- Awards and data days at the end of each nine week's grading period
- October 4th - national family PE night at the park
- Grade level performances for families throughout the school year
- February 1st - World Read Aloud Day
- WatchDog program
- March 4 - Discover Birdville
- March 3-10 - Spring Book Fair
- March 9 - Open House
- April 6th - volunteer appreciation breakfast and parent engagement policy/compact review
- April 13 - Family Science Night through the Science Museum
- April - Kindergarten Round up & Popsicle on the playground
- May - families invited to Field Day
- May - End of year awards and celebrations

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Shupp	Reading Interventionist	Title I	1
Marsha Knowles	Math Interventionist	Title I	.5

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus Personnel		\$171,751.00
1	2	3	Academic Coaches		\$0.00
1	3	1	Crisis Counselor		\$0.00
1	4	1	Crisis Counselor		\$0.00
1	5	1	Prekindergarten		\$0.00
<b>Sub-Total</b>					\$171,751.00
<b>Budgeted Fund Source Amount</b>					\$171,751.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Personnel		\$113,763.00
1	1	2	Tutorials		\$15,000.00
1	1	2	Instructional Materials		\$3,693.00
1	2	2	Family Engagement		\$1,288.00
<b>Sub-Total</b>					\$133,744.00
<b>Budgeted Fund Source Amount</b>					\$133,744.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESSER Tutors		\$22,815.00
<b>Sub-Total</b>					\$22,815.00
<b>Budgeted Fund Source Amount</b>					\$22,815.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$328,310.00
<b>Grand Total Spent</b>					\$328,310.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**Green Valley Elementary**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Postsecondary Readiness



# Value Statement

Growth mindset

Accepting

Teamwork

Open-minded

Respectful

Scholars

# 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 13
  - Goal 1: PK-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. 14
  - 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. 19
  - Goal 3: All scholars and staff will learn and work in a safe and responsive environment. 25
- Campus Funding Summary 27

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### 439 total students

Male: 51.12%

Female: 48.88%

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%

*The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Green Valley Elementary School **met** the target with a TELPAS progress rate of 67%. In 2021-2022 Green Valley Elementary School again **met** the target with a TELPAS progress rate of 57%. In comparing the progress rate from 2021 and 2022, Green Valley Elementary School demonstrated a 10% point **decrease** in students' English language development.*

At Risk: 19.05%

Economically Disadvantaged: 17.86%

Free Lunch & Reduced Lunch: 17.86%

Limited English Proficient: 2.9%

Mobility Rate: 5.3 % -- \_\_\_\_\_

Dyslexic: 6.3%

Gifted and Talented: 13.8%

Special Education: 10.49%



Average Daily Attendance: 97.7% (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

Aware: Where They Were (2021 STAAR vs. 2022 Preliminary)	May 2021 STAAR Mathematics, Grade 3				May 2022 STAAR Grade 3 Mathematics EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	60	88.33%	60%	36.67%	78	82.05%	61.54%	38.46%
	May 2021 STAAR Reading, Grade 3				May 2022 STAAR Grade 3 Reading EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	62	93.55%	77.42%	53.23%	81	88.89%	71.60%	50.62%
	May 2021 STAAR Mathematics, Grade 4				May 2022 STAAR Grade 4 Mathematics EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	68	92.65%	77.94%	58.82%	64	87.50%	67.19%	43.75%
	May 2021 STAAR Reading, Grade 4				May 2022 STAAR Grade 4 Reading EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	68	95.59%	75%	54.41%	63	93.65%	79.37%	55.56%
	April 2021 STAAR Mathematics, Grade 5				May 2022 STAAR Grade 5 Mathematics EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	66	98.48%	87.88%	66.67%	72	98.61%	84.72%	52.78%
	April 2021 STAAR Reading, Grade 5				May 2022 STAAR Grade 5 Reading EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	66	95.45%	77.27%	63.64%	71	95.77%	81.69%	69.01%
	May 2021 STAAR Science, Grade 5				May 2022 STAAR Grade 5 Science EOC Preliminary			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
120 - Green Valley ES	65	90.77%	69.23%	33.85%	71	97.18%	78.87%	32.39%

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**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Green Valley failed to increase STAAR performance in 3rd-grade math (approaches), 3rd-grade reading (approaches, meets & masters), 4th-grade math (approaches, meets, & masters), 4th-grade reading (approaches), and 5th-grade math (meets & masters), and 5th-grade science (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 Stemscopecs, 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  Patterns of Power (K-5)	Teachers Pay Teachers - Supplemental Resources
DATA FOLDERS  PDSA Address Multiple Intelligences	Mentoring Minds THINK UP for Grades 2-5  DATA FOLDERS /PDSA Address Multiple Intelligences SMART (Scholars Moving Around Teachers) Time - Intervention	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	DATA FOLDERS /PDSA  Flocabulary Resources - Gr. 5 US History Address Multiple Intelligences
Hands-On Real World Learning Experiences	Elements of Depth & Complexity posted and incorporated across the disciplines (product based)	Elements of Depth & Complexity posted and incorporated across the disciplines (product based)	Elements of Depth & Complexity posted and incorporated across the disciplines (product based)

**Science**

**Mathematics**

**ELA & Reading**

**Social Studies**

Hands-On Real World Learning Experiences Empowering Writers Resources incorporated as a supplemental resource K-5

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 Strengths

Selfie traits, Character Strong 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 Selfie Values, our Green Valley Pledge, and kindness through words and actions are inconsistent and not reflective of positive presupposition toward others. The change in leadership and teachers.

# 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 diagnostic reading assessment data
- 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
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- 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

#### **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:** PK-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:** 2022-23 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, &amp; Reading, Gr. 4 Math &amp; Reading, 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> Mentoring Minds THINK UP Series for grades 3-5 (PTA Funds 50%) - 199 - General Funds - \$9,000, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
	This row is empty as per the image			

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>	Formative			Summative
	Nov	Jan	Mar	June
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, CAMT Math Conference, TAPHERD PE Conference, Math Workshops, Gifted and Talented PD/ Workshops &amp; Conferences, SPED Conferences, Professional Conferences addressing Social and Emotional Needs of Scholars, Incorporating Rigor and Building Relationships)</p> <p>(d) Utilize district-provided processes to manage evidence of learning. (Walk-throughs, lesson plans, professional learning history in Eduphoria Workshop)</p> <p>(e) Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels</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, Academic Coach - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June





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> New teachers in Kinder, 2nd and 3rd grade 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</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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:** PK-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 percentage points over 2023

**HB3 Goal**

**Evaluation Data Sources:** STAAR Data indicating overall Reading, Math, Writing and Science improvement. (See Data Source indicating 5 point gain for 2023 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 PK-5 plan to implement Continuous Improvement processes.</p> <p>d) Personal Data Collection for each scholar PK-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
	Empty review cells			
<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:** PK-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.  
2022-23 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                      c) Tutoring support of House Bill 4545 for scholars in 4th and 5th grade who did not pass the STAAR assessment in reading and math,.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                      Counselor                      Interventionists                      Academic Coach</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE - \$155,152, ESSER Tutors - ESSER - \$1,843</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 1:** PK-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 2022 - 2 out of 6)

**Evaluation Data Sources:** 2022-2023 = 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.</p> <p>d) Recognize CLASS with the overall best attendance rate each nine 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
	Review content area			
<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:** 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) Utilize grade-level teams to interview and hire new staff.            b) Assign a mentor to each new teacher and new staff member.            c) Utilize the coaching cycle for new teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Admin            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:** 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 2022-2023 school year, 100% of classrooms will develop and monitor class goals concerning character development using the social and emotional curriculum and Character Strong.

**Evaluation Data Sources:** Campus data as evidenced in classrooms, counselor's room and throughout the building (main hall display to include highlighted Selfie Value/Character Strong Gator Greats each nine-week period)





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Infuse Selfie Traits and Character Strong values into all elements of the school culture.</p> <p>Provide experiences for scholars to recognize connections between Gator Values and exemplifying the Selfie Traits and Character Strong.</p> <p><b>Actions:</b> a) Ensure delivery of scholar tasks that provide scholars with experiences to develop Selfie traits and Character Strong.</p> <p>b) Implement activities designed to integrate Selfie traits and Character Strong. 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.</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 Selfie traits and Character Strong. Help scholars make connections between Selfie traits, Character Strong, and Leadership lessons.</p> <p>f) Classroom Mission Statements are developed to promote and reinforce Selfie traits and Character Strong.</p> <p>g) Classroom Social Contracts are developed to promote Capturing Kids' Hearts.</p> <p>h) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Instructional Staff Technology EA Campus Administration SBDM Team Kindness Club - Counselor, SAC, &amp; selected 4th grade scholars</p> <p><b>Funding Sources:</b> Selfie Traits T-Shirts - 199 - General Funds: Special Projects - \$500, Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All staff who did not participate in Capturing Kids Hearts training in July 2021 will be allowed to attend CKH training in the summer of 2022.</p> <p><b>Actions:</b> Attend Capturing Kids Hearts Training in the summer 2022.</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 - \$4,500</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:** 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 the 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 and Patients Program).</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><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, Battle of the Books, Spelling Bee, Destination Imagination, and Yearbook Committee, Kindness Club, Student Council.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Specials Area Teachers            Interventionists            Battle of the Books Coaches            Spelling Bee Coordinator            Instructional 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 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
<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 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, Navigate 360, 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration All Staff Members</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<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	1	Intervention Personnel		\$0.00
1	1	3	Academic Coach		\$0.00
1	3	1	Intervention Personnel		\$155,152.00
2	2	1	Crisis Counselor		\$0.00
<b>Sub-Total</b>					\$155,152.00
<b>Budgeted Fund Source Amount</b>					\$155,152.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ESSER Tutors		\$1,843.00
<b>Sub-Total</b>					\$1,843.00
<b>Budgeted Fund Source Amount</b>					\$1,843.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$156,995.00
<b>Grand Total Spent</b>					\$156,995.00
<b>+/- Difference</b>					\$0.00



**Birdville Independent School District**  
**Holiday Heights Elementary**  
**2022-2023 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	22
1. Comprehensive Needs Assessment (CNA)	23
1.1: Comprehensive Needs Assessment	23
2. Campus Improvement Plan	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	24
2.6: Address needs of all students, particularly at-risk	25
3. Annual Evaluation	25
3.1: Annually evaluate the schoolwide plan	25
4. Parent and Family Engagement (PFE)	26
4.1: Develop and distribute Parent and Family Engagement Policy	26
4.2: Offer flexible number of parent involvement meetings	27
5. Targeted Assistance Schools Only	27
Title I Personnel	27
Campus Funding Summary	28

# 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 531 students. Holiday Heights' demographic information indicates a population that is approximately 35% White, 35% Hispanic, 18% African American, 6% Asian American, 5% Multiracial, and 1% Pacific Islander.

Additionally, the campus has approximately 50% of students considered to be at-risk and 66% of students are considered economically disadvantaged. The other student groups for Holiday Heights Elementary include approximately 12% Limited English Proficient, 7% Dyslexic, 16% 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.

### Demographics Strengths

Holiday Heights has a good sense of community between our staff and our families. We have a great deal of parent involvement and good rapport with the community.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Campus has approximately 50% of students identified as At-Risk. **Root Cause:** Need to strengthen Tier 1 Priorities in order to close learning gaps.

**Problem Statement 2:** Student behavior has escalated over the past two years. **Root Cause:** Students SEL is low due to inconsistent attendance (Covid) and other factors.

## Student Learning

### Student Learning Summary

Students at Holiday Heights are making steady growth in all grade levels. STAAR scores were comparable to district average; however the majority of all students showed growth on their scale scores from the previous year.

TEST	LEVEL	DISTRICT	HHE
3RD READING	APPROACHES	79%	76%
	MEETS	55%	55%
	MASTERS	35%	36%
3RD MATH	APPROACHES	71%	74%
	MEETS	44%	46%
	MASTERS	23%	18%
4TH READING	APPROACHES	80%	83%
	MEETS	55%	64%
	MASTERS	29%	23%
4TH MATH	APPROACHES	71%	73%
	MEETS	41%	44%
	MASTERS	20%	14%
5TH READING	APPROACHES	84%	76%
	MEETS	60%	56%
	MASTERS	40%	38%
5TH MATH	APPROACHES	78%	67%
	MEETS	47%	42%
	MASTERS	24%	22%
5TH SCIENCE	APPROACHES	70%	62%
	MEETS	42%	31%
	MASTERS	19%	20%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Holiday Heights Elementary School met the target with a TELPAS progress rate of 36%. In 2021-2022 Holiday Heights Elementary School again met the target with a TELPAS progress rate of 48%. In comparing the progress rate

from 2021 and 2022, Holiday Heights Elementary School demonstrated a 12% point increase in students' English language development.

### **Student Learning Strengths**

Holiday Heights has a process of intervention in place to ensure that students' academics/emotional needs are met; including district personnel who have been on campus to support Tier 1 instruction/priorities. Holiday Heights also offers multiple opportunities for family and community involvement that support student learning.

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

**Problem Statement 1:** Not all staff has been trained in Continuous Improvement. **Root Cause:** Changes in staffing and new employees need proper training from district officials.

## School Processes & Programs

### School Processes & Programs Summary

Students at Holiday Heights Elementary are served through a variety of programs related to individual student needs. 66% of our students are served by the free and reduced lunch program. 12% of our students are considered Limited English, 16% special education, 7% dyslexic, and 7% gifted and talented.

Holiday Heights Elementary has two Pre-Kindergarten classrooms (one Coteach Programs that serve children who are four years old, some identified Special Education 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

Holiday Heights staff uses PLC (Professional Learning Communities) meetings to address student needs using anecdotal records, observations and data.

The campus schedule and classroom schedules are made with an effort at maximizing instructional time and are based on best practices. Holiday Heights uses Vertical Teams to align curriculum, strategies and common vocabulary. Also, all staff is trained in Capturing Kids' Hearts, which has all staff on same page - social contracts, greeting students, affirmations, good things.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause:** Student SEL is low due to inconsistent attendance (Covid) and other factors.

## Perceptions

### Perceptions Summary

The focus of Holiday Heights Elementary is on individual student needs. Our leadership, curriculum, support services, teaching styles, general school environment and community form the foundation for student success. We strive to show #HuskyPride in and out of the school setting.

### **Mission Statement:**

Holiday Heights Elementary is a community of lifelong learners where everyone learns in a safe, kind, and nurturing environment.

### **Vision:**

Staff and students will grow and develop, not only academically, but socially for a future they create.

### Perceptions Strengths

Holiday Heights is welcoming, warm and supportive to students and parents. Students feel and see that teachers work hard and have their best interests at heart. School communication: Parents appreciate the communication on social media as well as class newsletters.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Since Covid, grade level teams feel isolated and not in touch with other teams. **Root Cause:** Since Covid, Holiday Heights has not had many cross-grade level/team opportunities for students and teachers to interact with each other.

**Problem Statement 2:** Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause:** Student SEL is low due to inconsistent attendance (Covid) and other factors



# 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 failure and/or retention rates
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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: Elementary: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), 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 our campus level.</p> <p><b>Actions:</b> (A) Provide ongoing professional learning opportunities for all staff needs to build their capacity to implement the district literacy plan at our campus level.                      (B) Continue to utilize campus LOL team to lead the implementation of the literacy plan.                      (C) Provide necessary resources, support, and coaching to implement our campus literacy plan.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, Interventionists, Special Education Staff, LOL Members, Classroom Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement the literacy plan with a focus on responsive teaching and continuous improvement.</p> <p><b>Actions:</b> a) Provide staff the necessary coaching and training to continue the implementation of district and state literacy requirements.  b) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among principals and central office staff.  c) Infuse literacy-focused professional learning and discussions into PLCs.  d) Review components of continuous improvement and demonstrate classroom examples.  e) Monitor campus implementation of the district literacy plan through ongoing professional learning and coaching.  f) Implement training to support general education and all special program teachers with instructional practices that aligns to the new STAAR redesign.  g) Utilize instructional coaches to support teachers in literacy instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers, Central Office Staff</p> <p><b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Support staff in implementing data informed and responsive teaching.</p> <p><b>Actions:</b> a) Deepen the understanding and implementation of data driven responsive instruction.  b) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement.  c) Discuss data from multiple assessments (Circle, mClass, Istation, Star Renaissance and Interims) to inform instruction.  e) Strengthen school-wide formative assessments and how to capture the data in Eduphoria.  f) Train staff on 2.0 tier one priorities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers, Central Office Staff</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Curriculum, Instruction, and Assessment 1  <b>Funding Sources:</b> Coaches and Interventionists - 199 - General Funds: SCE - \$14,245</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> Assist 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 (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction).                      b) Track student performance to determine progress toward success on STAAR assessments.                      c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction.                      d) Use PLC Data Talks to determine best practices and student growth needs.                      e) Use Title I Staff to support student learning and growth in both reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers, Title I Staff</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> Campus Personnel - 211 - Title I - \$24,000, Instructional resources - 211 - Title I - \$32,787, - 199 - General Funds: SCE, Campus Personnel - 211 - Title I - \$38,000, ESSER Tutors - ESSER - \$21,785, Title I Tutors - 211 - Title I - \$30,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty cells for the review period			

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 walkthroughs.  d) Model examples of goal setting and digital data folders during PLCs, Staff Meetings and Newsletters.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide multiple opportunities for parents and the community to be engaged in the educational process and improving student learning.</p> <p><b>Actions:</b> a) Host Meet the Teacher Event.  b) Conduct Parent Curriculum Nights to give parents information on how to support their child in/out of the school .  c) Host Information Nights/Counselor Sessions  d) Host the Annual Title 1 Information Night to explain programs and services available to our families.  e) Develop and distribute a Family and Parent Engagement Policy.  f) Host Academic Nights such as Science Night, Literacy Night, Math Night to support student learning.  g) Host Open House to show parents academic growth  h) Conduct fall and spring parent conferences to improve student learning.</p> <p><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1  <b>Funding Sources:</b> Family Engagement Resources - 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;">  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> Create a culture that focuses students' social-emotional well-being.</p> <p><b>Actions:</b> a) Develop a plan for implementing SEL curriculum into the classroom with consistency.                      b) Design classroom counseling lessons addressing social-emotional well-being.                      c) Implement a plan to recognize students and staff that demonstrate citizenship.                      d) Implement activities and programs that will integrate values into school culture.                      e) Implement a digital citizenship and safety program.                      f) Provide training to all staff for Capturing Kids' Hearts.                      g) Develop Journals for students to use with counseling lessons each week (and as personal journals as needed).                      h) Utilize SCE-funded Crisis Counselor to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselor, SEL Committee, Classroom Teachers</p> <p><b>Problem Statements:</b> School Context and Organization 1</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$10,000, - 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 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 Plan.</p> <p><b>Actions:</b> a) Ensure that staff is trained n the implementation of the behavior RtI plan with established procedures.                      b) Conduct PBIS Behavior Meeting with Agendas/Minutes to support campus behavior concerns.                      c) Continue to implement consistent campus behavioral expectations (The Husky Way) that all stakeholders will follow.                      d) Use video announcements and short clips to demonstrate appropriate campus behavior.                      e) All staff will implement strategies learned during Capturing Kids' Hearts training.</p> <p><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff</p> <p><b>Problem Statements:</b> School Culture and Climate 1</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 campus 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.                      b) Follow truancy guidelines and implement truancy prevention measures (including Open Enrollment Students)                      c) Use District Weekly Attendance Reports on Announcements and Social Media to encourage better attendance.                      d) Develop Grade Level and Class Incentives, including individual recognition</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Attendance Clerk, Counselor, Classroom Teachers, Attendance Officer</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1 - School Context and Organization 1</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 all areas on campus.





**Evaluation Data Sources:** Evaluation of goal achievement as per improvement plans.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and deploy continuous improvement processes at the department (area) 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 through newsletters.</p> <p><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</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 well-being.</p> <p><b>Actions:</b> a) Use district staff (i.e Safety and Security Specialist, counselors, and crisis intervention coordinator) to identify and address safety and social emotional concerns.                      b) Conduct safety meetings Campus Emergency Response Team to evaluate and problem solve district safety concerns.                      d) Develop a plan to conduct all safety drills with meetings to assess strengths/weaknesses.                      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) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors.                      h) Ensure all staff have updated safety trainings throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</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			
<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.                      b) Monitor the implementation of safety procedures throughout the campus (stepladders, extension cords, appliances).                      c) Review safety procedures and relevant topics during staff meetings.</p> <p><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff</p> <p><b>Problem Statements:</b> Demographics 2 - Parent and Community Engagement 1</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:** The campus will meet all compliance requirements for improvement planning.

**Evaluation Data Sources:** Annual review of 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. b) Conduct four site-based meetings to review the campus improvement plan.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Site Base Team</p> <p><b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

### 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
Alicia Morrison	Pre-K
Kendall Chamberlain	Kindergarten
Jennifer Docken	First Grade
Karen Mobley	Second Grade
Stephanie Carney	Third Grade
Jessica Cowan	Fourth Grade
Kimberly Hughes	Fifth Grade
Jane Evans	Intervention
Kristie Gray	District
Tina Powell	Parent
Dan Walker	Parent
Gena Morrison	Community
Nicole Hackney	Community
Erecka Miller	Business Rep
Chad Miller	Business Rep

## **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. 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, 50% 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. grade retention
3. lack of satisfactory performance on state-mandated testing
4. limited English proficiency
5. homelessness

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
- 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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

#### **4. Parent and Family Engagement (PFE)**

##### **4.1: 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
Alicia Morrison	Pre-K
Kendall Chamberlain	Kindergarten
Jennifer Docken	First Grade
Karen Mobley	Second Grade
Stephanie Carney	Third Grade
Jessica Cowan	Fourth Grade
Kimberly Hughes	Fifth Grade
Jane Evans	Intervention
Kristie Gray	District
Tina Powell	Parent
Dan Walker	Parent
Gena Morrison	Community

<b>Lisa Walker</b>	<b>Principal</b>
Nicole Hackney	Community
Erecka Miller	Business Rep
Chad Miller	Business Rep

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

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

Most campus family engagement activities are scheduled for Tuesday or Thursday evenings and Friday mornings in order to accommodate parents' work schedules. The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event at WG Thomas Coliseum
- August Meet the Teacher Night on campus
- Grade Level Curriculum Nights on campus
- September PTA Membership Night on campus
- October Title I Meeting on campus
- October Science Night on campus
- November Music Program on campus
- December PTA Event on campus
- March Open House on campus
- March Discover Birdville Event at Birdville High School
- April Family Engagement Policy and Compact Revision on campus

#### **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lakynn Baker Mason	Educational Assistant	Title I	1.0
Teresa Hudson	Math Interventionist	Title I	0.5

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Coaches and Interventionists		\$14,245.00
1	2	1			\$0.00
1	3	1			\$0.00
<b>Sub-Total</b>					\$14,245.00
<b>Budgeted Fund Source Amount</b>					\$14,245.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional resources		\$32,787.00
1	2	1	Campus Personnel		\$24,000.00
1	2	1	Campus Personnel		\$38,000.00
1	2	1	Title I Tutors		\$30,000.00
1	2	3	Family Engagement Resources		\$3,000.00
1	3	1	Professional Development		\$10,000.00
<b>Sub-Total</b>					\$137,787.00
<b>Budgeted Fund Source Amount</b>					\$137,787.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutors		\$21,785.00
<b>Sub-Total</b>					\$21,785.00
<b>Budgeted Fund Source Amount</b>					\$21,785.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$173,817.00
<b>Grand Total Spent</b>					\$173,817.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**Jack C. Binion Elementary**  
**2022-2023 Campus Improvement Plan**



# 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 Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	4
Student Programs (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	5
Staff Information (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	5
Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	6
Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	7
Student Learning	8
School Processes & Programs	19
Perceptions	20
Priority Problem Statements	21
Goals	22
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	23
Goal 2: Utilize efficient and effective operations to support and improve the learning organization.	30
Goal 3: All students and staff will learn and work in a safe and responsive environment.	32
Title I	33
1. Comprehensive Needs Assessment (CNA)	34
1.1: Comprehensive Needs Assessment	34
2. Campus Improvement Plan	34
2.1: Campus Improvement Plan developed with appropriate stakeholders	34
2.2: Regular monitoring and revision	34
2.3: Available to parents and community in an understandable format and language	34
2.4: Opportunities for all children to meet State standards	35
2.5: Increased learning time and well-rounded education	35
2.6: Address needs of all students, particularly at-risk	36
3. Annual Evaluation	36
3.1: Annually evaluate the schoolwide plan	36
4. Parent and Family Engagement (PFE)	37
4.1: Develop and distribute Parent and Family Engagement Policy	37
4.2: Offer flexible number of parent involvement meetings	37
5. Targeted Assistance Schools Only	37
Title I Personnel	37
Campus Funding Summary	38
Addendums	39



# Comprehensive Needs Assessment

Revised/Approved: September 1, 2022

## Demographics

### Demographics Summary

	<u>728</u>	100%
Early Education Grade	<u>1</u>	0.14%
Pre-Kindergarten Grade	<u>42</u>	5.77%
Kindergarten Grade	<u>102</u>	14.01%
1st Grade	<u>114</u>	15.66%
2nd Grade	<u>123</u>	16.90%
3rd Grade	<u>116</u>	15.93%
4th Grade	<u>101</u>	13.87%
5th Grade	<u>129</u>	17.72%

### Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) Count Percent

#### Gender

Female	<u>378</u>	51.92%
Male	<u>350</u>	48.08%

#### Ethnicity

Hispanic-Latino	<u>412</u>	56.59%
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#### Race

American Indian - Alaskan Native	<u>3</u>	0.41%
Asian	<u>4</u>	0.55%
Black - African American	<u>107</u>	14.70%
Native Hawaiian - Pacific Islander	<u>5</u>	0.69%

**Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) Count Percent**

<b>White</b>	<b><u>171</u></b>	<b>23.49%</b>
<b>Two-or-More</b>	<b><u>26</u></b>	<b>3.57%</b>

**Student Programs (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)**

<b>Dyslexia</b>	<b><u>50</u></b>	<b>6.87%</b>
<b>Gifted and Talented</b>	<b><u>22</u></b>	<b>3.02%</b>
<b>Regional Day School Program for the Deaf</b>	<b>00</b>	<b>0.00%</b>
<b>Section 504</b>	<b><u>577</u></b>	<b>7.83%</b>
<b>Special Education (SPED)</b>	<b><u>62</u></b>	<b>8.52%</b>
<b>Bilingual/ESL Emergent Bilingual (EB)</b>	<b><u>291</u></b>	<b>39.97%</b>
<b>Bilingual</b>	<b><u>256</u></b>	<b>35.16%</b>
<b>English as a Second Language (ESL)</b>	<b><u>27</u></b>	<b>3.71%</b>
<b>Alternative Bilingual Language Program</b>	<b>00</b>	<b>0.00%</b>
<b>Alternative ESL Language Program</b>	<b><u>6</u></b>	<b>0.82%</b>
<b>Title I Part A Schoolwide Program</b>	<b><u>728</u></b>	<b>100.00%</b>
<b>Targeted Assistance</b>	<b>00</b>	<b>0.00%</b>
<b>Targeted Assistance Previously Participated</b>	<b>00</b>	<b>0.00%</b>
<b>Title I Homeless</b>	<b>00</b>	<b>0.00%</b>
<b>Neglected</b>	<b>00</b>	<b>0.00%</b>

**Staff Information (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)**

<b>Count</b>	<b>Percent</b>	<b>Administrative Support</b>	<b><u>15</u></b>	<b>19.23%</b>
<b>Teacher</b>	<b><u>50</u></b>	<b>64.10%</b>		
<b>Educational Aide</b>	<b><u>13</u></b>	<b>16.67%</b>		

## Teaching Staffing : Of 39 Classroom Teachers PK - 5th & SPED

- 27 of the 39 have been hired in the last 3 hiring seasons 2020 - 2022
- 13 of the 39 were hired this year (4 of them are first year teachers)
- 22 of the 39 have been hired the last two years ( 12 of them 1st year teachers)
- 6 of the 7 staff I hired my first year were first year teachers

Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
At-Risk	<u>527</u>	72.39%
Foster Care	<u>5</u>	0.69%
IEP Continuer	<u>0</u>	0.00%
Immigrant	<u>37</u>	5.08%
Intervention Indicator	<u>318</u>	43.68%
Migrant	<u>0</u>	0.00%
Military Connected	<u>2</u>	0.27%
Transfer In Students	<u>16</u>	2.1978%
Unschool'd Asylee/Refugee	<u>0</u>	0%
Economic Disadvantage		
Economic Disadvantage Total	<u>578</u>	79.40%
Free Meals	<u>498</u>	68.41%
Reduced-Price Meals	<u>80</u>	10.99%
Other Economic Disadvantage	<u>0</u>	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	<u>7</u>	0.96%
Shelter	<u>3</u>	0.41%
Doubled Up	<u>2</u>	0.27%
Unsheltered	<u>0</u>	0.00%

**Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) Count Percent**

<b>Hotel/Motel</b>	<u>2</u>	<b>0.27%</b>
<b>Not Unaccompanied Youth</b>	<u>7</u>	<b>0.96%</b>
<b>Is Unaccompanied Youth</b>	<b>0</b>	<b>0.00%</b>

**Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) Count Percent****Primary Disabilities**

<b>No Disability</b>	<b>0</b>	<b>0.00%</b>
<b>Orthopedic impairment</b>	<b>0</b>	<b>0.00%</b>
<b>Other health impairment</b>	<u>7</u>	<b>11.29%</b>
<b>Auditory impairment</b>	<b>0</b>	<b>0.00%</b>
<b>Visual impairment</b>	<b>0</b>	<b>0.00%</b>
<b>Deaf-Blind</b>	<b>0</b>	<b>0.00%</b>
<b>Intellectual disability</b>	<u>3</u>	<b>4.84%</b>
<b>Emotional disturbance</b>	<u>4</u>	<b>6.45%</b>
<b>Learning disability</b>	<u>18</u>	<b>29.03%</b>
<b>Speech impairment</b>	<u>22</u>	<b>35.48%</b>
<b>Autism</b>	<u>8</u>	<b>12.90%</b>
<b>Developmental delay</b>	<b>0</b>	<b>0.00%</b>
<b>Traumatic brain injury</b>	<b>0</b>	<b>0.00%</b>
<b>Noncategorical early childhood</b>	<b>0</b>	<b>0.00%</b>

**Instructional Settings**

<b>Speech Therapy</b>	<u>22</u>	<b>35.48%</b>
<b>Homebound</b>	<b>0</b>	<b>0.00%</b>
<b>Hospital Class</b>	<b>0</b>	<b>0.00%</b>
<b>Mainstream</b>	<u>2</u>	<b>3.23%</b>
<b>Resource Room</b>	<u>37</u>	<b>59.68%</b>
<b>VAC</b>	<b>0</b>	<b>0.00%</b>
<b>Off Home Campus</b>	<b>0</b>	<b>0.00%</b>

Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<u>1</u>	1.61%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

### Demographics Strengths

Binion has a good mix of experience among staff members.

Binion has Social Contracts posted in all classrooms.

Feed the needs/meet our campus needs.

Really good at identifying special education and dyslexic needs of our students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** High teacher turnover. **Root Cause:** We have had some inconsistent behavioral supports and processes that have led to teachers choosing to leave the school.

# Student Learning

## Student Learning Summary

### Domain 1, 2, and 3 - Overall Summary

County-District Number: 220902 District Name: BIRDVILLE ISD

### Domain 1, 2, and 3 - Overall Summary

#### 2022 Accountability Ratings Overall Summary for JACK C BINION EL

	Component Score	Scale Score	Letter Grade	Final	Domain Ratings	Overall Score
<b>Domain I: Student Achievement</b>		<b>56</b>	<b>NR (F)</b>		<b>Domain I</b>	
<b>STAAR Performance</b>	<b>30</b>	<b>56</b>			<b>56%</b>	
<b>CCMR</b>						
<b>Graduation Rate</b>					<b>Domain II</b>	
<b>Domain II: School Progress</b>		<b>70</b>	<b>C</b>		<b>70%</b>	<b>NR (D)</b>
<b>Part A: Academic Growth</b>	<b>69</b>	<b>70</b>	<b>C</b>			
<b>Part B: Relative Performance (Eco Dis: 79.4%)</b>	<b>30</b>	<b>56</b>	<b>F</b>		<b>Domain III</b>	
<b>Domain III: Closing the Gaps</b>	<b>25</b>	<b>61</b>	<b>NR (D)</b>			<b>67 out of 100</b>
			<b>Overall Scaled Score</b>	<b>67</b>	<b>61%</b>	
			<b>Overall Rating</b>	<b>NR (D)</b>		

#### 2021 - 2022 Student Achievement Domain - Summary

	STAAR Component Details							STAAR Raw
	# Assessments Totals	# Approaches	# Meets	# Masters	% Approaches	% Meets	% Masters	
<b>Elementary Schools (220902104) - Jack C Binion EL</b>	<b>769</b>	<b>424</b>	<b>191</b>	<b>81</b>	<b>55%</b>	<b>25%</b>	<b>11%</b>	<b>30</b>

Domain 1 - Details

2021 - 2022 Student Achievement for (220902104) JACK C BINION EL  
 Details Behind the Score

	Raw Score	Scaled Score	Weight % of
STAAR Performance	30	56	100%
Using STAAR Performance (100%) As your Score		56	
Student Achievement Domain Rating			

STAAR Performance for 2021 - 2022

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current) & Monitored	Special Ed (Current)	Sp Ed (Current)
<b>All</b>													
<b>Percent of Tests</b>													
% at Approaches GL Standard or Above	55%	51	50	66	80	75	67	52	49	49	49	27	
% at Meets GL Standard or Above	25%	16	21	36	60	75	17	22	19	19	19	9	
% at Masters GL Standard	11%	3	8	18	40	25	8	9	7	7	7	0	
<b>Number of Tests</b>													
# at Approaches GL Standard or Above	424	48	220	141	4	3	0	8	275	155	155	21	
# at Meets GL Standard or Above	191	15	91	77	3	3	0	2	116	59	59	7	
# at Masters GL Standard	81	3	35	39	2	1	0	1	47	22	22	0	
<b>Total Tests</b>	769	95	438	215	5	4	0	12	531	317	317	78	13
<b>Reading</b>													
<b>Percent of Tests</b>													
% at Approaches GL Standard or Above	61%	62	56	72	100	100	40	58	53	53	53	33	

**Domain 1 - Details**

<b>% at Meets GL Standard or Above</b>	<b>32%</b>	<b>18</b>	<b>26</b>	<b>47</b>	<b>50</b>	<b>100</b>		<b>40</b>	<b>28</b>	<b>23</b>	<b>23</b>	<b>17</b>
<b>% at Masters GL Standard</b>	<b>16%</b>	<b>5</b>	<b>13</b>	<b>27</b>	<b>50</b>	<b>0</b>		<b>20</b>	<b>14</b>	<b>12</b>	<b>12</b>	<b>0</b>
<b>Number of Tests</b>												
<b># at Approaches GL Standard or Above</b>	<b>197</b>	<b>24</b>	<b>103</b>	<b>64</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>132</b>	<b>71</b>	<b>71</b>	<b>12</b>
<b># at Meets GL Standard or Above</b>	<b>103</b>	<b>7</b>	<b>49</b>	<b>42</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>64</b>	<b>31</b>	<b>31</b>	<b>6</b>
<b># at Masters GL Standard</b>	<b>52</b>	<b>2</b>	<b>24</b>	<b>24</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>32</b>	<b>16</b>	<b>16</b>	<b>0</b>
<b>Total Tests</b>	<b>322</b>	<b>39</b>	<b>185</b>	<b>89</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>226</b>	<b>135</b>	<b>135</b>	<b>36</b>	<b>6</b>
<b>Mathematics</b>												
<b>Percent of Tests</b>												
<b>% at Approaches GL Standard or Above</b>	<b>51%</b>	<b>45</b>	<b>48</b>	<b>58</b>	<b>50</b>	<b>50</b>		<b>80</b>	<b>46</b>	<b>50</b>	<b>50</b>	<b>25</b>
<b>% at Meets GL Standard or Above</b>	<b>19%</b>	<b>15</b>	<b>16</b>	<b>26</b>	<b>50</b>	<b>50</b>		<b>0</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>3</b>
<b>% at Masters GL Standard</b>	<b>7%</b>	<b>0</b>	<b>5</b>	<b>12</b>	<b>50</b>	<b>50</b>		<b>0</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>0</b>
<b>Number of Tests</b>												
<b># at Approaches GL Standard or Above</b>	<b>164</b>	<b>18</b>	<b>88</b>	<b>52</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>105</b>	<b>68</b>	<b>68</b>	<b>9</b>
<b># at Meets GL Standard or Above</b>	<b>61</b>	<b>6</b>	<b>30</b>	<b>23</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>39</b>	<b>23</b>	<b>23</b>	<b>1</b>
<b># at Masters GL Standard</b>	<b>22</b>	<b>0</b>	<b>9</b>	<b>11</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>5</b>	<b>5</b>	<b>0</b>
<b>Total Tests</b>	<b>323</b>	<b>40</b>	<b>185</b>	<b>89</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>227</b>	<b>135</b>	<b>135</b>	<b>36</b>	<b>6</b>
<b>Science</b>												
<b>Percent of Tests</b>												
<b>% at Approaches GL Standard or Above</b>	<b>51%</b>	<b>38</b>	<b>43</b>	<b>68</b>	<b>100</b>			<b>100</b>	<b>49</b>	<b>34</b>	<b>34</b>	<b>0</b>
<b>% at Meets GL Standard or Above</b>	<b>22%</b>	<b>13</b>	<b>18</b>	<b>32</b>	<b>100</b>			<b>0</b>	<b>17</b>	<b>11</b>	<b>11</b>	<b>0</b>
<b>% at Masters GL Standard</b>	<b>6%</b>	<b>6</b>	<b>3</b>	<b>11</b>	<b>0</b>			<b>0</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>Number of Tests</b>												
<b># at Approaches GL Standard or Above</b>	<b>63</b>	<b>6</b>	<b>29</b>	<b>25</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>38</b>	<b>16</b>	<b>16</b>	<b>0</b>



**Domain 1 - Details**

# at Meets GL Standard or Above	27	2	12	12	1	0	0	0	13	5	5	0
# at Masters GL Standard	7	1	2	4	0	0	0	0	3	1	1	0
Total Tests	124	16	68	37	1	0	0	2	78	47	47	6

**Domain 2 - Details**

County-District Number: 220902 District Name: BIRDVILLE ISD

**Domain 2 - Details**

School Progress for (220902104) JACK C BINION EL  
Details Behind the Score

**Relative Performance**

	Raw Score	Scale Score	Score	Percent Economically Disadvantaged	Percent Eco Dis Range	STAAR C
Academic Growth Score	69	70	C	79.4	79.1 to 80	30
Relative Performance Score	-	C	70 out of 100			

**ELA/Reading & Mathematics Academic Growth**

Prior Year Performance on STAAR	Current Year Performance on STAAR Did Not Meet			Approaches Grade Level			Meets Grade Level		
	Progress Applicable (0 points)	Not Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Applicable (0 points)	Not Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Applicable (0 points)	Not Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)
Did Not Meet	-	48	61	-	0	47	-	-	-
Approached Grade Level	-	32	0	-	18	38	-	-	-
Meets Grade Level	3	-	-	7	-	-	-	-	8

**Domain 2 - Details**

<b>Masters Grade Level</b>	<b>0</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>9</b>	<b>-</b>
<b>Total Number of Test</b>	<b>3</b>	<b>80</b>	<b>61</b>	<b>10</b>	<b>18</b>	<b>85</b>	<b>9</b>	<b>8</b>
<b>Total Points Score</b>	<b>0.0</b>	<b>0.0</b>	<b>61.0</b>	<b>0.0</b>	<b>9.0</b>	<b>85.0</b>	<b>0.0</b>	<b>4.0</b>

**Reading Academic Growth**

**Current Year Performance on STAAR**  
**Did Not Meet**

**Approaches Grade Level**

**Meets Grade Level**

<b>Prior Year Performance on STAAR</b>	<b>Current Year Performance on STAAR</b>			<b>Approaches Grade Level</b>			<b>Meets Grade Level</b>	
	<b>Progress Applicable (0 points)</b>	<b>Not Did Not Meet Progress (0 points)</b>	<b>Met or Exceeded Progress (1 point)</b>	<b>Progress Applicable (0 points)</b>	<b>Not Did Not Meet Progress (1/2 points)</b>	<b>Met or Exceeded Progress (1 point)</b>	<b>Progress Applicable (0 points)</b>	<b>Not Did Not Meet Progress (0 points)</b>
<b>Did Not Meet</b>	-	<b>20</b>	<b>24</b>	-	<b>0</b>	<b>19</b>	-	-
<b>Approached Grade Level</b>	-	<b>8</b>	<b>0</b>	-	<b>8</b>	<b>19</b>	-	-
<b>Meets Grade Level</b>	<b>2</b>	-	-	<b>6</b>	-	-	-	<b>6</b>
<b>Masters Grade Level</b>	<b>0</b>	-	-	<b>1</b>	-	-	<b>1</b>	-
<b>Total Number of Test</b>	<b>2</b>	<b>28</b>	<b>24</b>	<b>7</b>	<b>8</b>	<b>38</b>	<b>1</b>	<b>6</b>
<b>Total Points Score</b>	<b>0.0</b>	<b>0.0</b>	<b>24.0</b>	<b>0.0</b>	<b>4.0</b>	<b>38.0</b>	<b>0.0</b>	<b>3.0</b>

**Mathematics Academic Growth**

**Current Year Performance on STAAR**  
**Did Not Meet**

**Approaches Grade Level**

**Meets Grade Level**

<b>Prior Year Performance on STAAR</b>	<b>Current Year Performance on STAAR</b>			<b>Approaches Grade Level</b>			<b>Meets Grade Level</b>	
	<b>Progress Applicable (0 points)</b>	<b>Not Did Not Meet Progress (0 points)</b>	<b>Met or Exceeded Progress (1 point)</b>	<b>Progress Applicable (0 points)</b>	<b>Not Did Not Meet Progress (1/2 points)</b>	<b>Met or Exceeded Progress (1 point)</b>	<b>Progress Applicable (0 points)</b>	<b>Not Did Not Meet Progress (0 points)</b>
<b>Did Not Meet</b>	-	<b>28</b>	<b>37</b>	-	<b>0</b>	<b>28</b>	-	-
<b>Approached Grade Level</b>	-	<b>24</b>	<b>0</b>	-	<b>10</b>	<b>19</b>	-	-
<b>Meets Grade Level</b>	<b>1</b>	-	-	<b>1</b>	-	-	-	<b>2</b>
<b>Masters Grade Level</b>	<b>0</b>	-	-	<b>2</b>	-	-	<b>8</b>	-
<b>Total Number of Test</b>	<b>1</b>	<b>52</b>	<b>37</b>	<b>3</b>	<b>10</b>	<b>47</b>	<b>8</b>	<b>2</b>
<b>Total Points Score</b>	<b>0.0</b>	<b>0.0</b>	<b>37.0</b>	<b>0.0</b>	<b>5.0</b>	<b>47.0</b>	<b>0.0</b>	<b>1.0</b>

**2022 Closing the Gap Performance Targets**

**County-District Number: 220902 District Name: BIRDVILLE ISD**

**2022 Closing the Gap Performance Targets**

**2022 Closing the Gap Performance Targets for (220902104) - Jack C Binion EL**

<b>Component</b>	<b>Total Met</b>	<b>Total Evaluated</b>	<b>Percentage of Evaluated Indicators Met</b>	<b>Weight</b>
<b>Academic Achievement</b>	<b>0</b>	<b>18</b>	<b>0%</b>	<b>30.0%</b>
<b>Growth Status</b>	<b>7</b>	<b>14</b>	<b>50%</b>	<b>50.0%</b>
<b>English Language Proficiency</b>	<b>0</b>	<b>1</b>	<b>0%</b>	<b>10.0%</b>
<b>Student Success Status</b>	<b>0</b>	<b>9</b>	<b>0%</b>	<b>10.0%</b>

\*\*\* = Component used for calculation

**Closing the Gaps Domain Raw Score**  
**Closing the Gaps Domain Scale Score**  
**Closing the Gaps Domain Letter Score**

**Academic Achievement (Percentage at Meets Grade Level or above) \*\*\***

<b>Subject</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or more Races</b>	<b>Econ Disadv</b>	<b>EL (Current and Monitored)</b>	<b>Special Ed (Current)</b>	<b>Special Ed (Former)</b>
<b>Reading Target</b>	<b>44%</b>	<b>32%</b>	<b>37%</b>	<b>60%</b>	<b>43%</b>	<b>74%</b>	<b>45%</b>	<b>56%</b>	<b>33%</b>	<b>29%</b>	<b>19%</b>	<b>36%</b>
<b>Reading Meets GL Standard or Above</b>	<b>32%</b>	<b>18%</b>	<b>26%</b>	<b>47%</b>	<b>50%</b>	<b>100%</b>	<b>-</b>	<b>40%</b>	<b>28%</b>	<b>23%</b>	<b>17%</b>	<b>17%</b>
	<b>103</b>	<b>7</b>	<b>49</b>	<b>42</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>64</b>	<b>31</b>	<b>6</b>	<b>1</b>
	<b>322</b>	<b>39</b>	<b>185</b>	<b>89</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>226</b>	<b>135</b>	<b>36</b>	<b>6</b>
<b>Met Performance Target</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>Met Minimum Size</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>
<b>Mathematics Target</b>	<b>46%</b>	<b>31%</b>	<b>40%</b>	<b>59%</b>	<b>45%</b>	<b>82%</b>	<b>50%</b>	<b>54%</b>	<b>36%</b>	<b>40%</b>	<b>23%</b>	<b>44%</b>

**2022 Closing the Gap Performance Targets**

<b>Mathematics Meets GL Standard or Above</b>	<b>19%</b> <b>61</b> <b>323</b>	<b>15%</b> <b>6</b> <b>40</b>	<b>16%</b> <b>30</b> <b>185</b>	<b>26%</b> <b>23</b> <b>89</b>	<b>50%</b> <b>1</b> <b>2</b>	<b>50%</b> <b>1</b> <b>2</b>	<b>-</b> <b>0</b> <b>0</b>	<b>-</b> <b>0</b> <b>5</b>	<b>17%</b> <b>39</b> <b>227</b>	<b>17%</b> <b>23</b> <b>135</b>	<b>3%</b> <b>1</b> <b>36</b>	<b>17%</b> <b>1</b> <b>6</b>
<b>Met Performance Target</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>Met Minimum Size</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>

**Academic Achievement Component Score (Indicators Met ÷ Indicators Evaluated)**

**Growth Status (Academic Growth)**

<b>Subject</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or more Races</b>	<b>Econ Disadv</b>	<b>EL (Current and Monitored)</b>	<b>Special Ed (Current)</b>	<b>Special Ed (Former)</b>
<b>Reading Target</b>	<b>66%</b>	<b>62%</b>	<b>65%</b>	<b>69%</b>	<b>67%</b>	<b>77%</b>	<b>67%</b>	<b>68%</b>	<b>64%</b>	<b>64%</b>	<b>59%</b>	<b>65%</b>
<b>Reading Growth Score</b>	<b>75%</b> <b>134.0</b> <b>179</b>	<b>77%</b> <b>17.0</b> <b>22</b>	<b>72%</b> <b>71.5</b> <b>99</b>	<b>78%</b> <b>41.5</b> <b>53</b>	<b>100%</b> <b>1.0</b> <b>1</b>	<b>100%</b> <b>1.0</b> <b>1</b>	<b>-</b> <b>-</b> <b>0</b>	<b>67%</b> <b>2.0</b> <b>3</b>	<b>74%</b> <b>94.5</b> <b>128</b>	<b>66%</b> <b>40.5</b> <b>61</b>	<b>50%</b> <b>10.0</b> <b>20</b>	<b>100%</b> <b>2.0</b> <b>2</b>
<b>Met Performance Target</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>
<b>Met Minimum Size</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>
<b>Mathematics Target</b>	<b>71%</b>	<b>67%</b>	<b>69%</b>	<b>74%</b>	<b>71%</b>	<b>86%</b>	<b>74%</b>	<b>73%</b>	<b>68%</b>	<b>68%</b>	<b>61%</b>	<b>70%</b>
<b>Mathematics Growth Score</b>	<b>64%</b> <b>127.0</b> <b>197</b>	<b>55%</b> <b>12.0</b> <b>22</b>	<b>66%</b> <b>77.0</b> <b>117</b>	<b>64%</b> <b>34.0</b> <b>53</b>	<b>100%</b> <b>1.0</b> <b>1</b>	<b>-</b> <b>0.0</b> <b>1</b>	<b>-</b> <b>-</b> <b>0</b>	<b>100%</b> <b>3.0</b> <b>3</b>	<b>58%</b> <b>82.5</b> <b>143</b>	<b>59%</b> <b>47.0</b> <b>79</b>	<b>48%</b> <b>9.5</b> <b>20</b>	<b>100%</b> <b>2.0</b> <b>2</b>
<b>Met Performance Target</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>Met Minimum Size</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>No</b>

**Student Growth Component Score (Indicators Met ÷ Indicators Evaluated)**

**Graduation Rate Status (Federal) - This component requires 2019 - 2020 and 2018-2019 Final Grad and Dropout Data to be loaded to**

### 2022 Closing the Gap Performance Targets

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more Races	Econ Disadv	EL (Current and Monitored)	Special Ed (Current)	Special Ed (Former)
<b>Target</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>N/A</b>
<b>2015 Statewide Baseline</b>	<b>89%</b>	<b>85%</b>	<b>87%</b>	<b>93%</b>	<b>86%</b>	<b>95%</b>	<b>89%</b>	<b>92%</b>	<b>78%</b>	<b>86%</b>	<b>72%</b>	<b>N/A</b>
<b>2020 % Graduated</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>2021 % Graduated</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>-</b>
<b>Met Performance Target</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>
<b>Met Minimum Size</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>	<b>Not Coded or Null</b>

### Graduation Rate Component Score (Indicators Met ÷ Indicators Evaluated)

\* Student groups that are at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s)

### English Language Proficiency Status \*\*\*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more Races	Econ Disadv	EL (Current and Monitored)	Special Ed (Current)	Special Ed (Former)
<b>ELP Target</b>										<b>36%</b>		
										<b>34%</b>		
										<b>71</b>		
										<b>207</b>		
<b>Met Performance Target</b>										<b>No</b>		
<b>Met Minimum Size</b>										<b>Yes</b>		

## 2022 Closing the Gap Performance Targets

### English Language Proficiency Component Score (Indicators Met ÷ Indicators Evaluated)

Student Success Status \*\*\*

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more Races	Econ Disadv	EL (Current and Monitored)	Special Ed (Current)	Special Ed (Former)
<b>STAAR Component Target</b>	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%
<b>Avg of Approaches, Meets, Masters</b>	30%	23%	26%	40%	60%	58%		31%	28%	25%	12%	18%
<b>Approaches GL Standard or Above</b>	55%	51%	50%	66%	80%	75%		67%	52%	49%	27%	38%
<b>Meets GL Standard or Above</b>	25%	16%	21%	36%	60%	75%		17%	22%	19%	9%	15%
<b>Masters GL Standard</b>	11%	3%	8%	18%	40%	25%		8%	9%	7%	0%	0%
<b>Total Tests</b>	769	95	438	215	5	4	0	12	531	317	78	13
<b>Met Performance Target</b>	No	No	No	No	No	No	No	No	No	No	No	No
<b>Met Minimum Size</b>	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	No

### Student Success Component Score (Indicators Met ÷ Indicators Evaluated)

### Chronic Absenteeism Rate During 2021 - 2022 for All ethnicities All populations

District/Campus	Student At or Above 83% Membership Rate	Student At or Above 10% Absent Rate	Chronic Absenteeism Rate
220902 BIRDVILLE ISD	<a href="#">716</a>	<a href="#">154</a>	21.5 %
220902104 JACK C BINION EL	<a href="#">716</a>	<a href="#">154</a>	21.5 %

2021-2022	MATH	READING
KINDER	MONOLINGUAL - 3	MONOLINGUAL -
	BILINGUAL - 5	BILINGUAL - 7
1ST GRADE	MONOLINGUAL - 16	MONOLINGUAL - 21
	BILINGUAL - 7	BILINGUAL - 8
2ND GRADE	MONOLINGUAL - 23	MONOLINGUAL - 27
	BILINGUAL - 8	BILINGUAL - 11
3RD GRADE	MONOLINGUAL - 13	MONOLINGUAL - 16
	BILINGUAL - 6	BILINGUAL - 9
4TH GRADE	MONOLINGUAL - 7	MONOLINGUAL - 7
	BILINGUAL - 7	BILINGUAL - 12
5TH GRADE	MONOLINGUAL - 11	MONOLINGUAL - 19
	BILINGUAL - 13	BILINGUAL - 3

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Jack C. Binion School met the target with a TELPAS progress rate of 39%. In 2021-2022 Jack C. Binion School did not meet the target with a TELPAS progress rate of 34%. In comparing the progress rate from 2021 and 2022, Jack C. Binion demonstrated a 5% point decrease in students' English language development.

**Student Learning Strengths**

**Social Emotional Systems in place and being taught.**

**Plan and implementation of small group pullout.**

**A quality bilingual program has been implemented and now it is in grades PK - 4.**

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Overall academic performance on STAAR is low. **Root Cause:** Instructional systems and processes need tighter alignment across the campus and need to be used to fidelity.



## School Processes & Programs

### School Processes & Programs Summary

**We have a campus newsletter. We have a master schedule that maximizes instructional time and provides designated intervention and specials time. The campus uses BISD's curriculum to drive our instruction. The campus has a leadership team in place. The campus had an administrative team that meets every week to discuss all aspects of the school. We have a designated campus instructional coach.**

### Interventionists on our campus

- **2 - Full - Time Math Interventionist - ( 1 Bilingual & 1 Monolingual)**
- **3 - Full - Time Reading Interventionist - 3 Monolingual**
- **1 - Full - Time EA Reading Interventionist - Bilingual**
- **1 - Half - Time Bilingual Reading Interventionist**

### School Processes & Programs Strengths

**Students are cared about by my staff.**

**Overall positive feeling among staff.**

**Students feel safe and secure at school.**

**We have implemented CKH and are using it across the campus.**

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Too many referrals and behavior/discipline issues. **Root Cause:** Extreme social and emotional needs of our students.

**Problem Statement 2 (Prioritized):** PLC consistency and impact. **Root Cause:** Accountability to the process and a clear established process plus turnover at the coaching position.

# Perceptions

## Perceptions Summary

**Involvement from our surrounding community organizations and members is good. We have received good feedback from various surveys on overall school safety, customer satisfaction, ESL classes and a mentoring program is offered. Staff retention has been low and turnover has been high the past 3 years.**

## Perceptions Strengths

**Counseling and support programs.**

**Capturing Kids Hearts.**

**Church and outreach support.**

**Tutoring and intervention support.**

**Mentoring Program.**

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent Involvement in the area of academics. **Root Cause:** Too busy to get involved, do not feel welcomed, and lack of understanding.

# Priority Problem Statements

**Problem Statement 1:** Overall academic performance on STAAR is low.

**Root Cause 1:** Instructional systems and processes need tighter alignment across the campus and need to be used to fidelity.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** PLC consistency and impact.

**Root Cause 2:** Accountability to the process and a clear established process plus turnover at the coaching position.

**Problem Statement 2 Areas:** School Processes & Programs

# Goals

Revised/Approved: August 22, 2022

**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.

b) Improve performance in Domain 3 Closing the Gap by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level.

## HB3 Goal

**Evaluation Data Sources:** CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5) Campus CFA's Elementary: BAS BOY, MOY EOY....Fountas & Pinnell reading levels, Education Galaxy pre - post tests, Think UP, TEA Interims, Brain POP, Stemscores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher 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 with professional development.  2. Provide mini and full coaching cycles through the campus instructional coach for all teachers on the campus.  3. Set up opportunities for teachers to watch model classrooms once a 9 weeks during ART/PLC with a specific focus to watch for.  4. Work in PLC will be focused on lesson plan reflection driven by BISD Lesson Protocol, Tier 1 Priorities, PDSA, data, and building of 9 week CFA's 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 through staff meetings, vertical team meetings, professional development days, and during PLC.  6. Review of lesson plans to monitor that Tier 1 priorities are being used and that the literacy components are embedded in the plans.  7. Meet with campus instructional coach twice a month to discuss progress in building capacity using the Principal/Coach Meet tool from the Diane Sweeney Consulting group.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, LOL, Instructional Coaches</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional coaches - 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> 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. Use interventionists and campus coaches to support teachers instructionally in response to the progress monitoring data.  3. Use Eduphoria - Aware to build 9 week CFA's and monitor student progress data.  4. Recalibrate BAS testing with all teachers.  5. Do walk-throughs to monitor the use of guided reading.  6. Monitor to see that the UPS check is being done in the math classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, Assistant Principals</p> <p><b>Funding Sources:</b> Interventionists - 199 - General Funds: SCE, Campus Personnel - 211 - Title I - \$190,990</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>				

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Overall academic performance on STAAR is low. **Root Cause:** Instructional systems and processes need tighter alignment across the campus and need to be used to fidelity.

**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) In addition , meet all progress monitoring targets for grades prekindergarten - 3rd in reading and 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> Create vertical team to support all staff in building their capacity to implement vertically effective and aligned instruction.</p> <p><b>Actions:</b> 1. Vertical team meetings the week of August 11th ELAR, Math and Science.                  2. October 3rd ELAR, October 4th Math, October 5th Science - 2nd 9 Weeks.                  3. December 5th ELAR, December 6th Math, December 7th Science - 3rd 9 Weeks                  4. February 27th ELAR, February 28th Math, March 1st Science - 4th 9 Weeks                  5. Each grade level will have a representative attend all vertical team meetings.                  6. Each meeting will have an agenda and attendance sheet.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Vertical Team Leaders, Instructional Coach</p> <p><b>Title I:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the RTI district framework to create multiple learning opportunities for all 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 intervention to serve Tier 3 students during WIN Time.  2. Implement a push-in, pull-out tutoring program with paid tutors during the school day for Kinder, 1st 2nd and 3rd graders.  3. Provide curriculum for teachers to use on tier 2/3 students who are not served by an interventionist (LLI not core F&amp;P).  4. Use instructional coach and GT teacher to help us create lessons and activities for our Tier 1 students for enrichment purposes during WIN time.  5. Purchase teacher interactive smart boards/whiteboards to engage/accommodate all students with a variety of learning methods.  6. Use teacher interactive smart boards to interact online with Kahoot and/or Quizlet. and also allowing students to use the interactive board for presentations using PowerPoint, Canvas or Prezi.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Interventionists, Tutors, GT Specialist, Instructional Technology Coach</p> <p><b>Funding Sources:</b> Campus Personnel - 199 - General Funds: SCE - \$72,009, Instructional Resources - 211 - Title I - \$43,248, Title I Tutors - 211 - Title I - \$19,238, ESSER Tutors - ESSER - \$69,776</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for our students, parents and the community to be engaged in the whole 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 - Strengthening Families (Tentative November Start Date)  5. Pastries with Parents - Parenting Information in the evenings.  6. Academy 4 Mentoring Program Implemented for 4th grade students  7. ESL Classes for Parents  8. Continue Partnership with City Point Methodist Church  9. Organize a Hispanic Heritage Event</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Counselors and District Support</p> <p><b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Family Engagement Resources - 211 - Title I - \$2,762</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</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. All core teaches will work to complete their required ESL certification.  3. Dual language teachers will demonstrate evidence of implementing Dual Language 80/20 Model. The Program is being introduced in 4th grade this year.  4. In Kinder - 2nd grade we want to determine evidence of student engagement and biliteracy implementation through the physical environment and instructional strategies.  5. 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, Multilingual Department</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 an increased awareness of social-emotional development as measured by a district-administered student survey and less students on Tier 3 for behavior.

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

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 Character Strong curriculum and activities during Friday WIN Time.            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. Celebrate 2 students from each class for each 9 weeks who demonstrate outstanding character            6. In Physical Education classes teachers will incorporate and reinforce SEL components            7. Individual and group counseling sessions as needed            8. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Teachers</p> <p><b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement the self-accountability, relationship building, and conflict resolution components in Capturing Kids Hearts &amp; Conscious Discipline. Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.</p> <p><b>Actions:</b> 1. Teaching staff trained in Capturing Kids Hearts.</p>	Formative			Summative
	Nov	Jan	Mar	June

- 2. Greeting Kids at the door every morning.
- 3. Social Contracts built and posted.
- 4. Hand Signals
- 5. 4 Questions
- 6. Affirmations
- 7. Class Ambassadors
- 8. CKH Recharge Training in
- 9. Introduce Conscious Discipline - Training beginning in October
- 10. Mr. Bartlett will attend Conscious Discipline Training in October for 3 days


**Staff Responsible for Monitoring:** Administration, Counselors and Teacher Leaders


**ESF Levers:**


Lever 3: Positive School Culture

**Funding Sources:** Professional Development - 211 - Title I - \$20,000

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 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 2:** 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> Develop and implement a campus-wide program to increase student attendance.</p> <p><b>Actions:</b> 1. Award students with an Ice Cream Coupon each nine weeks                  2. Conference with parent to encourage increased attendance                  3. Campus administration and attendance clerk collaborate with Tom Ladesau on severe truancy cases to increase attendance                  4. Bobcat Lanyards and Bobcat Button Awards at semester and end of year for excellent attendance                  5. Print daily attendance reports                  6. Bike Drawing for excellent attendance at semester and end of year                  7. Post weekly attendance and honor best class % each 9 weeks</p> <p><b>Staff Responsible for Monitoring:</b> Administrators , All staff, Truancy Officer, Attendance Clerk</p> <p><b>Title I:</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:** Utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use continuous improvement to identify and improve processes and outcomes in every grade level and on the campus.





**Evaluation Data Sources:** Evaluation of goal achievement as per department improvement plans.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement continuous improvement components to achieve campus goals.</p> <p><b>Actions:</b> 1. Continue to support and monitor campus wide implementation of continuous improvement (PDSA, SMART Goals, Data tracking, Data Folders, Surveys)                      2. Meet with LOL routinely to address needs of the campus.                      3. PLC process will be established to track SMART goals and campus trends and data.                      4. Work with Watauga to build common formative assessments.                      5. Conduct PDSA refresher training,</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaching</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:** Safe School's Report,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review the perception data from students, staff and parents campus safety survey and implement the district-wide safety program.</p> <p><b>Actions:</b> 1. Review and analyze existing safety survey data to identify areas of concern and take corrective actions based on findings                      2. Include corrective actions in quarterly reviews                      3. Meet routinely with a Campus Safety Committee                      4. Monitor and address safety and security standards as defined in school safety audits                      5. Train staff on updated school wide safety manual on appropriate actions a to be taken in emergency situations</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

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

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

Donald Bartlett, Principal

Alicia Rourke, Administrative Assistant

Molly Reyes, Teacher

Yadira Jimenez, Teacher

Angela Bailey, Counselor

Lindsey Jones, Assistant Principal

Sara Muetzenberg, Assistant Principal

Lynn DeMoss, Community Member

Lauren Jones, District Representative Learning Coach

Jennifer Thomas, Parent

Jesse Rourke, Buisness Representative

Misty DeMoss, Teacher

### 2.2: Regular monitoring and revision

The Campus Improvement Plan is revised quarterly 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 needed. 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, 72.4% 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:



- Capturing Kids Hearts
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention

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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based

Committee for review and feedback at the end of the school year.

## **4. Parent and Family Engagement (PFE)**

### **4.1: 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.

### **4.2: 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 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night
- 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

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Rhodes	Reading Interventionist	Title I	1.0
Dara Chaney	Math Interventionist	Title I	1.0
Molly Reyes	Math Interventionist	Title I	0.5

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional coaches		\$0.00
1	1	2	Interventionists		\$0.00
1	2	2	Campus Personnel		\$72,009.00
1	3	1	Crisis Counselor		\$0.00
<b>Sub-Total</b>					\$72,009.00
<b>Budgeted Fund Source Amount</b>					\$72,009.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus Personnel		\$190,990.00
1	2	2	Title I Tutors		\$19,238.00
1	2	2	Instructional Resources		\$43,248.00
1	2	3	Family Engagement Resources		\$2,762.00
1	3	2	Professional Development		\$20,000.00
<b>Sub-Total</b>					\$276,238.00
<b>Budgeted Fund Source Amount</b>					\$276,238.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	ESSER Tutors		\$69,776.00
<b>Sub-Total</b>					\$69,776.00
<b>Budgeted Fund Source Amount</b>					\$69,776.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$418,023.00
<b>Grand Total Spent</b>					\$418,023.00
<b>+/- Difference</b>					\$0.00

# Addendums

**Birdville Independent School District**  
**John D. Spicer Elementary**  
**2022-2023 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)	4
Staff Information (2019 - 2020 Fall PEIMS file loaded 05/09/2020)	4
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	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.	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	22
1. Comprehensive Needs Assessment (CNA)	23
1.1: Comprehensive Needs Assessment	23
2. Campus Improvement Plan	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
3. Annual Evaluation	24
3.1: Annually evaluate the schoolwide plan	24
4. Parent and Family Engagement (PFE)	25
4.1: Develop and distribute Parent and Family Engagement Policy	25
4.2: Offer flexible number of parent involvement meetings	26
5. Targeted Assistance Schools Only	26
Title I Personnel	26
Campus Based Leadership Team	27
Campus Funding Summary	28

# 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		

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
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

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 JD Spicer Elementary School met the target with a TELPAS progress rate of 44%. In 2021-2022 JD Spicer Elementary School again met the target with a TELPAS progress rate of 40%. In comparing the progress rate from 2021 and 2022, JD Spicer Elementary School demonstrated a 4% point decrease in students' English language development.

## 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

# 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 nine weeks to begin tracking growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <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:</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.</p> <p><b>Actions:</b> 1) Resource students that exhibit literacy challenges are provided with instruction through SIPPs, Raz Kids, LLI, and F&amp;P.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Special Education Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$2,243</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) Collaborate with PTA and grade level leads to schedule and and host school wide events to support students and families.</p> <p>2) Develop and distribute a Family and Parent Engagement Policy.</p> <p>3) Hold an annual Title 1 meeting to further explain the programs and services available to students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><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.</p> <p><b>Actions:</b> 1) Two reading interventionists will work with Tier 3 students in K - 5 daily.</p> <p>2) Ensure reading interventionists use F&amp;P and LLI reading instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE - \$44,777</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.</p> <p><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.</p> <p>2) Ensure continued training for teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$10,000, 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:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
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>Title I:</b> 2.4, 2.6 - Targeted Support Strategy</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 multiple sources.

**HB3 Goal**

**Evaluation Data Sources:** STAAR, district CBA and district Interim's.





Strategy 1 Details	Reviews			
<p><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 assessments.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</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> 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                      2) Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Tutoring - 211 - Title I - \$26,883, Instructional Resources - 211 - Title I - \$5,000,                      Professional Development - 211 - Title I - \$2,000, Coach - 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> Provide professional development for staff in ELAR.  <b>Actions:</b> Ensure ELAR teachers may attend district curriculum previews.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I:</b> 2.6  <b>Funding Sources:</b> Conferences - 211 - Title I - \$249</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><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.  <b>Staff Responsible for Monitoring:</b> Campus staff, and campus Admin  Will be using ESSER funds.</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$9,000</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 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			
<p><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</p> <p><b>Title I:</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> Ensure the implementation of Character Strong social emotional learning.  <b>Actions:</b> 1) Weekly Character Strong lessons by the classroom teacher every Friday to all grade levels.            2) Teachers in K - 5 utilize Character Strong elements daily in the classroom.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor and teachers</p> <p><b>Title I:</b> 2.6            - Targeted Support Strategy - Additional Targeted Support Strategy</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> Ensure the implementation of Social Emotional Learning (SEL) classroom lessons by the school counselor.  <b>Actions:</b> 1) Lessons once per six weeks in SEL by the counselor.            2) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.  <b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.6  <b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE</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 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</p> <p><b>Title I:</b> 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:** 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 interim's 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.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 211 - Title I - \$36,889, Tutoring - 211 - Title I - \$15,000, Instructional Resources - 211 - Title I - \$2,000, 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> 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</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$9,590</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:** 2021 - 2022 EOY data from On Data Suite: 95.73%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Celebrate student attendance weekly in grades K - 5.</p> <p>Recognize student attendance each nine weeks in grades K - 5.</p> <p><b>Actions:</b> 1) Reward perfect attendance each Friday for students in grades K - 2.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I:</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 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> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for John D. Spicer Elementary

Total SCE Funds: \$0.00

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
Stephanie Huskey	Title i tutor # - 5	0

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The comprehensive Needs Assessment was completed in June 2022 based on spring survey feedback, STAAR data, TELPAS and universal screener results, attendance and behavior data from 2022.

## 2. Campus Improvement Plan

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

Administrators:

Rose Kebe

Cheryl Waddell

Community Member:

Mr. Vela

Mr. Rogers

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 & Pinnel 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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

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

Administrators:

Cheryl Waddell

Rose Kebe

Parents:

Lisa Wolfe

Staff:

Judy Peresh

Chandra Todd

## **4. Parent and Family Engagement (PFE)**

### **4.1: 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.

Parents:

Sara Sohi

Jaime Norris

Chad Morrissey

Teachers:

Annell Butler

LaToya SIme

Mandi Araya

Administrators:

Cheryl Waddell

## 4.2: 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.

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- September Curriculum Night
- September Celebrate Diversity Night
- October Title I Meeting (Thursday/Friday) on campus
- October 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

## 5. Targeted Assistance Schools Only

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chandra Todd	Math Interventionist	Title I	.5
Karen Trent	Title I tutor K - 2nd grade		
Stephanie Huskey	Title I tutor 3rd - 5th		



# Campus Based Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Carrie Goodman	
Administrator	Cheryl Waddell	Principal
Administrator	Amy Newland	Assistant Principal

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Intervention Personnel		\$44,777.00
1	2	2	Coach		\$0.00
1	3	3	Crisis Counselor		\$0.00
1	5	1	Intervention Personnel		\$0.00
<b>Sub-Total</b>					\$44,777.00
<b>Budgeted Fund Source Amount</b>					\$44,777.00
<b>+/- Difference</b>					\$0.00
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		\$10,000.00
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		\$26,883.00
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>					\$106,764.00
<b>Budgeted Fund Source Amount</b>					\$106,764.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	ESSER Tutors		\$9,000.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	ESSER Tutors		\$9,590.00
<b>Sub-Total</b>					\$18,590.00
<b>Budgeted Fund Source Amount</b>					\$18,590.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$170,131.00
<b>Grand Total Spent</b>					\$170,131.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**North Ridge Elementary**  
**2022-2023 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. 16
  - Goal 3: All students and staff will learn and work in a safe and responsive environment. 17
- State Compensatory 20
  - Budget for North Ridge Elementary 21
  - Personnel for North Ridge Elementary 21
- Campus Funding Summary 21

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Ridge Elementary is located in North Richland Hills, Texas, Northeast Tarrant County. North Ridge serves 496 students in pre-kindergarten through fifth grade. North Ridge has three special education self-contained classrooms, serving a total of 28 K-5th grade students.

Student ethnicity distribution includes 5.9% African American, 27.4% Hispanic, 58% White, 2% Asian, and 6% Two or More Races. A total of 39% North Ridge Elementary students qualify as Economically Disadvantaged. 6% are Emergent Bilingual and 34% of the students have met the criteria for a Student At-Risk. 11% of students qualify to receive Gifted and Talented support and 17% of the student population is served through Special Education. Data is collected from the 2020-21 Texas Academic Performance Report.

Of the 51 faculty members, 97% are female, 94% are White, 6% are Asian. Of the 51 faculty members, 9% have 1-5 years of experience, 6% have 6-11 years of experience, 35% have 11-20 years of experience and 50% have 20 or more years experience.

Student average attendance rate for the 2019-20 school year was 95%. The mobility rate of our students is 10%.

### 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 it's attendance zone through three self-contained special education classrooms. The North Ridge family has created an inclusive school community for all students.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 North Ridge Elementary School **did not meet** the target with a TELPAS progress rate of 33%. In 2021-2022 North Ridge Elementary School **met** the target with a TELPAS progress rate of 48% In comparing the progress rate from 2021 and 2022, North Ridge Elementary School demonstrated a 15% point **increase** in students' English language development.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The Special Education population is not making the progress year to year needed to met standard on the STAAR. **Root Cause:** The Special Education and General Education Teams are not planning intervention using the PLC model.

**Problem Statement 2 (Prioritized):** North Ridge Elementary's Special Education percentage is over 12% of our population at 17%. **Root Cause:** North Ridge Elementary serves as a cluster campus for the AABLE and ACCESS self-contained units.

# Student Learning

## Student Learning Summary

### 2021-2022 Data

#### Third Grade State Assessment

STAAR RLA: 92% of student scored approaching grade level and 51% scored at the mastered level.

STAAR Math: 86% of students scored approaching grade level and 33% 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 RLA: 89% of students scored approaching grade level and 31% scored at the mastered level.

STAAR Math: 76% of students scored approaching grade level and 27% scored at the mastered level.

STAAR ALT: 0 students assessed

#### Fifth Grade State Assessment

STAAR RLA: 92% of students scored approaching grade level and 64% scored at the mastered level.

STAAR Math: 92% of students scored approaching grade level and 35% scored at the mastered level.

STAAR Science: 88% of students scored approaching grade level and 33% 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

## Student Learning Strengths

### 2021-2022 Data

#### Third Grade State Assessment

STAAR RLA approaches grade level rose from 73% to 86%.

STAAR Math mastery level rose from 23% to 33%.

#### Fourth Grade State Assessment

STAAR Math approaches grade level rose from 72% to 76%.

STAAR RLA approaches grade level rose from 69% to 89%.

STAAR RLA mastery level rose from 26% to 31%.

#### Fifth Grade State Assessment

STAAR RLA approaches grade level rose from 89% to 92%.

STAAR RLA mastered level rose from 53% to 64%.

#### State Accountability Rating: A

Overall Achievement STAAR Performance: 94% A

Student Achievement: 92% A

School Progress: 88% B

Closing the Gaps: 100% A

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** STAAR 5th grade Math growth measure indicates students are not making enough process from last year's assessment. **Root Cause:** Students receiving special education services are not making the progress needed to indicate growth.

**Problem Statement 2 (Prioritized):** STAAR 4th grade Math approaches grade level percentage is lower than expected. **Root Cause:** Students receiving special education services are not making the progress needed to indicate growth.



# 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% 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 17% of the special education population in the general education classroom. The Math Interventionist and Classroom Teachers serve the 38 Tier 3 math students. Students, currently 6% 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 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 (Prioritized):** 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%. Students are praised and awarded for perfect attendance each nine weeks. When students are absent, teachers will call home to check on their students and let them know they are missed at school. We have implemented Capturing Kids Hearts to increase positive student-teacher-home relationships. We have also adopted a Positive Behavior System and implement Character Strong 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.

NRE PTA meetings involve student performances encouraging attendance.

School and PTA events are well attended.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** The school does not collect enough community feedback. **Root Cause:** Only one survey was sent to parents last year.

# Priority Problem Statements

**Problem Statement 1:** The Special Education population is not making the progress year to year needed to meet standard on the STAAR.

**Root Cause 1:** The Special Education and General Education Teams are not planning intervention using the PLC model.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** STAAR 5th grade Math growth measure indicates students are not making enough process from last year's assessment.

**Root Cause 3:** Students receiving special education services are not making the progress needed to indicate growth.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** There is a misalignment in the subject area of math in serving or general education and special education students.

**Root Cause 4:** Design a vertically aligned math implementation plan K-5.

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

**Problem Statement 5:** The school does not collect enough community feedback.

**Root Cause 5:** Only one survey was sent to parents last year.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 2:** North Ridge Elementary's Special Education percentage is over 12% of our population at 17%.

**Root Cause 2:** North Ridge Elementary serves as a cluster campus for the AABLE and ACCESS self-contained units.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 6:** STAAR 4th grade Math approaches grade level percentage is lower than expected.

**Root Cause 6:** Students receiving special education services are not making the progress needed to indicate growth.

**Problem Statement 6 Areas:** Student Learning

# 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

Student Data Folders

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>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Literacy Classroom Resources - 199 - General Funds: SCE - \$2,000</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            Academic Coach            Leaders of Learners            Vertical Team Members</p> <p><b>Funding Sources:</b> Targeted Professional Learning - 199 - General Funds - \$5,000</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 Special Education Academic Coach.            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.            F) Professional Learning Committee planning meetings.            G) Special Education RTI meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Academic Coach            Special Education Academic Coach            Campus Special Education Team Leader</p> <p><b>Problem Statements:</b> Demographics 1, 2  <b>Funding Sources:</b> ESSER Tutors - ESSER - \$12,045, Substitutes for PLC meetings - 199 - General Funds - \$450</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>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** The Special Education population is not making the progress year to year needed to met standard on the STAAR. **Root Cause:** The Special Education and General Education Teams are not planning intervention using the PLC model.

**Problem Statement 2:** North Ridge Elementary's Special Education percentage is over 12% of our population at 17%. **Root Cause:** North Ridge Elementary serves as a cluster campus for the AABLE and ACCESS self-contained units.

### Student Learning

**Problem Statement 1:** STAAR 5th grade Math growth measure indicates students are not making enough process from last year's assessment. **Root Cause:** Students receiving special education services are not making the progress needed to indicate growth.

**Problem Statement 2:** STAAR 4th grade Math approaches grade level percentage is lower than expected. **Root Cause:** Students receiving special education services are not making the progress needed to indicate growth.


**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  
 ODS Reports

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.            D) Special Education Teachers will meet with General Education Teachers during RTI meetings to measure progress and plan intervention.</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 - \$15,663</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, and Science to align 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>Problem Statements:</b> School Processes &amp; Programs 1</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> Academic progress awards - 199 - General Funds - \$600, Intervention Personnel - 199 - General Funds: SCE, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> There is a misalignment in the subject area of math in serving or general education and special education students. <b>Root Cause:</b> Design a vertically aligned math implementation plan K-5.</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 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  
 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) Counselor classroom lessons will be delivered each six weeks.            D) Award Longhorn Pride Tickets to students displaying positive behavior.            E) Recognize Longhorn Pride Ticket winners each Friday on the morning announcements.            F) Implement Character Strong lessons            G) Review and plan interventions for students identified on a Behavior RTI Tier.            H) Continue the implementation and training of Capturing Kids Hearts.            I) Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Counselor</p> <p><b>Problem Statements:</b> Perceptions 1</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, Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Faculty and Staff will continue to implement Capturing Kids Hearts and connect the processes to Character Strong.</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 Character Strong 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: SCE - \$29,000</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>				

**Performance Objective 3 Problem Statements:**





Perceptions
<p><b>Problem Statement 1:</b> The school does not collect enough community feedback. <b>Root Cause:</b> Only one survey was sent to parents last year.</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> Schedule five RTI meetings during the year to review student data , monitor progress, determine tier placement and design an intervention plan.</p> <p><b>Actions:</b> 1) Schedule 5 RTI meetings: BOY, Progress Monitoring, MOY, Progress Monitoring, EOY            2) Establish the RTI team and roles for each member.            3) Review each student's progress and determine tier placement.            4) Grade level team designs WIN groups and interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Counselor            Math Interventionist            Reading Interventionist            Resource Teachers            Classroom Teachers</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</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) 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>
<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 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

 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 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	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:** 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
<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 Elementary

Total SCE Funds: \$0.00

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

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Classroom Resources		\$2,000.00
1	2	1	Intervention Personnel		\$15,663.00
1	2	3	Intervention Personnel		\$0.00
1	2	3	Intervention Personnel		\$0.00
1	3	1	Crisis Counselor		\$0.00
1	3	3	Capturing Kids Hearts Training		\$29,000.00
1	4	1	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>					\$47,863.00
<b>Budgeted Fund Source Amount</b>					\$47,863.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESSER Tutors		\$12,045.00
<b>Sub-Total</b>					\$12,045.00
<b>Budgeted Fund Source Amount</b>					\$12,045.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$59,908.00
<b>Grand Total Spent</b>					\$59,908.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**O.H. Stowe Elementary**  
**2022-2023 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
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.	19
Goal 3: All students and staff will learn and work in a safe and responsive environment.	21
Title I	23
1. Comprehensive Needs Assessment (CNA)	24
1.1: Comprehensive Needs Assessment	24
2. Campus Improvement Plan	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	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	26
3. Annual Evaluation	26
3.1: Annually evaluate the schoolwide plan	26
4. Parent and Family Engagement (PFE)	27
4.1: Develop and distribute Parent and Family Engagement Policy	27
4.2: Offer flexible number of parent involvement meetings	27
5. Targeted Assistance Schools Only	28
Title I Personnel	28
Campus Funding Summary	29

# 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 690 students with 76% qualifying for Free/Reduced Lunch. Our student demographics are as follows: African American- 12%, American Indian-0.3%, Asian-10%, Hispanic-53%, White-22%, Two or More- 3%. Additionally, OHS has the following special population groups: Gifted and Talented 3%, Special Education 12.5%, ESL Students 33%, Mobility Rate 19%. 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 2022-2023 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.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Student attendance percentages are in 3rd quartile of similar campuses..

# Student Learning

## Student Learning Summary

2021 - 2022:

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 measure is 36%. In 2020-2021 O.H. Stowe did meet the target with a TELPAS progress rate of 45%. In 2021-2022 O.H. Stowe met the target with a TELPAS progress rate of 48% In comparing the progress rate from 2021 and 2022, O.H. Stowe demonstrated a 3% point increase in students' English language development.

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
201987		74	72	87	71	75	67	93	95	82	91	85	

2021	69	67	100	43	57	036	50	80	72	10057					
2022															
Reading MOY 2022 RtI Placement								Reading EOY 2022 RtI Placement							
	Kinder	1st	2nd	3rd	4th	5th	K-5th Avg		Kinder	1st	2nd	3rd	4th	5th	K-5th Avg
Tier 3								Tier 3							
Tier 2								Tier 2							
Tier 1								Tier 1							
Math MOY 2022 RtI Placement								Math EOY 2022 RtI Placement							
	Kinder	1st	2nd	3rd	4th	5th	K-5th avg		Kinder	1st	2nd	3rd	4th	5th	K-5th avg
Tier 3								Tier 3							
Tier 2								Tier 2							
Tier 1								Tier 1							

**Student Learning Strengths**

2021 - 2022:

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 then BISD 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:** Third grade math data dropped from 2021 to 2022.

# 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

# 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 be at or above grade level in reading and writing.

- a) All students will be at or above grade level in reading and writing by the end of second grade.
- b) All Students at or above grade level will make at least one year's growth in reading and writing.

**Evaluation Data Sources:** F&P reading levels; Star Renaissance Reading; mCLASS; rubric growth in writing; STAAR performance

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 to district plan            b) provide literacy training for staff in support of the district plan            c) utilize Instructional Coach to complete student-centered coaching cycles focused on student data and growth            d) utilize Reading Academy Coach for new to Kindergarten through 3rd grade teachers as well as any other teacher working through the Reading Academies to support learning in the science of teaching reading            e) all teachers will be trained to deliver literacy strategies across all content areas            f) target tutorials before and after school for specific groups of students who need additional support            g) reteach and expect the use of non-fiction reading strategies such as signpost and vocabulary strategies</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Coach</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) campus instructional walks conducted by campus leaders of learners and intervention team and utilize data to review progress of implementation            b) create a master schedule that provides targeted intervention/accelerated instruction time for all students in reading and writing (Beaver Block)            c) vertical planning teams to design instruction for Beaver Block            d) create a campus leveled literacy library to provide additional resources to teachers and take home readers for students            e) use data folders to guide data and goal setting conversations with students in which students will measure growth in reading and writing and set goals            f) implement common writing expectations in all content areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Coach</p> <p><b>Title I:</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 to accelerate their growth beyond one year in reading and writing</p> <p><b>Actions:</b> a) provide reading interventionists to provide appropriate Tier 2 and Tier 3 support to students b) utilize ESSER funds for teacher 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 Principal; RtI Team; Interventionists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE - \$61,428, Campus Personnel - 211 - Title I - \$61,895</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 be at or above grade level in mathematics.

- a) By the end of second grade, all students will be at or above grade level in math.
- b) Students that are at or above grade level will continue to make at least one year's growth in mathematics.

**Evaluation Data Sources:** mCLASS; Star Renaissance; STAAR Interims; STAAR performance

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement campus growth plan focused on Tier I priorities in mathematics instruction</p> <p><b>Actions:</b> a) campus instructional walks conducted by campus leaders of learners and intervention team focused on implementation of math workshop model                      b) create a master schedule that provides targeted intervention/accelerated instruction time for all students in mathematics (Beaver Block)                      c) vertical planning teams to design instruction for Beaver Block                      d) establish a guided math library to provide additional resources to target specific goals                      e) begin mapping TEKS and create pre/post tests for all math units to measure student growth and identify skills to target in Beaver Block for reteach and reinforcement                      f) use data folders to guide data and goal setting conversations with students in which students will measure growth in math and set goals                      g) implement common writing expectations in all content areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Coach; Math Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE - \$66,989, Campus Personnel - 211 - Title I - \$21,000</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 3:** Close achievement gaps that exist for all under-performing groups as measured by STAAR and district CBA assessments

**Evaluation Data Sources:** STAAR data; CBA assessments; STAAR interims; TEA Accountability

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 Tier I priorities in math and ELAR            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            e) intentionally design Tier I instruction so all under-performing student groups receive small group (guided reading and math workshop) instruction in addition to a pullout program            f) in self-contained SEEC program, administrators and behavior facilitators will meet teachers and paraprofessionals weekly.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Coach; Special Education Team Lead</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$35,313</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a collaborative process to monitor Tier 2 and Tier 3 student progress on a regular basis</p> <p><b>Actions:</b> a) create RtI/MTSS team to use district protocol for monitoring student progress (BOY, MOY, EOY, and progress monitoring in fall and spring)            b) provide quality professional learning on Tier I priorities and how to include these high-yield instructional strategies in all special education settings            c) schedule and conduct PLC meetings with interventions and special education teachers to discuss student growth in various pull-out programs</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$33,100</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 emergent bilingual students</p> <p><b>Actions:</b> a) provide quality training for all instructional staff to engage and support Emergent Bilinguals  b) utilize DL/ESL coach to help with lesson design, model lessons and strategies for EBs, co-teach, analyze EB student data, help K-4 teachers with new dual language program, plan and observe lessons for newcomers, and observe students.  c) administrators will meet with DL/ESL coach as needed and schedule walk-throughs to collect data on ESL and EB support for students in classrooms  d) monitor language proficiency and academic performance data to identify where additional support is needed  e) ensure that all parent notifications, school signage, 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</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue implementation of the district continuous improvement process 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 to highlight successful use of continuous improvement in improving outcomes  b) provide training, coaching, and support for teachers on the continuous improvement process  c) review campus PDSA through the year in PLCs and in LOL meetings  d) each teacher will create a championship goal for the year and identify a strategic goal for each unit to focus classroom PDSA on with each class</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</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) 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  e) partner with Community in Schools to provide a full-time Social Worker at Stowe to connect families with community resources</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal; ASPIRE coordinator</p> <p><b>Title I:</b>  2.6, 4.1, 4.2</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:** Students will display dispositions indicative of high levels of social-emotional development.





**Evaluation Data Sources:** campus survey of students; counselor and discipline referral data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Capturing Kids' Hearts and infuse the ideals into all aspects of the campus 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 CKH values throughout the campus                      (c) Collect data through surveys that will be used to monitor implementation and determine impact of CKH                      (d) identify and train Process Champions to further implementation; utilize a CKH Strategist to consult on implementing the processes to maximize impact on students                      (e) design parent engagement night to teach parents about CKH and how to use the processes at home                      (f) continue to have 100% of staff trained in Capturing Kids' Hearts</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I:</b> 2.5, 2.6, 4.2</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 a comprehensive school counseling program</p> <p><b>Actions:</b> (a) conduct classroom guidance lessons and implement Character Strong SEL curriculum                      (b) design activities that will integrate SEL values throughout the campus                      (c) align SEL with elements of the curriculum such as safety programs, guidance lessons, and tier 1 behavior RtI                      (d) design classroom counseling lessons addressing suicide prevention and bullying warning signs, resources, and strategies                      (d) implement a Digital Citizenship and Safety program                      (e) work with staff and community to create and sustain a school culture that aligns with our SEL goals                      (f) Community in Schools will work with staff, students, and community to foster the social and emotional development of students.                      (g) provide a Crisis Counselor to intervene with emotional needs of students and provide support to staff on intervention and identify when behaviors escalate as a result of trauma experiences</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration; Campus Counselor; Crisis Counselor</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE</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;"> <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 Tier 2 and Tier 3 Behavior RtI/MTSS

**Evaluation Data Sources:** referral data; classroom walk-through data; students on Behavior RtI list; counselor guidance lessons; counselor caseload; number of SEL groups; number of counseling groups

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the district behavior RtI plan</p> <p><b>Actions:</b> a) provide training on the district behavior RtI plan                      b) identify needed support systems                      c) utilize the Community in Schools social worker to determine needs of students                      e) meet with district behavior facilitator and teachers to develop plans for tier 2 and tier 3 students                      f) all classrooms have a calm down corner space supported by campus counseling team                      g) provide professional development on behavior interventions</p> <p><b>Funding Sources:</b> Contract Service - 211 - Title I - \$36,000</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> Professional development centered around culturally responsive classrooms</p> <p><b>Actions:</b> a) provide training at the beginning of the year about culturally responsive classrooms                      b) on-going professional development with the LOL team on coaching responsive classrooms                      c) LOL team will take learning and implement ideas and strategies in their classroom and with their grade levels teams</p> <p><b>Title I:</b> 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;"> <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 6:** Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule campus personnel in a way to maximize their time with students</p> <p><b>Actions:</b> a) use a Title I EA to support science lab instruction to ensure all students access the science lab at least one time weekly                      b) provide partial funding for bilingual reading interventionist                      c) instructional support will push into Kindergarten and 1st grade classrooms to support guided reading and math workshop groups                      d) tutoring provided by retired certified teachers</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Campus Personnel - 211 - Title I - \$60,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide technology that will allow for engagement in lessons and support the instruction to close achievement gaps in core areas</p> <p><b>Actions:</b> a) provide interactive whiteboards/smart TVs for each classroom</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$25,000</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 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 and days in attendance





**Evaluation Data Sources:** attendance, truancy, absentee numbers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and implement a campus program to incentivize student attendance <b>Actions:</b> a) create a program to incentives attendance weekly, monthly, quarterly, and annually <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>				

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

**Performance Objective 2:** Maintain positive staff morale and shared ownership of student success





**Evaluation Data Sources:** staff survey; staff attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design and implement a plan incentivize staff attendance <b>Actions:</b> a) celebrate staff attendance monthly, quarterly, and annually <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>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Design and implement a plan to maintain positive staff morale throughout the year <b>Actions:</b> a) weekly staff participation activities that require little planning for teachers b) quarterly plan to create community across the campus c) opportunities for staff-input on decisions that impact their schedules and classrooms d) conduct staff surveys to check the morale pulse and determine interventions if needed <b>Staff Responsible for Monitoring:</b> Campus Administration; Sunshine Committee	<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 1:** Increase the percentage of students and staff who report feeling safe at school





**Evaluation Data Sources:** safety survey data

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            f) increase opportunities for students to engage in campus leadership opportunities            g) train all staff in using Navigate 360 for drills and emergency situations</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 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:** Workers' Comp Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement district-wide program that promotes and 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
<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

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

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

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

**Parents:**

**Amy Michlitsch**

**Michelle Cambra**

**Teachers:**

Amber Everitt

Katterine Rojas

Charlie Brockelman

Karen Fry

Ronnie Stewart

**Administrators:**

Charile Lokey

Carrie Welborn

**Other Campus and District Staff:**

Jaye Antwine

Jean Talent

## **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:

- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training
- Capturing Kids' Hearts

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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

## **4. Parent and Family Engagement (PFE)**

### **4.1: 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:**

**Michelle Cambra**

**Amy Michlitsch**

Teachers:

Amber Everitt

Katterine Rojas

Charlie Brockelman

Karen Fry

Ronnie Stewart

Administrators:

Charlie Lokey

Carrie Welborn

Other Campus and District Staff:

Jaye Antwine

Jean Talent

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.

### **4.2: 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 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- Stowe Family Dinner and October Title I Meeting (Thursday/Friday) on campus
- November Book Fair (Monday through Thursday 8:00-5:00) on campus
- March Discover Birdville/Kinder Carnival Event (Saturday 9:00-10:00) at Haltom 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

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Wendy Garcia	Parent Liaison	Title I	1.0
Yuridia Flores-Santiago	Reading Interventionist	Title I	0.5

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$61,428.00
1	2	1	Intervention Personnel		\$66,989.00
1	4	2	Crisis Counselor		\$0.00
<b>Sub-Total</b>					\$128,417.00
<b>Budgeted Fund Source Amount</b>					\$128,417.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Campus Personnel		\$61,895.00
1	2	1	Campus Personnel		\$21,000.00
1	3	1	Instructional Resources		\$35,313.00
1	5	1	Contract Service		\$36,000.00
1	6	1	Campus Personnel		\$60,000.00
1	6	2	Instructional Resources		\$25,000.00
<b>Sub-Total</b>					\$239,208.00
<b>Budgeted Fund Source Amount</b>					\$239,208.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	ESSER Tutors		\$33,100.00
<b>Sub-Total</b>					\$33,100.00
<b>Budgeted Fund Source Amount</b>					\$33,100.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$400,725.00
<b>Grand Total Spent</b>					\$400,725.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**Smithfield Elementary**  
**2022-2023 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	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.	17
Goal 3: All students and staff will learn and work in a safe and responsive environment.	19
State Compensatory	20
Budget for Smithfield Elementary	21
Personnel for Smithfield Elementary	21
Title I	21
1. Comprehensive Needs Assessment (CNA)	22
1.1: Comprehensive Needs Assessment	22
2. Campus Improvement Plan	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	23
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
3. Annual Evaluation	24
3.1: Annually evaluate the schoolwide plan	24
4. Parent and Family Engagement (PFE)	25
4.1: Develop and distribute Parent and Family Engagement Policy	25
4.2: Offer flexible number of parent involvement meetings	25
5. Targeted Assistance Schools Only	26
Title I Personnel	26
Campus Funding Summary	27
Addendums	29

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Smithfield Elementary School serves approximately 600 students in grades PK-5th. Of those 600 students, 58% are White, 23% are Hispanic, 8% are African American, 4% are Asian and 7% are of two or more races. SES is a Title I campus which means that 43% of our students are economically disadvantaged. We have 41% of our students which are considered to be "At-Risk". 9% of our students are Limited English Proficient (LEP). 13% of our students receive special education services. 10% of our students are identified and served in the Gifted and Talented program. Our student attendance was 96%.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Smithfield Elementary School did not meet the target with a TELPAS progress rate of 35%. In 2021-2022 Smithfield Elementary School met the target with a TELPAS progress rate of 38%. In comparing the progress rate from 2021 and 2022, Smithfield Elementary School demonstrated a 3% point increase in students' English language development.

### Demographics Strengths

Smithfield Elementary has some demographic strengths such as our enrollment has grown by 75 more students which is 14% over just last year. 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 BISS schools or are a BISS graduate themselves.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 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 (Prioritized):** 41% of our students are considered to be At-Risk. **Root Cause:** We have large learning gaps and students who are coming to us from other places who need a lot of support.

# Student Learning

## Student Learning Summary

Our 2022 our Overall Accountability Rating from TEA is a 94 and an A in Student Achievement, School Progress and Closing the Gaps. Our STAAR scores reflected that in every testing subject and grade except for 5th grade math, we increased our percentage of students who reached Approaches. We also scored either the highest or the second highest in every test at the district level, except for 5th grade math. In all subject areas and grade levels except for 5th grade Science we increased our Masters percentage points.

Our RTI Tier 2 and 3 in math tiers have remained at 11% from 2021 to 2022. Reading Tier 2 and 3 tiers have increased by 9%.

We received 4 out of the 6 Distinction Designations from TEA.

## Student Learning Strengths

In 3rd grade math we increased our Masters score by 18 percentage points and 14 percentage points in Approaches which makes us have the highest percentage in the district. In 3rd grade Reading we increased our Masters score by 28 percentage points and 12 percentage point in Approaches which makes us have the highest scores in the district. In 4th grade math we increased our Masters score by 20 percentage points and 16 percentage points in Approaches which makes us have the highest percentage in the district. In 4th grade reading we increased our Masters scores by 25 percentage points and 11 percentage points in Approaches which makes us have the second highest scores in the district. In 5th grade reading we increased our Masters score by 8 percentage points and 8 percentage points in Approaches which makes us have the highest scores in the district. In 5th grade Science we increased our Approaches scores by 3 percentage points which makes us have the second highest percentage in the district. In 5th grade Math we increased our Masters score by 21 percentage points.

We received 4 out of the 6 Distinction Designated by TEA which were ELA/Reading, Comparative Academic Growth, Post secondary Readiness and Comparative Closing the Gaps.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** We did not receive a distinction in Math from TEA. **Root Cause:** This was based on our attendance rate, accelerated student progress and 5th grade Masters percentage..

**Problem Statement 2:** We did not receive a distinction in Science from TEA. **Root Cause:** This was based on our attendance rate and our percent of Masters scores.

# 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. Progress monitoring and collaboratives take place once every 9 weeks to reevaluate where students are. 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 Tiers 2 and 3, (20% in reading and 11% in math for grades K-5 as of May 2022) which is based in part on universal screener performance below the 10th percentile nationally.

## School Processes & Programs Strengths

We have developed a process for evaluating student progress every 9 weeks through a collaborative meeting between teachers, administration, instructional coach and interventionists. These occur once every 9 weeks and interventions are discussed during these collaboratives as well. Our math percentage of tier 2 and 3 students has remained the same over the past 2 years.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** RtI screener results for May 2022 indicate that 20% of students are reading below grade level. **Root Cause:** Difficult to close the reading gaps from lost instruction. Becoming more intentional about guided reading practices.

# Perceptions

## Perceptions Summary

At Smithfield 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 Smithfield. 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:** Communication is always the number one barrier when it comes to parent concerns. **Root Cause:** Ensuring that all staff members communicate on a consistent basis and do so through a variety of media forms.

# Priority Problem Statements

**Problem Statement 3:** We did not meet our goal of 97% on our attendance rate.

**Root Cause 3:** Students are not in attendance and often as needed.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 1:** We did not receive a distinction in Math from TEA.

**Root Cause 1:** This was based on our attendance rate, accelerated student progress and 5th grade Masters percentage..

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** RtI screener results for May 2022 indicate that 20% of students are reading below grade level.

**Root Cause 2:** Difficult to close the reading gaps from lost instruction. Becoming more intentional about guided reading practices.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 4:** 41% of our students are considered to be At-Risk.

**Root Cause 4:** We have large learning gaps and students who are coming to us from other places who need a lot of support.

**Problem Statement 4 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Other PreK - 2nd grade assessment data

## **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: STAR Reading  
 1-5: STAR Math  
 3-5 TEA Interims (reading, 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 exemplar teachers to model lessons to help other teachers visual practice in action.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                      LOL Team                      Academic Coach</p> <p><b>Title I:</b>                      2.4, 2.5                      - <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Academic Coach - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement the 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 best practices 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.  d. Implement training to support general education and all special program teachers with instructional practices that aligns to the new STAAR redesign.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  Instructional Coach</p> <p><b>Title I:</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> <p><b>Funding Sources:</b> - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to refine and implement a campus-wide plan for GT students to provide opportunities for rigorous learning beyond Tier I coursework.</p> <p><b>Actions:</b> a. Refresh teachers on Rigor and Relevance framework.  b. Collaborate with GTI to provide activities during RTI instruction and push-in K-2 to provide enrichment lessons when possible.  c. Utilize resources from Scholastic 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:</b>  2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Scholastic - 211 - Title I - \$900</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue to support a full day pre-K program for four year-olds and half-day for three 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> <p><b>Funding Sources:</b> Prekindergarten Teacher - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</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, mClass and STAR assessments.  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.  D. Provide prekindergarten - 5th teachers and campus staff on the new STAAR redesign for the purposes of aligning instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  Instructional Coach</p> <p><b>Title I:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Campus Personnel - 199 - General Funds: SCE - \$103,715</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>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> We did not receive a distinction in Math from TEA. <b>Root Cause:</b> This was based on our attendance rate, accelerated student progress and 5th grade Masters percentage..</p>

## School Processes & Programs

**Problem Statement 1:** RtI screener results for May 2022 indicate that 20% of students are reading below grade level. **Root Cause:** Difficult to close the reading gaps from lost instruction. Becoming more intentional about guided reading practices.

**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 and math for all student groups measured by state and 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. Implement campus ESSER plan and the use of the funds provided.                      B. Continue to follow the 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 Success-Ed.                      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>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$6,748</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 math intervention resource for effectiveness.  d. Continue to implement SEL curriculum and provide professional learning to support SEL with the use of Capturing Kid's Hearts Premium Program.  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>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Tutoring - 211 - Title I - \$21,632, Interventionists - 199 - General Funds: SCE</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> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1</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:</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>				

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 2:** 41% of our students are considered to be At-Risk. **Root Cause:** We have large learning gaps and students who are coming to us from other places who need a lot of support.

**Student Learning**

**Problem Statement 1:** We did not receive a distinction in Math from TEA. **Root Cause:** This was based on our attendance rate, accelerated student progress and 5th grade Masters percentage..

**School Processes & Programs**





**Problem Statement 1:** Rtl screener results for May 2022 indicate that 20% of students are reading below grade level. **Root Cause:** Difficult to close the reading gaps from lost instruction. Becoming more intentional about guided reading practices.

**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 district curriculum for social-emotional learning (SEL).</p> <p><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.                      d. Utilize the CKH Premium resources for SEL support in classrooms.                      e. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administration</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$462, Capturing Kid's Hearts Premium Resource - 211 - Title I - \$3,000, Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> We did not meet our goal of 97% on our attendance rate. <b>Root Cause:</b> Students are not in attendance and often as needed.</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> Monitor the implementation of the behavioral RTI plan.</p> <p><b>Actions:</b> a. Monitor behavior RTI in classrooms                      b. Continue to use the behavior RTI team to establish processes for implementation.                      c. Utilize the Behavior EA to help increase proactive tools for students to learn and use to regulate emotions and reduce behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> Behavior EA - 211 - Title I - \$30,000</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 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 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. Create a system to celebrate staff attendance.                      b. Continue awards given for student attendance using incentive attendance funds                      c. Keep parents informed of attendance issues</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Attendance Incentives - 199 - General Funds - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> We did not meet our goal of 97% on our attendance rate. <b>Root Cause:</b> Students are not in attendance and often as needed.</p>
Student Learning
<p><b>Problem Statement 1:</b> We did not receive a distinction in Math from TEA. <b>Root Cause:</b> This was based on our attendance rate, accelerated student progress and 5th grade Masters percentage..</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			
<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.                      e. 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>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> We did not meet our goal of 97% on our attendance rate. <b>Root Cause:</b> Students are not in attendance and often as needed.</p>

# State Compensatory

## Budget for Smithfield Elementary

Total SCE Funds: \$0.00

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
Cassandra Tarver	Reading Interventionist	1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

We developed our CNA May 2nd for the upcoming 2022-23 school year.

## 2. Campus Improvement Plan

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

Melissa Pellegrino-Principal

Ryan Holzberger-Assistant Principal

Sabrina Dowell- 5th Grade Teacher

Courtney Maxwell-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

Carrie Growald-Math Interventionist

Courtney Files-Parent

Abby Stienbrink-Parent

Kyle Fox-Community Member

Andrea Trotter-Business Owner

### 2.2: Regular monitoring and revision

We will evaluate 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 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, 41% 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 tuto

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

tudent 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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

## 4. Parent and Family Engagement (PFE)

### 4.1: 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:**

**Diana Kirkwood**

**Courtney Files**

Teachers:

Courtney Wilson

Weston Baccus

Courtney Maxwell

Administrators:

Melissa Pellegrino

Ryan Holzberger

Other Campus and District Staff:

Kat Green

### 4.2: Offer flexible number of parent involvement meetings

The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night Aug. 15 on campus
- Parent Info Night/Title I Meeting Aug. 30th, 32st, Sept. 1st
- October Museum Night Oct. 11th at FW Museum
- Science Hat Parade Oct. 28th
- Cookies with Santa Dec. 6th
- Fine Arts Day Jan. 27th



- 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 on campus

## **5. Targeted Assistance Schools Only**

# 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	1	1	Academic Coach		\$0.00
1	1	2			\$0.00
1	1	4	Prekindergarten Teacher		\$0.00
1	1	5	Campus Personnel		\$103,715.00
1	2	3	Interventionists		\$0.00
1	3	1	Crisis Counselor		\$0.00
<b>Sub-Total</b>					\$103,715.00
<b>Budgeted Fund Source Amount</b>					\$103,715.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Scholastic		\$900.00
1	2	2	Professional Development		\$6,748.00
1	2	3	Tutoring		\$21,632.00
1	3	1	Title I Family Engagement		\$462.00
1	3	1	Capturing Kid's Hearts Premium Resource		\$3,000.00
1	4	1	Behavior EA		\$30,000.00
<b>Sub-Total</b>					\$62,742.00
<b>Budgeted Fund Source Amount</b>					\$62,742.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutors		\$8,525.00
<b>Sub-Total</b>					\$8,525.00
<b>Budgeted Fund Source Amount</b>					\$8,525.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$174,982.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total Spent</b>	\$174,982.00
				<b>+/- Difference</b>	\$0.00

# 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>				
SW #	Requirement	Timeline	Activity	Evaluation Measure(s)



			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**  
**2022-2023 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
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: 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.	23
State Compensatory	26
Budget for Snow Heights Elementary	27
Personnel for Snow Heights Elementary	27
Title I	27
1. Comprehensive Needs Assessment (CNA)	28
1.1: Comprehensive Needs Assessment	28
2. Campus Improvement Plan	28
2.1: Campus Improvement Plan developed with appropriate stakeholders	28
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	29
2.5: Increased learning time and well-rounded education	29
2.6: Address needs of all students, particularly at-risk	29
3. Annual Evaluation	30
3.1: Annually evaluate the schoolwide plan	30
4. Parent and Family Engagement (PFE)	30
4.1: Develop and distribute Parent and Family Engagement Policy	30
4.2: Offer flexible number of parent involvement meetings	31
5. Targeted Assistance Schools Only	31
Title I Personnel	31
Campus Funding Summary	32
Addendums	33

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Snow Heights Elementary, located in North Richland Hills, Texas, is a PreK-5 Title 1 campus in Birdville ISD. Beginning this school year, the campus will serve PreK students. Although this improvement plan focuses on the 2022-2023 school year, the demographic information comes from the Texas Academic Performance Report data collected during the 2021-2022 school year. Student enrollment at Snow Heights Elementary during 2021-2022 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 2022-2023 school year is slightly higher due to the addition of a PreK unit. Our Hispanic student group is one of our largest ethnic groups and represents 25.82% of the population. Our largest student group is White at 58.70%. Our smallest groups are the following: African American-6.79%, Asian-2.99%, and 5.71% claim Two-or-More Races.

The 14.3% student mobility rate for Snow Heights Elementary decreased this past school year, and 42.66% of our students are Economically Disadvantaged. The other student groups for Snow Heights Elementary include 6.25% Emergent Bilingual (EB), 8.42% Gifted and Talented, and 16.58% Special Education. Additionally, 42.66% 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 94.8% 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. Attendance dipped severely during the 2021-2022 school year, 94.8%, due to continued Covid protocols. Our goal is to reach a rate of 97% or higher for the 2022-2023 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 (Prioritized):** Despite good attendance throughout another 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 16.58% 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 continue to not make adequate growth.

# Student Learning

## Student Learning Summary

The following scores show Snow Heights' performance on the 2022 STAAR test:

Subject	Campus	Campus	Campus	District
	Approaches	Meets	Masters	Approaches
3 <sup>rd</sup> Grade-Reading	81%	60%	47%	80%
3 <sup>rd</sup> Grade-Math	73%	42%	15%	72%
4 <sup>th</sup> Grade-Reading	85%	69%	45%	79%
4 <sup>th</sup> Grade-Math	66%	37%	19%	71%
5 <sup>th</sup> Grade-Reading	93%	73%	47%	84%
5 <sup>th</sup> Grade-Math	89%	61%	33%	79%
5 <sup>th</sup> Grade-Science	84%	50%	21%	70%

In addition, the following scores show Snow Heights' performance on the 2022 STAAR Alternate 2 test:

Subject	Campus	Campus	District	District
	Satisfactory	Accomplished	Satisfactory	Accomplished
3 <sup>rd</sup> Grade-Reading	100%	50%	89%	24%
3 <sup>rd</sup> Grade-Math	100%	50%	95%	41%
4 <sup>th</sup> Grade-Reading	100%	0%	90%	23%
4 <sup>th</sup> Grade-Math	100%	0%	93%	34%
5 <sup>th</sup> Grade-Reading	100%	50%	82%	18%
5 <sup>th</sup> Grade-Math	100%	0%	97%	18%
5 <sup>th</sup> Grade-Science	100%	100%	94%	44%

Based on the results from STAAR in 2022, Snow Heights received an A rating along with two distinctions: ELA/Reading and Comparative Closing the Gaps.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Snow Heights had less than 25 EB students, and therefore it was not rated. In 2021-2022 Snow Heights again had less than 25 EB students and was not rated.

## 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 Reading-93% Approaches, 73% Meets, 47% Mastered as well as an increase of scores from students in 3rd and 4th Grade based on results from STAAR 2021.

- Science scores improved from the 2021 administration to the 2022 administration.
- Snow Heights continues to earn scores above the district average in almost all tested subject areas.

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

**Problem Statement 1:** Most of our SpEd students are not meeting the Approaches level on any STAAR test they take.

**Problem Statement 2 (Prioritized):** 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 (Prioritized):** Based on previous STAAR scores, Masters scores have decreased in Math for all grades

# 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 43% percent of our students are served by the Free and Reduced Lunch program. Twenty-three (6.25%) of our students are considered Emergent Bilingual and receive services through our ESL program. Currently, 16.58% 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, 8.42% 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

- Snow Heights has a strong vertical alignment among teachers and staff. They meet in vertical teams (Reading/Writing, Math, and Science) throughout the year to align curriculum and interventions.
- Trained tutors are utilized to assist in providing intervention to struggling students
- Teachers implement Tier 1 priorities to ensure strong Tier 1 instruction is being delivered

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth.

**Problem Statement 2:** Students are slow to respond to intervention as many are not moving off tiers in a timely manner.

**Problem Statement 3 (Prioritized):** Ensure time is allotted to analyze data in all grade levels



# Perceptions

## Perceptions Summary

During the 2021-2022 school year, Snow Heights Elementary collected data from students and parents in regards to school safety, processes, and events. Staff, parents, and students in Grades 3-5 completed these surveys during the Spring of 2022. 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. All Exterior Doors are locked during the instructional day?
2. All Interior Doors are locked during the school day?
3. All staff members wear ID Badges?
4. Staff members monitor hallways during school hours?
5. Procedures used to make disciplinary decisions are well known to students?
6. Students receive training specifically on bullying prevention and cyberbullying?
7. Students receive training on positive social skills, violence prevention, conflict resolution and communication/decision making skills?
8. Are you informed about Anonymous Alerts?
9. Are you trained and ready to implement Stand Response Protocols (Lock-Down, Secure Lock-Out, Shelter, Hold, and Evacuation)?
10. Respect for all persons is emphasized throughout the campus?
11. Are you (is your student) involved in at least one extra-curricular activity either at school or outside of the campus?
12. Overall do you consider your campus safe and orderly?

## Perceptions Strengths

Survey results indicated the following regarding perceptions of school safety, processes, and procedures.

- All most all responses indicated that Snow Heights is a safe and orderly campus
- Respect for all persons is emphasized throughout the campus
- Parents and Staff shared the importance of all student/family activities set Snow Heights apart from other campuses

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Survey results showed students and parents indicated a need for training in bullying prevention and cyberbullying.

**Problem Statement 2 (Prioritized):** In regards to Social Emotional Learning, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

# Priority Problem Statements

**Problem Statement 1:** Despite good attendance throughout another pandemic year, our campus has yet to meet our attendance goal of 97%.

**Root Cause 1:**

**Problem Statement 1 Areas:** Demographics

**Problem Statement 4:** The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth.

**Root Cause 4:**

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

**Problem Statement 6:** Survey results showed students and parents indicated a need for training in bullying prevention and cyberbullying.

**Root Cause 6:**

**Problem Statement 6 Areas:** Perceptions

**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.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 7:** In regards to Social Emotional Learning, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

**Root Cause 7:**

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 3:** Based on previous STAAR scores, Masters scores have decreased in Math for all grades

**Root Cause 3:**

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 5:** Ensure time is allotted to analyze data in all grade levels

**Root Cause 5:**

**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
- State and federal planning requirements

## **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**

- 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.

b) Improve performance in Domain 3 Closing the Gap by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level.

## **HB3 Goal**

**Evaluation Data Sources:** CLI Engage-CIRCLE (PreKindergarten Reading and Math)

Fountas & Pinnell Reading Levels

mClass (Kindergarten, Reading and Math)

mClass (Grades 1-2, Reading)

Renaissance Star Assessments (Grades 1-5 Mathematics & 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 to implement the District's 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, &amp; Science) 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)  m) Support writing instruction in all subject areas (grade appropriate grammar rules, complete sentences, spelling, etc.)  n) Utilize district content coordinators and campus academic coach to support teachers in Tier 1 instruction  o) 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, LOL members, Academic Coach, Teachers</p> <p><b>Funding Sources:</b> Academic Coaches - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Understand and implement data informed responsive teaching</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) Understand and build a Responsive Culture (based on Jenn Kleiber's work)  c) Provide training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance -Rdg. &amp; Math, and Interims) to inform instruction  d) Utilize Fact Fluency strategies to build automaticity with math facts (addition, subtraction, multiplication, and division)  e) Provide training on 2.0 Tier 1 priorities to all staff  f) Continue to build capacity through the PLC process</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Teachers</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>	Formative			Summative
	Nov	Jan	Mar	June
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) Optional attendee teachers, new to K-3 teachers, and Assistant 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>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to administer progress monitoring assessments for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students</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, Star Renaissance, mClass), Writing (Norma Jackson) and Math (Star Renaissance) throughout the school year (occurs between BOY, MOY, and EOY); Fact Fluency Running Records  d) Conduct interim assessments in Grades 3-5, Reading and Math twice a year  e) Create and conduct online nine weeks assessments by grade level in Math using Aware  f) Respond instructionally by utilizing data and support from Academic Coach  g) Provide STAAR 2.0 to all teachers  h) In Math, spiral review previously learned TEKS on a weekly basis</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach, and Teachers</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE - \$37,572</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Students in Grades 3 and 4 are not meeting the campus expectation of achieving Approaches or Meets on the Math STAAR test.</p>
<p><b>Problem Statement 3:</b> Based on previous STAAR scores, Masters scores have decreased in Math for all grades</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 student groups as measured by state and district assessments.





a) In addition, meet all progress monitoring targets for grades PreKindergarten-3rd in Reading and 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> Utilizing the district's ESSER plan, build strong, equitable, and responsive learning environments to close learning gaps and create learning opportunities for all students</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>Problem Statements:</b> School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Intervention Personnel - 211 - Title I - \$39,224, Intervention Personnel - 199 - General Funds: SCE, ESSER Tutors - ESSER - \$11,770</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 using student performance data to evaluate student growth</p> <p><b>Actions:</b> a) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year  b) Teachers create nine week online assessments in Math based on the rigor of the standards using Aware  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-Success Ed., Aware, etc.  f) Provide training to classroom teachers on appropriate interventions and approved accommodations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Math and Reading Interventionists</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 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> Develop and implement system-wide instructional practices appropriate for Emergent Bilinguals</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  d) Conduct LPAC meetings to address student needs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</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 (CKH &amp; Character Strong) lessons to align with the whole child tenets  b) Conduct bi-monthly guidance lessons 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  h) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> Intervention Personnel and Crisis Counselor - 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 nine 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  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
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) Utilize essential parent volunteers/PTA members to assist teachers inside and outside of the classroom  h) Host a "Good News Club" for students on a weekly basis throughout the school year</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$567</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Develop, implement, and monitor a campus process to ensure identification and accurate coding of all students who qualify to receive services under the fifteen 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  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal (PEIMS Coordinator), and 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>				

**Performance Objective 2 Problem Statements:**

**Student Learning**

**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.

**School Processes & Programs**

**Problem Statement 1:** The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth.

**Problem Statement 3:** Ensure time is allotted to analyze data in all grade levels

**Perceptions**





**Problem Statement 1:** Survey results showed students and parents indicated a need for training in bullying prevention and cyberbullying.

**Problem Statement 2:** In regards to Social Emotional Learning, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

**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 curriculum for social-emotional learning (SEL)</p> <p><b>Actions:</b> a) Ensure delivery of lessons using CKH and Character Strong curriculum that provides 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) Implement and maintain a Pep Club for students in Grades K-5                      d) Counselors deliver classroom guidance lessons addressing suicide prevention and bullying warning signs, resources, and strategies                      e) Implement and regularly refer to CI mission statements and CKH Social Contracts                      f) Ensure Capturing Kids' Hearts strategies are being utilized (greetings, affirmations, the 4 questions, etc.)                      g) Create after school groups that build upon the social/emotional needs of students-Kindness Crew, Yearbook, Pep Club, Polar Gazette etc.                      h) Create and host lunch bunch groups to address student needs-Grief/Divorce support, Friendship, Anger, etc.                      i) Recognize students each nine weeks that demonstrate the district's character traits</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<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 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 (BOY, MOY, EOY, and two progress monitoring meetings)                      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:** 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 nine weeks and share data with staff and students (if applicable)                      c) Continue monitoring student and staff attendance each nine weeks; post on Attendance Wall                      d) Monitor weekly campus attendance by utilizing district attendance report                      e) Grade levels implement incentive measures to increase attendance                      f) Recognize Perfect Attendance (student and staff) at Celebration Assemblies</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Despite good attendance throughout another pandemic year, our campus has yet to meet our attendance goal of 97%.</p>
Perceptions
<p><b>Problem Statement 2:</b> In regards to Social Emotional Learning, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.</p>

**Goal 2:** 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) 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)                      c) Implement student generated data folders to track progress related to individual goals                      d) 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
<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 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 Character Strong lessons 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			
<p><b>Strategy 1:</b> 1) Implement the district-wide program that promotes an accident-free work environment</p> <p><b>Actions:</b> a) Ensure that all staff members complete the required Safe Schools training            b) Inform students, staff, and visitors of any allergy related issues on campus            c) Provide regular safety training to staff at faculty meetings            d) Administer safety surveys provided for campus personnel            e) Utilize purchased safety equipment for campus            f) Perform campus safety walk-throughs with Head Custodian            g) Monitor the implementation of safety procedures</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, 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;">  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.

**Evaluation Data Sources:** Fitness Gram results; Parent/Student surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and maintain a district-wide coordinated health program.</p> <p><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</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Physical Education teacher</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 requirements of the Every Student Succeeds Act regarding family and parental involvement.</p> <p><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.</p> <p>b) Conduct meaningful ways for parents to be involved in their child's education (see Title 1 Family Engagement Policy).</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>				

# State Compensatory

## Budget for Snow Heights Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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## 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

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was conducted during the month of April and May 2022 and then presented in May of 2022 using data from the 2020-2021 and 2021-2022 school year which included STAAR achievement, TELPAS and universal screener results, attendance and behavior data, and spring survey feedback.

## 2. Campus Improvement Plan

### 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-1st 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

Shawna Barnes-SHE parent, PTA President 2022-2023

### 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 2022-2023 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
- Accelerate Instruction
- Math/Numeracy Intervention
- Leveled Literacy Intervention
- Responsive Classroom
- TBRI Training
- Social Emotional Curriculum-Character Strong

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.

### **3. Annual Evaluation**

#### **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

### **4. Parent and Family Engagement (PFE)**

#### **4.1: 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

Casey Orr, parent

Lindsey Gill-parent

Shelley Huff, parent

Quinn Costanza, parent

Chelsea White, parent

Melissa Hill, parent

Shawna Barnes, parent

Nichole Walker, parent

Katy Kemp, parent

Helen Haack, parent

April Hetherington, parent/teacher

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.

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

The following family engagement activities are planned for 2022-2023:

August: Meet the Teacher/Curriculum Night, Aug.11, 2022

September: Title I Meeting, September 20, 2022

November: Polar Bash, November 5, 2022

December: Breakfast with Santa, December 10, 2022

February: World Read Aloud Day, February 1, 2022

February: Science Night, February 16 at Fort Worth Science Museum

March: Discover Birdville Event, March 4, 2023, 9:00AM at Richland High School

April: Polar Hop, April 5, 2023

April: Field Day, April 28, 2023

April Family Engagement Policy and Compact Revision (date tbd)

May: Talent Show, May 18, 2023

August Refresh Back to School Event (date tbd) at WG Thomas Coliseum

## **5. Targeted Assistance Schools Only**



# 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: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coaches		\$0.00
1	1	5	Intervention Personnel		\$37,572.00
1	2	1	Intervention Personnel		\$0.00
1	2	2			\$0.00
1	2	4	Intervention Personnel and Crisis Counselor		\$0.00
1	3	1	Crisis Counselor		\$0.00
<b>Sub-Total</b>					\$37,572.00
<b>Budgeted Fund Source Amount</b>					\$37,572.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Intervention Personnel		\$39,224.00
1	2	6	Title I Family Engagement		\$567.00
<b>Sub-Total</b>					\$39,791.00
<b>Budgeted Fund Source Amount</b>					\$39,791.00
<b>+/- Difference</b>					\$0.00
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>Budgeted Fund Source Amount</b>					\$11,770.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$89,133.00
<b>Grand Total Spent</b>					\$89,133.00
<b>+/- Difference</b>					\$0.00

# Addendums

# Student/Teacher/Parent Compact

Title One-Linking Together for Student Success  
Snow Heights Elementary

## Student Agreement

I want to be successful. Therefore, I will strive to:

- Attend school regularly.
- 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* \_\_\_\_\_

## Teacher Agreement

I want all of my students to be successful. Therefore, I will strive to:

- Provide a safe and positive learning environment.
- Teach in a manner that motivates and encourages students.
- Communicate regularly with parents regarding student progress.
- Respect and value the uniqueness of each child and his/her family.
- Other \_\_\_\_\_

*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

## Parent Agreement

I want my child to be successful. Therefore, I will strive to:

- 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 \_\_\_\_\_

*Parent's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Parent's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_



## **Snow Heights Elementary Parent Involvement Policy**

### **OVERVIEW**

As per Public Law 107-110, the *No Child Left Behind Act*, *Snow Heights 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 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>
			Provide training and materials to parents to help them work with their children	<ul style="list-style-type: none"> <li>• Literacy Night</li> <li>• Science Night</li> <li>• Parent Conferences</li> </ul>
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 \_\_\_\_\_

*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

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- 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 \_\_\_\_\_

*Parent's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Parent's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_



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			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>

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	<b>Requirement</b>	<b>Timeline</b>	<b>Activity</b>	<b>Evaluation Measure(s)</b>
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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>
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- Other \_\_\_\_\_

*Student's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

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- Work as a team with the school, participating to help my child meet his/her responsibilities and encourage success.
- Other \_\_\_\_\_

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- 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* \_\_\_\_\_

## Teacher Agreement

I want all of my students to be successful. Therefore, I will strive to:

- Provide a safe and positive learning environment.
- Teach in a manner that motivates and encourages students.
- Communicate regularly with parents regarding student progress.
- Respect and value the uniqueness of each child and his/her family.
- Other \_\_\_\_\_

*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Teacher's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

## Parent Agreement

I want my child to be successful. Therefore, I will strive to:

- 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 \_\_\_\_\_

*Parent's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

*Parent's Signature* \_\_\_\_\_ *Date* \_\_\_\_\_



## **Snow Heights Elementary Parent Involvement Policy**

### **OVERVIEW**

As per Public Law 107-110, the *No Child Left Behind Act*, *Snow Heights 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 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>
			Provide training and materials to parents to help them work with their children	<ul style="list-style-type: none"> <li>• Literacy Night</li> <li>• Science Night</li> <li>• Parent Conferences</li> </ul>
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

**Birdville Independent School District**  
**W.A. Porter Elementary**  
**2022-2023 Campus Improvement Plan**



# Table of Contents

- Comprehensive Needs Assessment 3
  - Demographics 3
  - Student Learning 4
  - School Processes & Programs 6
  - Perceptions 8
- 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. 21
  - Goal 3: All students and staff will learn and work in a safe and responsive environment. 22
- State Compensatory 26
  - Budget for W.A. Porter Elementary 27
  - Personnel for W.A. Porter Elementary 27
- Campus Funding Summary 27



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

W. A. Porter Elementary School is established in 1975 and is located in northeast Tarrant County and serves a portion of three municipalities: North Richland Hills, Hurst, and Colleyville. Neighborhoods served by the district range from urban, low-income to suburban upper-middle-class.

The school serves 540 students (as of the summer 2020 PEIMS submission) in grades EE - 5, of which 69.44% are White, 15.93% are Hispanic, 3.89% African American, 5.37% Asian, and 4.6% two or more races. We have 21% that are Economically Disadvantaged. The percentage of Hispanic students has steadily increased over the last 10 years, while the percentage of white students has declined. The percentage of students considered to be English language learners (ELLs) has increased over this same time period. There are only 4.44 percent LEP, but that number has gone up each of the past 3 years. There was a slight decrease in Asian and African American students this year. While the characteristics of the student population have changed over this time period, the overall number of students the past 10 years has remained relatively stable with slight decrease in student population. One interesting thing about our campus is that we have a relatively high special education population of 16.67%, but we also have a fairly high percentage of gifted and talented students at 12.41%

W. A. Porter is also the Regional Day School for the Deaf (PK-5) serving students from the districts of Birdville, Carroll, Hurst-Euless-Bedford, Keller, Grapevine-Colleyville, Eagle-Mountain Saginaw.

Of the 53 teachers on the campus, 98% are female, 97% are White, 2.6% are two or more races. This is taken from 2020-2021 school year which is the most recent update from TEA. We have 1 teacher that is new to the profession. 13% had 1 to 5 years experience in education, 18% had 6 to 10 years, 36.6% had 11 to 20 years, and 30.6% had more than 20 years experience. The average length of service years in BISD was 14.8 years. In terms of highest college degree held, 100% of teachers have a bachelor's degree and 34.6% hold a master's degree.

Student attendance rate was 95.52% during what was still a year where many students had to miss due to COVIDI. Porter was at 97.3 % in 2018-2019, 97% in 2016-2017, 97.4% in 2015-2016, 97% 2014-2015, and 97.3% 2013-2014.

Porter as has 21% economically disadvantaged which was down from the previous year, but parents were not filling out the free and reduced forms since breakfast and lunch were free. Porter also serves 34% at risk students.

### Demographics Strengths

Our student demographic population has remained relatively steady over the years although it is ever so slightly changing.

Our students come from homes where they have a strong foundation of literacy as they enter Porter compared to most campuses.

Our mobility rate is 9.0% which has increased over the past year from 5%, but still remains relatively low. It means our students get to have a solid foundation and have stability in their lives as learners.

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

**Problem Statement 1 (Prioritized):** The percentage of economically disadvantaged students as well as Hispanic students that have enrolled at Porter has doubled in the last 6 years.

**Root Cause:** Homes are being sold in our zone that are the more affordable homes and turned into rentals. New families are moving into the community that qualify as economically disadvantaged and become more mobile.

# Student Learning

## Student Learning Summary

Our 2022 STAAR scores show that our 3rd grade reading scores had 90.12% of our students score Approaches, 71.6% score Meets and 49.38% score Masters. For our 3rd grade math scores we had 87.65% score Approaches, 69.14% scored Meets and 46.91% score Masters.

Our 4th grade Reading had 91.78% of our students score Approaches, 75.34% score Meets and 42.47% score Masters. Fourth grade Math had 86.3% of students score Approaches, 45.21% scored Meets, and 30.14% scored Masters.

Porter's 5th grade Reading had 88.04% of students score Approaches, 78.26% score Meets and 54.35% score Masters. For 5th grade Math we had 85.71% of students score Approaches, 60.44% score Meets and 24.18% score Masters.

Fifth grade Science scores had 86.96% of students score Approaches, 65.22% score Meets and 40.22% of students score Masters.

## Student Learning Strengths

Third grade math was in the top quartile in our campus comparison groups in Meets and Masters. Third grade Reading Meets and Masters was just outside the top quartile, but they were very comparable with many of the schools in the top quartile. Third grade Reading students that tested in 2021 made a 4% increase in Approaches, a 33% increase in Meets and a 7% increase in Masters.

Our 5th grade Science made the top quartile of our comparison group in Approaches, Meets and Masters.

Our 5th grade students did make substantial progress from 4th grade to 5th grade in Reading. Fourth graders in 2021 increased their percentage for scoring Meets on the 5th grade 2022 Reading test by 62%. Those same students increased the percentage that scored Masters in Reading by 50%.

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

**Problem Statement 1 (Prioritized):** 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. Social and life skills are a focus for so many of our students and academics often suffer as those social skills split time with the academics. Students were exempt from certain tests, but they will now be required to take the Interims.

**Problem Statement 2 (Prioritized):** Our 2022 score for Domain 3 Closing the Gaps was a C which is not the normal for Porter. **Root Cause:** Accelerated Instruction tutorials were done by our campus teachers which cut back on our normal tutorial hours that we used for focused tutoring sessions for all students. There was also a lack of rigor with our Tier 1 priorities within the classrooms to not maintain some of our students Masters performances.

## School Processes & Programs

### School Processes & Programs Summary

Students at W. A. Porter Elementary are served by a number of specialized programs related to student need. There are 20.93 percent of our students that are served by the free/reduced lunch program. We have 16.67% of students that are served through special education which includes the regional day school for the deaf. The Gifted and Talented program serves 12.41% of our population.

The academic Rtl program serves students in grades Pre-K through 5th 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. Teachers use progress monitoring as a means to keep a closer watch on student progress and group students according to their ability level. 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 each week in team building games in PE specifically for team building. 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, and data nights. These activities are designed to have parents come and participate with their students to see what they are learning and doing as school.

Data meetings are held after each round of assessments to look at student growth and make decisions based on student performance. There is a once a month meeting with our digital specialist and academic coach where teachers will have access to help improve technology in the classroom.

The LOL meets as needed, but not less than once a month to assist in making sure teacher input is heard and to tweak any processes that are not leading to student gains.

### 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 after assessments 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 35 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 a minimum 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 (Prioritized):** 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 still affected the 21-22 school year as students were still being quarantined at a significant rate in the fall. Many students were coming back from being home schooled and significantly behind.

**Problem Statement 2 (Prioritized):** PLC meetings need to have action plans to better serve our students. **Root Cause:** The data was discussed and reviewed after assessments, but there was no action plan put into place during our PLC meetings. Forms and posters with plus/deltas and action plans needs to be in place.

# Perceptions

## Perceptions Summary

With our attendance rate at the top of our district and high expectations at Porter, 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 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, 95% 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. Parents also commented on how there is a fantastic and welcoming culture at Porter.

## 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.

## 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

**Problem Statement 5:** The percentage of economically disadvantaged students as well as Hispanic students that have enrolled at Porter has doubled in the last 6 years.

**Root Cause 5:** Homes are being sold in our zone that are the more affordable homes and turned into rentals. New families are moving into the community that qualify as economically disadvantaged and become more mobile.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 2:** 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 2:** Our Deaf Ed. students have a tremendous disadvantage in their academics having reading levels that are 3-4 grade levels behind. Social and life skills are a focus for so many of our students and academics often suffer as those social skills split time with the academics. Students were exempt from certain tests, but they will now be required to take the Interims.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 4:** There have been more tiered students than we have been accustomed to in the past 3 years due to some learning gaps.

**Root Cause 4:** COVID still affected the 21-22 school year as students were still being quarantined at a significant rate in the fall. Many students were coming back from being home schooled and significantly behind.

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

**Problem Statement 1:** Our 2022 score for Domain 3 Closing the Gaps was a C which is not the normal for Porter.

**Root Cause 1:** Accelerated Instruction tutorials were done by our campus teachers which cut back on our normal tutorial hours that we used for focused tutoring sessions for all students. There was also a lack of rigor with our Tier 1 priorities within the classrooms to not maintain some of our students Masters performances.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** PLC meetings need to have action plans to better serve our students.

**Root Cause 3:** The data was discussed and reviewed after assessments, but there was no action plan put into place during our PLC meetings. Forms and posters with plus/deltas and action plans needs to be in place.

**Problem Statement 3 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

# 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.

**High Priority**





**HB3 Goal**

- Evaluation Data Sources:** A. Elementary: Fountas & Pinnell reading levels  
 B. CLI Engage-Circle(Pre-K)  
 C. Renaissance Math(1-5)  
 D. MCLASS reading K-2  
 E. Renaissance Reading (3-5)  
 F. TEA Interims for Reading and Math (3-5)  
 G. Teacher created common assessments

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 them to have professional development off campus            E. Provide teachers with the opportunity to take campus walks and observe other classrooms on campus as well as other campuses to watch implementation of Tier 1 priorities.            F. Utilize Reading Academy strategies in the classroom to follow the Science of teaching reading.            G. Use coaching cycles to assist teachers in targeted goals.</p> <p><b>Staff Responsible for Monitoring:</b> Administration            LOL team            Teachers            Academic Coach</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - 199 - General Funds - \$2,000, Academic Coach - 199 - General Funds: SCE</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 progress monitoring. Renaissance Reading and Math, CBA tests, Interims and F&amp;P to help guide instruction            B. Use instructional coach to 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.            E. Common assessments will be used at the appropriate rigor and relevance            F. Utilize SCE funded math and reading interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance</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> <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 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 with other campuses.            B. Lead literacy-focused discussions in PLC meetings.            C. Use district monitoring guide to monitor instructional delivery            D. Focused campus walkthroughs focusing on Continuous Improvement and Tier 1 priorities.            E. Teachers will work with students at their reading levels in small groups using the Workshop Model</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Academic coaches and teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

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 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.            E. Special education teachers will be a part of the PLC process to ensure data is evaluated and strategic action put in place to measure growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> SMART TV, Literacy materials - 199 - General Funds - \$2,000, Campus Personnel - 199 - General Funds: SCE - \$48,484</p>	Formative			Summative
	Nov	Jan	Mar	June
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. All new teachers in K-3 will finish the Reading Academy per HB3 requirements            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 student progress.            D. Implement Reading Academy strategies to line with best practices            E. Academic coach will use the coaching cycle to help work with teachers to ensure that teachers have the best practices in place.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, Academic Coach and District Trainer.</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 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            E. Meet with our digital specialist and academic coach once a month to utilize best practices in the classroom and support teachers with technology tools.            F. Monitor growth during RTI and PLC meetings with solution focused action plans based on data.</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2  <b>Funding Sources:</b> ESSER Tutors - ESSER - \$8,763, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Create campus wide system to raise our growth in math scores to help Domain 3 Closing the Gaps per the TEA campus report card which would give us an overall campus rating of an A.</p> <p><b>Actions:</b> A. Have data driven PLC meetings where action plans are put into place for growth.            B. Coaching cycles will be implemented and centered around rigor and relevance in math.            C. Utilize more small groups focusing on students are showing limited growth.            D. Use Coach and Math Interventionist to assist in reviewing data and focus on standards in PLC and RTI meetings that are not being comprehended by students.            E. Focus on Tier 1 priorities and monitored through new campus walk through feedback form.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coaches</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 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>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Our Deaf Ed. students have a tremendous disadvantage in their academics having reading levels that are 3-4 grade levels behind. Social and life skills are a focus for so many of our students and academics often suffer as those social skills split time with the academics. Students were exempt from certain tests, but they will now be required to take the Interims.</p>

### Student Learning

**Problem Statement 2:** Our 2022 score for Domain 3 Closing the Gaps was a C which is not the normal for Porter. **Root Cause:** Accelerated Instruction tutorials were done by our campus teachers which cut back on our normal tutorial hours that we used for focused tutoring sessions for all students. There was also a lack of rigor with our Tier 1 priorities within the classrooms to not maintain some of our students Masters performances.

### School Processes & Programs





**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 still affected the 21-22 school year as students were still being quarantined at a significant rate in the fall. Many students were coming back from being home schooled and significantly behind.

**Problem Statement 2:** PLC meetings need to have action plans to better serve our students. **Root Cause:** The data was discussed and reviewed after assessments, but there was no action plan put into place during our PLC meetings. Forms and posters with plus/deltas and action plans needs to be in place.

**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. Weekly purposeful team building games in PE to follow the ideals in our CKH program.                      E. Use Character Strong curriculum once a week to support our SEL.                      F. Capturing Kids Hearts used for daily positive behavior support.                      G. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 2 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> The percentage of economically disadvantaged students as well as Hispanic students that have enrolled at Porter has doubled in the last 6 years. <b>Root Cause:</b> Homes are being sold in our zone that are the more affordable homes and turned into rentals. New families are moving into the community that qualify as economically disadvantaged and become more mobile.</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 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 Character Strong 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. Friday team building lessons in PE.                      F. 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 Character Strong</p> <p><b>Actions:</b> A. Teachers will complete Character Strong lessons each Friday.                      B. Teachers document their weekly lessons and complete unit evaluation.                      C. Announcement crew will be using SEL quotes to help support Character Strong.                      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>
<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:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

**High Priority**

**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 score approaches on the 2022 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.                      D. Establish WIN groups to develop specific skills that students were missing.                      E. Monitoring progress monitoring in the classroom to ensure focus on growth.</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>	Formative			Summative
	Nov	Jan	Mar	June
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.                      E. Campus walks at Porter as well as off campus at hosting sites to view best practices in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal                      Academic Coaches</p> <p><b>Problem Statements:</b> Student Learning 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>				

**Performance Objective 4 Problem Statements:**

**Student Learning**





**Problem Statement 2:** Our 2022 score for Domain 3 Closing the Gaps was a C which is not the normal for Porter. **Root Cause:** Accelerated Instruction tutorials were done by our campus teachers which cut back on our normal tutorial hours that we used for focused tutoring sessions for all students. There was also a lack of rigor with our Tier 1 priorities within the classrooms to not maintain some of our students Masters performances.

**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.

**High Priority**

**Evaluation Data Sources:** Pulse





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus-wide 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. and finding the root causes.                      F. Work closely with attendance officers to address severe attendance problems.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><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.





**High Priority**

**Evaluation Data Sources:** Staff and student surveys

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>	<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> 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. Local PTA has partnered with Porter to provide off duty officers to attend events where large numbers of people would be coming in and out of our building.                      B. WATCH Dogs put in place to help monitor the building inside and out to provide an extra set of eyes for security.                      C. Set multiple daily walks by administrators and head custodian to check doors and walk the perimeter.                      D. Partnered with local churches to provide mentoring programs to students who need extra support.                      E. CKH program in place to help students feel welcome and have a voice at school                      F. Implement Character Strong as SEL program with weekly lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselor and 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 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			
<p><b>Strategy 1:</b> Comply with all training provided by the district addressing employee safety.</p> <p><b>Actions:</b> A. Forward information provided to all faculty and staff regarding employee safety.                      B. Complete all required safety trainings                      C. Safe Schools trainings will be completed by all staff by the district deadline.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</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.

Strategy 1 Details	Reviews			
<p><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</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 3 Problem Statements:**





Student Learning
<p><b>Problem Statement 2:</b> Our 2022 score for Domain 3 Closing the Gaps was a C which is not the normal for Porter. <b>Root Cause:</b> Accelerated Instruction tutorials were done by our campus teachers which cut back on our normal tutorial hours that we used for focused tutoring sessions for all students. There was also a lack of rigor with our Tier 1 priorities within the classrooms to not maintain some of our students Masters performances.</p>

**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.

**High Priority**

**Evaluation Data Sources:** Navigate 360

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 Brown 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
<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 W.A. Porter Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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## 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: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coach		\$0.00
1	1	2	Intervention Personnel		\$0.00
1	1	4	Campus Personnel		\$48,484.00
1	1	6	Intervention Personnel		\$0.00
1	2	1	Crisis Counselor		\$0.00
1	4	1	Intervention Personnel		\$0.00
<b>Sub-Total</b>					\$48,484.00
<b>Budgeted Fund Source Amount</b>					\$48,484.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	ESSER Tutors		\$8,763.00
<b>Sub-Total</b>					\$8,763.00
<b>Budgeted Fund Source Amount</b>					\$8,763.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$57,247.00
<b>Grand Total Spent</b>					\$57,247.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**W.T. Francisco Elementary**  
**2022-2023 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.	22
Goal 3: All students and staff will learn and work in a safe and responsive environment.	23
State Compensatory	26
Budget for W.T. Francisco Elementary	27
Personnel for W.T. Francisco Elementary	27
Title I	27
1. Comprehensive Needs Assessment (CNA)	28
1.1: Comprehensive Needs Assessment	28
2. Campus Improvement Plan	28
2.1: Campus Improvement Plan developed with appropriate stakeholders	28
2.2: Regular monitoring and revision	29
2.3: Available to parents and community in an understandable format and language	29
2.4: Opportunities for all children to meet State standards	29
2.5: Increased learning time and well-rounded education	29
2.6: Address needs of all students, particularly at-risk	30
3. Annual Evaluation	30
3.1: Annually evaluate the schoolwide plan	30
4. Parent and Family Engagement (PFE)	31
4.1: Develop and distribute Parent and Family Engagement Policy	31
4.2: Offer flexible number of parent involvement meetings	31
5. Targeted Assistance Schools Only	32
Title I Personnel	32
Campus Funding Summary	33

# 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 2022-2023 school year.

#### Students

Our student demographics as of 2021-22 school year were made up of 70% Hispanic, 9% Asian, 17% White, 3% African American, 0% American Indian and 1% other races. The percentage of students served by special education was 6% and 4% were served by gifted and talented services. 72% of students were considered At-risk and 84% were considered Economically Disadvantaged. The campus served 31% of students in the Bilingual Program and 49% of students were identified as EB.

#### Teachers

A total of 31 teachers served W.T. Francisco during the 2021-22 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 8/22/21*
- 31% 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 (Prioritized):** Our 5th grade white population math scores dropped by 9% in performance in comparison to their previous year's STAAR scores. **Root Cause:** Inconsistency in instruction due to multiple teachers as well as teacher absences. This population is more transient and causes abruptness in instruction.

**Problem Statement 2 (Prioritized):** Our Sped population in 21 had only 47% approaches and in 22 only 54% of approaches on all subjects combined. Although we have made some progress there is still a deficit that we need to make progress in. **Root Cause:** We need to more closely align IEP goals to the specific areas of need of each student.

# Student Learning

## Student Learning Summary

### STAAR

Our campus experienced an improvement in approaches, meets, and masters on STAAR reading and math in 3rd and 4th grade. Also, an increase in approaches and meets in 5th-grade math and reading STAAR. Furthermore, 5th grade improved in approaches, meets, and masters in science. These improvements are in comparison to the 20-21 school year.

In 5th-grade math approaches, meets, and masters all decreased in comparison to the 20-21 school year.

#### 2022 Results Third Grade

*Reading- Approaches 88%, Meets 60% and 35% Masters*

*Math-Approaches 76%, 43% Meets and 24% Masters*

#### 2022 Results Fourth Grade

*Reading- Approaches 79%, Meets 50% and 17% Masters*

*Math- Approaches 88%, Meets 57% and 37% Masters*

#### 2022 Results Fifth Grade

*Reading- Approaches 81%, Meets 46% and 19% Masters*

*Math-Approaches 67%, Meets 31% and 6% Masters*

*Science- Approaches 69%, Meets 44% and 15% Masters*

## State Accountability

WT Francisco's received a B on our accountability rating summary.

## English Language Proficiency Status

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 WT Francisco did not meet the target with a TELPAS progress rate of 35%. In 2021-2022 WT Francisco did not meet the target with a TELPAS progress rate of 35%. In comparing the progress rate from 2021 and 2022, WT Francisco maintained the same rate of progress for students' English language development.

### Student Learning Strengths

- 3rd-grade reading had an increase of 14% in approaches, 24% in meets, and 11% in masters.
- 3rd-grade math had an increase of 13% in approaches, 20% in meets, and 17% in masters.
- Fourth-grade math had an increase of 11% in approaches, 15% in meets, and 16% in masters.
- Fourth-grade reading had an increase of 32% in approaches, 34% in meets, and 8% in masters.
- Fifth-grade reading had a 17% increase in approaches and 10% in meets.
- Fifth-grade science has a 3% increase in approaches, 14% in meets, and 2% in masters.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The overall percentage of 5th graders performing on the 20-21 math STAAR in comparison to the 2022 math STAAR decreased by 4% on approaches, 5% meets, 9% masters. **Root Cause:** Tier 1 instruction was not proficient due to teacher mobility.

**Problem Statement 2:** The overall percentage of 5th graders performing on the 20-21 reading STAAR in comparison to the 2022 reading STAAR decreased by 5% on masters. **Root Cause:** We need more opportunities for enrichment activities during station time to make larger gains.



# 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, 30% are enrolled in our bilingual program and 49% are EB being served by certified ESL teachers. We currently have 5% receiving special education services and 4% 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 nine 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, crisis counselor, speech pathologist, LSSP, etc based on student needs. 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 training. 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 as well as teachers will utilize Character Strong on a weekly basis. It is grounded in research and focused on fostering the whole child with vertically-aligned lessons that teaches SEL and character, side-by-side.

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 (ROAR) at WT Francisco Elementary. During this time, all students receive interventions based on individual student needs. Special education students are served during our ROAR block. We utilize all interventionists, instructional EA's, and teachers during this time to implement 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 STAAR assessments. 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. Local businesses have provided additional charitable donations to assist with the needs of our students.
- WT offers a digital one-to-one opportunity for all students and 2nd-5th teachers have GoGuardian accounts to monitor internet use.
- All certified teachers have an IFP board installed in their classrooms.

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

**Problem Statement 1 (Prioritized):** 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. **Root Cause:** We need to provide more targeted small group instruction using the BAS, mClass data and STAR Ren data.

# Perceptions

## Perceptions Summary

- 100% of faculty and students have been trained in SRP (Safety Response Protocol) in case of an emergency.
- We had a 90% teacher and staff retention rate for the 21-22 school year.
- We had the performance of excellence on our annual safety walk for the 21-22 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- supports logistical problem-solving team that address campus logistics, and Spirit Committee-help organize recognitions, and 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 creates a second barrier of locked doors for the entrance
- SRP drills are performed monthly and twice yearly with our SRO and local PD
- We have requested additional outside cameras and secured all entryways with doors that automatically lock

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Due to recent events, there is a heightened concern about school safety. **Root Cause:** Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

# Priority Problem Statements

**Problem Statement 1:** Our 5th grade white population math scores dropped by 9% in performance in comparison to their previous year's STAAR scores.

**Root Cause 1:** Inconsistency in instruction due to multiple teachers as well as teacher absences. This population is more transient and causes a disruption in instruction.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** 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 year's growth on the math star progress monitor.

**Root Cause 3:** We need to provide more targeted small group instruction using the BAS, mClass data and STAR Ren data.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Due to recent events, there is a heightened concern about school safety.

**Root Cause 4:** Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 2:** Our Sped population in 21 had only 47% approaches and in 22 only 54% of approaches on all subjects combined. Although we have made some progress there is still a deficit that we need to make progress in.

**Root Cause 2:** We need to more closely align IEP goals to the specific areas of need of each student.

**Problem Statement 2 Areas:** Demographics

# 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**

- 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, reading 3-5), 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>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Academic Coaches - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement the 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Coaches  Leaders of Learners Team  Teachers</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$2,000, Instructional Coaches - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communicate and assist campus staff in implementing responsive and personalized learning that is data driven.</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.  f) Provide training and support for 2.0 tier one priorities.  g) Utilize SCE funded math and reading interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Coaches  Campus Staff</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Campus Personnel - 211 - Title I - \$126,252, Instructional Resources - 211 - Title I - \$19,420</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Designated staff will participate in the reading academy and utilize the 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) New teachers in grades K-3 and our special education teacher along with the campus assistant principal will participate in this year's Reading Academy.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Reading Academy Coaches  Designated Classroom Teachers</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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 staff with the BAS/SEL, mClass assessment, and STAR Ren.  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 through Eduphoria 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 by students in grades prekindergarten - 5th based on assessment instruments being used for reading and math.  e) Oversee the implementation of progress monitoring assessments within appropriate windows.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Instructional Coaches  Campus Staff</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement system-wide instructional practices to support Emergent Bilinguals.</p> <p><b>Actions:</b> a) Utilize MPL 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 Program Lead Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Our Sped population in 21 had only 47% approaches and in 22 only 54% of approaches on all subjects combined. Although we have made some progress there is still a deficit that we need to make progress in. <b>Root Cause:</b> We need to more closely align IEP goals to the specific areas of need of each student.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> We need to provide more targeted small group instruction using the BAS, mClass data and STAR Ren data.</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 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 vision and mission statement.                      f) Classrooms develop a mission statement and strategic learning goals.                      g) Grade level teams 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>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</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) Develop parent and family engagement policy and offer flexible opportunities for meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b>  Improve low-performing schools</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$1,300</p>	Formative			Summative
	Nov	Jan	Mar	June
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 using 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>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$11,500, Campus Personnel - 199 - General Funds: SCE - \$33,482</p>	Formative			Summative
	Nov	Jan	Mar	June

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>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$11,480</p>	Formative			Summative
	Nov	Jan	Mar	June
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 Conscious Discipline and district provided resources. e) Continue to provide professional learning for Conscious Discipline and tiered behavior interventions. f) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2 - School Processes &amp; Programs 1</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 fifteen 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>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> - 199 - General Funds: SCE</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>				





**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Our 5th grade white population math scores dropped by 9% in performance in comparison to their previous year's STAAR scores. <b>Root Cause:</b> Inconsistency in instruction due to multiple teachers as well as teacher absences. This population is more transient and causes abruption in instruction.</p>
<p><b>Problem Statement 2:</b> Our Sped population in 21 had only 47% approaches and in 22 only 54% of approaches on all subjects combined. Although we have made some progress there is still a deficit that we need to make progress in. <b>Root Cause:</b> We need to more closely align IEP goals to the specific areas of need of each student.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> We need to provide more targeted small group instruction using the BAS, mClass data and STAR Ren data.</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 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 campus social and emotional needs and collaborate with campus staff to develop a plan and revise our plan throughout the school year. b) Implement district provided resource as a SEL curriculum used throughout the year. c) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Staff CSI Team Counselor</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</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) Collect data and information from campus staff to determine the needs of families in crisis.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Campus staff</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</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>				

**Performance Objective 3 Problem Statements:**





## Perceptions

**Problem Statement 1:** Due to recent events, there is a heightened concern about school safety. **Root Cause:** Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

**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.                      d) Utilize the behavior facilitator to guide best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                      Campus Staff                      CSI Team                      Behavior Facilitator</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools</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:** 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>TEA Priorities:</b>                      Improve low-performing schools</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 the 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 through Navigate 360.                      f) Identify potential school and safety threats using survey data to implement and refine procedures.                      g) Continue to implement the Anonymous Alerts and Threat Assessment System.                      h) Conduct monthly safety meetings with the Safety Committee and revise plans as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                      Campus Staff                      Safety Committee</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Due to recent events, there is a heightened concern about school safety. <b>Root Cause:</b> Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.</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> 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>	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.

**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>	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: \$0.00

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
Rosa Buruato	Math Interventionist	0.5

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

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

Angela Limon-Principal

Allison Crook- Assistant Principal

Carey Francisco- Resource Teacher

Anai Geyer- Reading Interventionist

Angeliz Castillo- 2nd Grade Bilingual Teacher

Rosa Buruato- Math Interventionist

Laura Bowman- 3rd Grade Teacher

Jennifer Kimbrough- Academic Coach

Amanda Stapleton- Parent

Claudia Gomez- Parent

David Crook- Community Member

Ron Forston- Community Member

Samuel Brouse- Business Representative

Vicki Brouse-Business Representative

## **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, 72% 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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.



## **4. Parent and Family Engagement (PFE)**

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

#### **Parents:**

**Amanda Stapleton, Claudia Gomex**

#### Teachers:

Anai Geyer, Angeliz Castillo, Rosa Buruato, Laura Bowman

#### Administrators:

Angela Limon, Allison Crook

#### Other Campus and District Staff:

Jennifer Kimbrough

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.

### **4.2: 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 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- September Title I Meeting (Friday) on campus two different dates one in am and one in pm
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- March STEM Event (Thursday) on campus

- March Open House (Monday- Friday ) 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

## **5. Targeted Assistance Schools Only**

# 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
Monica Souphankhaysy	Title I Educational Assistant	Title I	1.0
Rosa Buruato	Math Interventionist	Title I	.5

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coaches		\$0.00
1	1	2	Instructional Coaches		\$0.00
1	2	3	Campus Personnel		\$33,482.00
1	2	5	Intervention Personnel		\$0.00
1	2	6			\$0.00
<b>Sub-Total</b>					\$33,482.00
<b>Budgeted Fund Source Amount</b>					\$33,482.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development		\$2,000.00
1	1	3	Campus Personnel		\$126,252.00
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>					\$160,472.00
<b>Budgeted Fund Source Amount</b>					\$160,472.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	ESSER Tutors		\$11,480.00
<b>Sub-Total</b>					\$11,480.00
<b>Budgeted Fund Source Amount</b>					\$11,480.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$205,434.00
<b>Grand Total Spent</b>					\$205,434.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**Walker Creek Elementary**  
**2022-2023 Campus Improvement Plan**



# Table of Contents

- Comprehensive Needs Assessment 3
- Demographics 3
- School Population (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 3
- Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 3
- Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 3
- Staff Information (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 4
- Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 4
- Student Learning 5
- School Processes & Programs 7
- Perceptions 8
- Priority Problem Statements 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: 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 Walker Creek Elementary 19
- Personnel for Walker Creek Elementary 19
- Campus Funding Summary 19

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### School Population (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) Count Percent

Student Total	<a href="#">437</a>	100%
Kindergarten Grade	<a href="#">60</a>	13.73%
1st Grade	<a href="#">78</a>	17.85%
2nd Grade	<a href="#">63</a>	14.42%
3rd Grade	<a href="#">65</a>	14.87%
4th Grade	<a href="#">83</a>	18.99%
5th Grade	<a href="#">88</a>	20.14%

#### Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) Count Percent

Gender		
Female	<a href="#">208</a>	47.60%
Male	<a href="#">229</a>	52.40%
Ethnicity		
Hispanic-Latino	<a href="#">96</a>	21.97%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	<a href="#">28</a>	6.41%
Black - African American	<a href="#">20</a>	4.58%
Native Hawaiian - Pacific Islander	<a href="#">1</a>	0.23%
White	<a href="#">273</a>	62.47%
Two-or-More	<a href="#">19</a>	4.35%

#### Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) Count Percent

Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<a href="#">7</a>	19.44%
Auditory impairment	0	0.00%

<b>Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)</b>	<b>Count</b>	<b>Percent</b>
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	0	0.00%
Emotional disturbance	<u>5</u>	13.89%
Learning disability	<u>10</u>	27.78%
Speech impairment	<u>6</u>	16.67%
Autism	<u>8</u>	22.22%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	<u>7</u>	19.44%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	<u>9</u>	25.00%
Resource Room	<u>15</u>	41.67%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<u>4</u>	11.11%
Full-Time Early Childhood	<u>1</u>	2.78%
Nonpublic Day School		

<b>Staff Information (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)</b>	<b>Count</b>	<b>Percent</b>
Administrative Support	<u>13</u>	20.00%
Teacher	<u>36</u>	55.38%
Educational Aide	<u>16</u>	24.62%
Auxiliary		

<b>Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)</b>	<b>Count</b>	<b>Percent</b>
At-Risk	<u>173</u>	39.59%
Foster Care	<u>1</u>	0.23%
IEP Continuer	0	0.00%
Immigrant	<u>3</u>	0.69%



Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
Intervention Indicator	<a href="#">138</a>	31.58%
Migrant	0	0.00%
Military Connected	<a href="#">1</a>	0.23%
Transfer In Students	<a href="#">31</a>	7.0938%
Unschooler Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	<a href="#">127</a>	29.06%
Free Meals	<a href="#">104</a>	23.80%
Reduced-Price Meals	<a href="#">23</a>	5.26%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	<a href="#">4</a>	0.92%
Shelter	0	0.00%
Doubled Up	<a href="#">3</a>	0.69%
Unsheltered	0	0.00%
Hotel/Motel	<a href="#">1</a>	0.23%
Not Unaccompanied Youth	<a href="#">4</a>	0.92%
Is Unaccompanied Youth	0	0.00%

### Demographics Strengths

The male to female ratio is almost equivalent at 48% female and 52% male.

5 plus ethnicities are represented.

14% of the campus is identified Gifted and Talented.

# Student Learning

## Student Learning Summary

	<b>STAAR 2022</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<b>Reading</b>		94%	90%	97%
<b>Math</b>		92%	85%	95%
<b>Science</b>		n/a	n/a	83%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Walker Creek Elementary School met the target with a TELPAS progress rate of 65%. In 2021-2022 Walker Creek Elementary School again met the target with a TELPAS progress rate of 57%. In comparing the progress rate from 2021 and 2022, Walker Creek demonstrated a 8% point decrease in students' English language development.

## Student Learning Strengths

### STAAR 2021-22 Results

WCE Students Performed between 7-17% above the district average on every 3-5 STAAR test for the 2021-22 School year.

Specific strengths:

5th Grade Reading with a 97% approaches level - 13% above the district average

5th Grade Math with a 95% approaches level - 17% above the district average.

4th Grade Reading with a 90% approaches level - 11% above the district average

4th Grade Math with a 85% approaches level - 14% above the district average.

3rd Grade Reading with a 94% approaches level - 15% above the district average

3rd Grade Math with a 92% approaches level - 21% above the district average.

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

**Problem Statement 1 (Prioritized):** Increase 4th Grade STAAR Math performance by following the math workshop model and through using UPSC strategies to increase performance on word problems. Increase 5th Grade STAAR Science performance by following BISD Tier 1 classroom strategies and increasing collaboration between 5th Grade Science teachers. **Root Cause:** Multiple mid-year teacher resignations affecting both 4th and 5th grade requiring the need for long-term substitute teachers as well as job description changes in the middle of the school 2021-22 school year.

## School Processes & Programs

### School Processes & Programs Summary

**Curriculum & instruction:** Tier 1 priorities, Coaching Cycles, BISD expectations rubrics reviewed and implemented.

**Professional development:** Continuous Improvement, Capturing Kids Hearts, BISD curriculum expectations, and T-TESS training providing to staff annually

**Communication:** Parent/staff newsletters weekly and parent conferences each semester

**Leadership & decision-making processes:** Leader of Learners, Site Based and Campus Operations Committees meet monthly

**Scheduling:** WIN time intervention schedules and Academic schedules created annually

**Support Services:** Continual review of counseling services, Social Emotional needs, and MTSS services monitored

### School Processes & Programs Strengths

Professional development provided annually regarding our campuses top priorities which include Continuous Improvement, Capturing Kids Hearts, BISD curriculum expectations, and T-TESS training. This provides alignment for staff which ensures these priorities are implemented with consistency and fidelity thus eliminating random variation.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students with severe behaviors significantly impede learning, campus processes, and availability of campus personnel. **Root Cause:** Availability of support services for severe and disruptive behaviors that impact learning in the classroom once the campus has exhausted their resources. .

# Perceptions

## Perceptions Summary

- Consistent system of PBIS as well as CKH in all areas of the school.
- Positive communication to parents and amongst staff (consistent, timely manner) especially with our community and PTA.
- Among all student and staff communicate the system of proactive campus-wide rules and expectations.

## Perceptions Strengths

- 100% of staff trained and implement CKH strategies for behavior and school culture.
- 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:** Revamp and ensure inclusion of all voices when planning school events and assemblies. **Root Cause:** Covid restrictions being lessened has created a want and need for school processes to return to what it was pre-covid.

# Priority Problem Statements

**Problem Statement 1:** Increase 4th Grade STAAR Math performance by following the math workshop model and through using UPSC strategies to increase performance on word problems. Increase 5th Grade STAAR Science performance by following BISD Tier 1 classroom strategies and increasing collaboration between 5th Grade Science teachers.

**Root Cause 1:** Multiple mid-year teacher resignations affecting both 4th and 5th grade requiring the need for long-term substitute teachers as well as job description changes in the middle of the school 2021-22 school year.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Students with severe behaviors significantly impede learning, campus processes, and availability of campus personnel.

**Root Cause 2:** Availability of support services for severe and disruptive behaviors that impact learning in the classroom once the campus has exhausted their resources. .

**Problem Statement 2 Areas:** School Processes & Programs

# 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.

**High Priority**

**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 and align practices to Tier 1 priorities for ELAR in all classrooms. 2) Teachers will consistently engage readers in the workshop model while incorporating STAAR re-design strategies 3) Establish schedule for daily intervention focused around literacy. 4) Monitor student centered coaching cycles are utilized by teachers</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Classroom teachers Academic Coach LOL members</p> <p><b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Academic Coach - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

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.</p> <p><b>Actions:</b> 1) Incorporate the use of F&amp;P questions for Guided Reading and open ended writing activities.  2) Teachers will embed word work, reading, grammar, and writing in workshop model  3) Students will use reading software to work independently in workstations in order for teachers to engage in small group guided reading instruction.  4) Monitor student centered coaching cycles are utilized by teachers</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  Classroom teachers  Academic Coach  LOL members</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Starfall Software - 199 - General Funds - \$355, Math GPS resource - 199 - General Funds - \$5,000, ESSER Tutors - ESSER - \$12,296</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All teachers will implement math and science Tier one priorities with fidelity with a focus on workshop model with work stations for math and 5E model for science .</p> <p><b>Actions:</b> 1) 3rd-5th grade will post interactive word walls in math and science.  2) Incorporate the discussion of higher level questions and use of open ended tasks/activities.  3) Teachers will post and use UPSC for math problem solving  4) Teachers will follow TEA guidelines for hands on instruction in science.  5) Monitor student centered coaching cycles are utilized by teachers</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  Classroom teachers  Academic Coach  LOL members</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Campus Personnel - 199 - General Funds: SCE - \$60,062</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Communicate and assist teaching staff in implementing data informed and responsive teaching</p> <p><b>Actions:</b> 1) Progress monitor data for special population including Emergent Bilinguals, Economically disadvantaged, and Gifted students.            2) Establish T-TESS professional goals for staff around continuous improvement timeline, Tier 1 priorities and district content rubrics.            3) Train staff on creating pre and post assessments in Aware for progress monitoring of all students.            4) Monitor student progress by posting hallway data, student goal setting through data folders, classroom PDSA cycles and MTSS tier analysis.            5) 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>Staff Responsible for Monitoring:</b> Administrators            Classroom teachers            Academic Coach            LOL members</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Increase 4th Grade STAAR Math performance by following the math workshop model and through using UPSC strategies to increase performance on word problems. Increase 5th Grade STAAR Science performance by following BISD Tier 1 classroom strategies and increasing collaboration between 5th Grade Science teachers. <b>Root Cause:</b> Multiple mid-year teacher resignations affecting both 4th and 5th grade requiring the need for long-term substitute teachers as well as job description changes in the middle of the school 2021-22 school year.</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.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Character Strong and Capturing Kids Heart to embed practices that create a healthy social emotional school experience.</p> <p><b>Actions:</b> 1) Train staff on Weekly Capturing Kids Hearts &amp; Character Strong lessons focused on problem solving and traits.                      2) Teach lessons in all classrooms every Friday.                      3) Students will take survey to monitor their social emotional health in each semester.                      4) Teachers will partner with another classroom once every nine weeks to build community and belonging within the school environment.                      5) Walker Creek Staff will be assigned an SEL staff member to pair up with to check in with throughout the year.                      6) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor                      Administrators                      Classroom Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> CKH curriculum website access - 199 - General Funds - \$3,000, CKH Traction Campus Meeting - 199 - General Funds - \$1,000, Crisis Counselor - 199 - General Funds: SCE, CKH Follow up visits - 199 - General Funds - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
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>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Classroom Prizes for Store - 199 - General Funds - \$1,500</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>				

**Performance Objective 2 Problem Statements:**





**School Processes & Programs**

**Problem Statement 1:** Students with severe behaviors significantly impede learning, campus processes, and availability of campus personnel. **Root Cause:** Availability of support services for severe and disruptive behaviors that impact learning in the classroom once the campus has exhausted their resources. .

**Goal 2:** 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> Develop incentives campus wide to increase attendance for staff and students.</p> <p><b>Actions:</b> 1) Use district provided funding in order to encourage, increase, and reward attendance.                  2) Provide incentives for classes with the highest attendance each six weeks                  3) Grade level attendance data will be displayed in the main hallway with a goal of 98%</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                  Teachers                  Attendance Clerk</p> <p><b>Funding Sources:</b> Attendance rewards - 199 - General Funds - \$500</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:** 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.

**High Priority**





**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) Teachers will follow the continuous improvement timeline each nine weeks.                  2) All classrooms will create a mission statement that is recited every morning.                  3) Refresher training on PDSA cycle during fall professional learning                  4) Monitor that each classroom has a current PDSA cycle in progress.                  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>	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% or more annual increase in results 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> 1) Review survey data and identify trends from surveys given in each semester                  2) Communicate survey results to all stakeholders                  3) 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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for Walker Creek Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

--

## 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		\$355.00
1	1	2	Math GPS resource		\$5,000.00
1	2	1	CKH Follow up visits		\$4,000.00
1	2	1	CKH curriculum website access		\$3,000.00
1	2	1	CKH Traction Campus Meeting		\$1,000.00
1	2	2	Classroom Prizes for Store		\$1,500.00
2	1	1	Attendance rewards		\$500.00
<b>Sub-Total</b>					\$15,355.00
<b>Budgeted Fund Source Amount</b>					\$9,355.00
<b>+/- Difference</b>					<b>-\$6,000.00</b>
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coach		\$0.00
1	1	3	Campus Personnel		\$60,062.00
1	1	4	Intervention Personnel		\$0.00
1	2	1	Crisis Counselor		\$0.00
<b>Sub-Total</b>					\$60,062.00
<b>Budgeted Fund Source Amount</b>					\$60,062.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESSER Tutors		\$12,296.00
<b>Sub-Total</b>					\$12,296.00
<b>Budgeted Fund Source Amount</b>					\$12,296.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$81,713.00
<b>Grand Total Spent</b>					\$87,713.00



ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>+/- Difference</b>	<b>-\$6,000.00</b>

**Birdville Independent School District**  
**Watauga Elementary**  
**2022-2023 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.	21
Goal 3: All students and staff will learn and work in a safe and responsive environment.	22
State Compensatory	25
Personnel for Watauga Elementary	26
Title I	26
1. Comprehensive Needs Assessment (CNA)	27
1.1: Comprehensive Needs Assessment	27
2. Campus Improvement Plan	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	29
3. Annual Evaluation	29
3.1: Annually evaluate the schoolwide plan	29
4. Parent and Family Engagement (PFE)	29
4.1: Develop and distribute Parent and Family Engagement Policy	29
4.2: Offer flexible number of parent involvement meetings	30
5. Targeted Assistance Schools Only	31
5.1: Determine which students will be served by following local policy	31
Title I Personnel	31
Campus Funding Summary	32

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our campus serves approximately 710 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, 5% African American, 2% each of Asian, American Indian or Alaskan, and 3% two or more races. Our school is about 51% male and 49% female. We have 42% of our students as English Language Learners. Students identified as economically disadvantaged make up 81% of our students population. Our students labeled At Risk make up 68% 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, 9% of students are identified under special education, 4% are served under Gifted and Talented and 8% of our population is served under 504. Our mobility rate is 13%.

### 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.

All campus staff have started the Conscious Discipline training and are implementing the tools in their classrooms.

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.

Northwood Church has adopted our campus and supplies a fall carnival, Christmas gifts and over 100 mentors who come out once a month with Academy 4.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Overall attendance rates have decreased to 94.8%, 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 2022 STAAR results, there was an increase in all most all tests in the percent of students reaching Approaches, Meets and Masters in all grade levels, subjects and subpops. Watauga Elementary had 65% of students earning Approaches, 35% earning Meets and 17% Masters on all STAAR tests. However, 73% of our students earned Approaches, 44% Meets, and 26% Masters in Reading. Only 63% of students earned Approaches, 32% Meets and 13% Masters in Math. According to the campus comparison groups, 3rd grade Math ranked in the first quartile and 3rd and 5th grade Reading ranked in the 2nd quartile. 4th grade Math and Reading ranked in the 3rd quartile of campus comparison groups.

Based on the F&P BAS in May 2022, 20% of Kinder students were reading on grade level, 28% 1st grade and 43% 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 measure is 36%. In 2020-2021 Watauga Elementary School met the target with a TELPAS progress rate of 46%. In 2021-2022 Watauga Elementary School again met the target with a TELPAS progress rate of 49%. In comparing the progress rate from 2021 and 2022, Watauga Elementary demonstrated a 4% point increase in students' English language development.

## Student Learning Strengths

According to the campus comparison groups, 3rd grade Math ranked in the first quartile and 3rd and 5th grade Reading ranked in the 2nd quartile.

The percent of Watauga students who scored at the Approaches level in 3rd Grade Reading and Math was in the middle of Birdville ISD.

Almost all percentages of students scoring in Approaches, Meets and Masters increased in each grade level and subject area.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** According to the 2022 STAAR results, Watauga missed all 8 of the federal targets under Closing the Gap for Math.

**Problem Statement 2 (Prioritized):** Watauga Elementary attendance rate was in the bottom quartile of campus comparison groups.

**Problem Statement 3 (Prioritized):** According to the 2022 STAAR results, Watauga missed 2 of the federal targets under Closing the Gap for Reading.

# 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 eighty-one percent of our students. Forty-three percent of the campus is served through a bilingual or ESL program in some capacity. Nine percent of our students are served in special education. Approximately eight percent of our students are served through 504, as well. Approximately four 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 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, Conscious Discipline. There are two full time counselors and a part time crisis 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 is the same as last year, with the exception of a new Counselor. Our campus has five first year teachers who are supported by mentors.

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.

We are starting to implement Conscious Discipline this year and began with a guest speaker to help build our foundation. We are then completing a book study and video series to help us gradually learn and implement structures that will help student self regulation.

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 (Prioritized):** There are twenty-one 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 (Prioritized):** With 81% 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

**Problem Statement 1:** Overall attendance rates have decreased to 94.8%, despite efforts to make the campus more attractive to families inside and outside of the district and incentive programs designed to increase attendance.

**Root Cause 1:**

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** According to the 2022 STAAR results, Watauga missed all 8 of the federal targets under Closing the Gap for Math.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 5:** There are twenty-one new professional staff members this year. It takes time and intentional focus, communication and follow through to carry out the vision of the campus.

**Root Cause 5:**

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** With 81% 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.

**Root Cause 6:**

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 3:** Watauga Elementary attendance rate was in the bottom quartile of campus comparison groups.

**Root Cause 3:**

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** According to the 2022 STAAR results, Watauga missed 2 of the federal targets under Closing the Gap for Reading.

**Root Cause 4:**

**Problem Statement 4 Areas:** Student Learning

# 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

## 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 and accountability 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 Emergent Bilingual (EB) 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
- 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 PreK - 2nd grade assessment data
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS 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 (reading, grades 3-5 and mathematics, 1-5), 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:</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 5: Effective Instruction</p> <p><b>Funding Sources:</b> Academic Coaches - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement the 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:</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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communicate and assist campus staff in implementing responsive teaching and personalized learning for students that is data driven.</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.  f) Support teachers in their learning and implementation on 2.0 tier 1 priorities.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Academic Coaches, Campus staff</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue implementing the reading academies and 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 APs and various teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Reading Academy Coach, 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> 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/SEL and mClass 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 implementation of progress monitoring windows. f) Continue to use Eduphoria- Aware to give assessments and to monitor data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Academic Coaches, Campus Staff</p> <p><b>Title I:</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 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> Implement system-wide instructional practices to support Emergent Bilinguals.</p> <p><b>Actions:</b> a) Utilize 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, Instructional Coach, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</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 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:</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>Funding Sources:</b> ESSER Tutors - ESSER - \$56,228, Title I Tutors - 211 - Title I - \$28,872</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).  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.  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:</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 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> 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 and Conscious Discipline.  e) Continue to provide professional learning and support for SEL &amp; tiered behavior interventions with campus Conscious Discipline trainings.  f) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Interventionists, Campus Staff</p> <p><b>Title I:</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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE, Intervention Personnel - 199 - General Funds: SCE - \$92,618, Conscious Discipline Resources and PD - 211 - Title I - \$23,000, Campus Personnel - 211 - Title I - \$227,607, Instructional Resources - 211 - Title I - \$5,000</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> 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 processes 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:</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 and Academy 4 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:</b>  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

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 fifteen 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, Counselor, SPED staff</p> <p><b>Title I:</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;"> <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 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 in depth training to campus staff for implementation of Conscious Discipline throughout the year with guest speakers, book study and video trainings.                      b) Provide all staff with expectations of CD structures and routines.                      c) Monitor and provide ongoing training to campus staff.                      d) Implement and monitor SEL lessons in each classroom.                      e) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, Campus Staff</p> <p><b>Title I:</b>                      2.5, 2.6  <b>- TEA Priorities:</b>                      Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Funding Sources:</b> - 211 - Title I, Crisis Counselor - 199 - General Funds: SCE</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) Collect data on student and family needs.  <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors</p> <p><b>Title I:</b>                      2.5, 2.6  <b>- TEA Priorities:</b>                      Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture</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 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 Conscious Discipline campus wide 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:</b>                      2.5, 2.6</p> <p>- <b>TEA Priorities:</b>                      Improve low-performing schools</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 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:** 21-22 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:</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

 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 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 leadership teams to guide next steps.                      c) Identify potential school and safety threats using survey data to implement and refine procedures.                      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:</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
<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:** 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:</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 pacer 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:</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
Jessica Sandmann	Reading Interventionist/Dyslexia Coordia	0
Marisa Halbach	Math Interventionist	0
Veronica Rodriguez	Bilingual/ESL Support Educational Assist	0

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

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

**Parents:**

**Cecilia Vinogradov**

Community Members:

Craig Terry

Teachers:

Caitlyn Latham, Ashley Johnson, Karen Taylor, Ana Garcia, Amanda White, DeAnna Stults, Melanie Rodriguez, Mary Vaughan, Arlinda Dauti, Sarah Sherman  
Administrators:

Jennifer Martin, Jenna Thrift, Mary Terry

Other Campus and District Staff:

Blythe Smith, Jennifer Doty

### 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, 68% 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
- 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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

## **4. Parent and Family Engagement (PFE)**

### **4.1: 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:**

**Mrs. Dickey, Mrs. Smith, Ms. Bearden**

Teachers:

Caitlyn Latham, Ashley Johnson, Marlene Quezada, Karina Villarreal, Rachel Mooney

Administrators:

Jennifer Martin, Jenna Thrift, Mary Terry

Other Campus and District Staff:

Stacie Kuhlman

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.

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

Most campus family engagement activities are scheduled for Monday evenings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Meet the Teacher Night
- Curriculum Nights/Book Fair/Parent Technology classes (Tues or Thurs in September)
- Kinder - 5th Grade Level Performances in October - May
- October Title I Meeting and Bond Meeting
- October Family Carnival
- November Title I Meeting
- January Data and Donuts and Spelling Bee
- February Museum Night
- March Open House
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision

- May Grade Level EOY Celebrations

## **5. Targeted Assistance Schools Only**

### **5.1: Determine which students will be served by following local policy**

All students in Tier 2 and Tier 3 for Reading and Math will be served.



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allyson Cortez	Dyslexia and Reading Interventionist	Title 1	1.0
Ana Moeller	Parent Liaison	Title 1	1.0
Daniela Mendez	Bilingual Reading Intervention	Title I	0.5
Marisa Halbach	Math Interventionist	Title I	0.5
Nora Quezada	Title I EA	Title I	1.0
Traci Justice	Title I EA	Title I	1.0

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coaches		\$0.00
1	2	3	Crisis Counselor		\$0.00
1	2	3	Intervention Personnel		\$92,618.00
1	3	1	Crisis Counselor		\$0.00
<b>Sub-Total</b>					\$92,618.00
<b>Budgeted Fund Source Amount</b>					\$92,618.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title I Tutors		\$28,872.00
1	2	3	Conscious Discipline Resources and PD		\$23,000.00
1	2	3	Instructional Resources		\$5,000.00
1	2	3	Campus Personnel		\$227,607.00
1	3	1			\$0.00
<b>Sub-Total</b>					\$284,479.00
<b>Budgeted Fund Source Amount</b>					\$284,479.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutors		\$56,228.00
<b>Sub-Total</b>					\$56,228.00
<b>Budgeted Fund Source Amount</b>					\$56,228.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$433,325.00
<b>Grand Total Spent</b>					\$433,325.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**West Birdville Elementary**  
**2022-2023 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.	18
Goal 3: All students and staff will learn and work in a safe and responsive environment.	20
Title I	22
1. Comprehensive Needs Assessment (CNA)	23
1.1: Comprehensive Needs Assessment	23
2. Campus Improvement Plan	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
3. Annual Evaluation	25
3.1: Annually evaluate the schoolwide plan	25
4. Parent and Family Engagement (PFE)	26
4.1: Develop and distribute Parent and Family Engagement Policy	26
4.2: Offer flexible number of parent involvement meetings	27
5. Targeted Assistance Schools Only	28
Title I Personnel	28

# 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 663 students. West Birdville is classified as a Title I campus with 85.22% economically disadvantaged. The demographic summary consists of: 82.9% Hispanic, 13.5% White, 1% Asian, .75% African American, and 0.3% American Indian. 70.44% of our students are Emerging Bilinguals (EBs), 10.56% of our students are in Special Education, 6.18% of our students are served in Dyslexia services, and 4.22% of our students are identified as Gifted and Talented. 87.33% of our students are identified as At-Risk.

### Demographics Strengths

401 out of 467 Emergent Bilingual students are being served in a bilingual classroom. West Birdville's student numbers have seen decrease, but as we have moved into the 2022-23 school year West Birdville has seen significant gains.

Parent communication has increased with the addition of Facebook Live each Tuesday morning as well as Tuesday folders teachers are sending home each week. Pastries for Parents continues to be a success in delivering information to parents.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** West Birdville's at-risk population is at 87%, which remains high.

**Problem Statement 2:** The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 4.22%

# Student Learning

## Student Learning Summary

### State Accountability

In the 2022 State Accountability system the campus received an overall rating of C. Campus domain scores were 36 for Student Achievement (STAAR Performance); 70 for Academic Growth; 36 for Relative Performance; and a 19% for Academic Achievement Status. West Birdville did not receive an designations.

#### STAAR

3rd Math(English) - 68% approaches, 29% meets

3rd Math(Spanish) - 67% approaches, 39% meets

3rd Reading(English) - 80% approaches, 46% meets

3rd Reading(Spanish) - 46% approaches, 13% meets

4th Math(English) - 65% approaches, 23% meets

4th Math(Spanish) - 25% approaches, 0% meets

4th Reading(English) - 59% approaches, 31% meets

4th Reading(Spanish) - 40% approaches, 20% meets

5th Math(English) - 70% approaches, 31% meets

5th Math(Spanish) - 62% approaches, 12% meets

5th Reading(English) - 69% approaches, 35% meets

5th Reading(Spanish) - 81% approaches, 27% meets

5th Science(English) - 44% approaches, 20% meets

5th Science(Spanish) - 11% approaches

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 West Birdville Elementary School met the target with a TELPAS progress rate of 45%. In 2021-2022 West Birdville Elementary School did not meet the target with a TELPAS progress rate of 34%. In comparing the progress rate from 2021 and 2022, West Birdville Elementary demonstrated a 11% point decrease in students' English language development.

### **Student Learning Strengths**

- 1.) West Birdville showed growth in the area of student achievement, academic growth, academic achievement status, and growth status.
- 2.) Students continue to show improvement in learning with the additional accelerated instruction time to the school day.

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

**Problem Statement 1 (Prioritized):** In grades 3-5, STAAR scores indicate students are not achieving the Met Grade Level standard in all subject areas

**Problem Statement 2:** West Birdville did not demonstrate growth with Telpas results, the campus missed the growth mark by 2%

# School Processes & Programs

## School Processes & Programs Summary

West Birdville students are served by a number of specialized programs related to student need. Eighty-five percent of students are served by the free/reduced price lunch program, and 70% of students are English language learners (ELLs), served by bilingual or English as a second language (ESL) programs. Currently, 10.56% 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 a highly-qualified tutor. 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 four self-contained classrooms. Starting in the pre-primary grades, we have 2 classes( ECSE) that serves students with various needs. These disabilities can include: physical, cognitive, and emotional. One of the ECSE classrooms is a half-day program and the other is a full-day program. The other two classrooms are called AABLE. These self-contained classrooms serve students with cognitive delays. These classrooms serve students in K-2 (AABLE I) and 3-5 (AABLE II).

## School Processes & Programs Strengths

West Birdville has a campus scheduled time for Response to Intervention. 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 sixty students weekly. West Birdville offers a digital one to one opportunity for all students. Students receive accelerated instruction tutoring during the school day and after the normal school day.



# Perceptions

## Perceptions Summary

Staff is surveyed each year with a district survey as well as a campus survey. Staff reported feeling safe while at school/work. Staff have the ability to fill out a survey each Friday attached to the principal page indicating where they are on self-care and what they need.

## 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. Grade levels send home weekly newsletters to parents informing parents/guardians of upcoming curriculum and events. Campus principal, Vanessa Sutton, and campus counselor, Karen Madrid, conduct weekly Facebook Live announcements each week on Tuesday at 11am. We deliver our various forms of communication in both English/Spanish. School performances are scheduled throughout the school year with our music program. We are constantly working to increase our active PTA members as this has been an area of focus. Parents are well informed of Title I program information. SRP drills are performed monthly and twice yearly with our SRO and local PD.

# Priority Problem Statements

**Problem Statement 1:** In grades 3-5, STAAR scores indicate students are not achieving the Met Grade Level standard in all subject areas

**Root Cause 1:**

**Problem Statement 1 Areas:** Student Learning

# 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 reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), 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) 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 Coaches) 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:</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 focus on responsive teaching (rigorous tier 1 instruction) 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 and weekly PLCs.  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:</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 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) District provides 2 reading and campus funds 1.0 with title 1 funds and one .5 with title 1 funds 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:</b>  2.4, 2.5, 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 4 Details	Reviews			
<p><b>Strategy 4:</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>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools</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.

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:</b>                      2.4, 2.5, 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 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:</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> 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:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</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</p> <p><b>Title I:</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> 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>	<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 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>	<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> 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:</b> 4.2</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 survey of student perceptions.





**Evaluation Data Sources:** Observation Data, Guidance lessons, campus student check-in document

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(Character Strong).                      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:</b>                      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 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> Implement the district behavioral RtI plan on a campus level <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. <b>Staff Responsible for Monitoring:</b> Administration Campus staff	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 5:** Increase Academic Rating from a "C" to a "B" in the area of Student Progress/Academic Growth as defined by the TEA Accountability system.





**Evaluation Data Sources:** Campus pre/post assessments, BAS progress monitoring, MClass, STAR Renaissance, and 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:</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 1:** Decrease the percent of students (20.6%) exhibiting chronic absenteeism, total number of students is equivalent to 123 students.





**Evaluation Data Sources:** Overall campus attendance records, parent/student incentives, parent attendance goals

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
<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 classroom and department (Intervention, resource, rotations, office).





**Evaluation Data Sources:** Evaluation of goal achievement as per campus, grade level, and individual classroom 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;"> <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 administered safety 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) 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
<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 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

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled March-May 2022.

## 2. Campus Improvement Plan

### 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

Amanda Escamilla

Ana Pantoja

Leticia Titus

Kathy Grupe

Kristin Autrey

Robbin Mckinney

Alejandra Resendiz

Velvet Sloan

Maria Rodriguez

Lizzet Garcia

Sandra Climer

Kelli Eclavea

Cynthia Gomez

## **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 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 CIP is made available for parents during grade level data nights, pastries for parents, and parent meetings. The CIP is made available in English with translations to Spanish as needed.

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, 87% 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. placement in an alternative education program
6. expulsion
7. limited English proficiency
8. custody or care of the Department of Protective and Regulatory Services
9. homelessness
10. 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:

- Capturing Kids Hearts
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Character Strong
- Haggerty

## **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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

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

Vanessa Sutton

Alison Sheffield

Amanda Escamilla

Ana Pantoja

Leticia Titus

Kathy Grupe

Kristin Autrey

Robbin Mckinney

Alejandra Resendiz

Velvet Sloan

Maria Rodriguez

Lizzet Garcia

Sandra Climer

Kelli Eclavea

Cynthia Gomez

Shea Sanchez

## **4. Parent and Family Engagement (PFE)**

### **4.1: 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.

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

Vanessa Sutton

Alison Sheffield  
Amanda Escamilla  
Ana Pantoja  
Leticia Titus  
Kathy Grupe  
Kristin Autrey  
Robbin Mckinney  
Alejandra Resendiz  
Velvet Sloan  
Maria Rodriguez  
Lizzet Garcia  
Sandra Climer  
Kelli Eclavea  
Cynthia Gomez  
Shea Sanchez

## **4.2: 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 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- Fall Title I Meeting on campus
- November Literacy Event (Thursday) on campus
- November Book Fair (Monday through Thursday 8:00-4:00) 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

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristin Autrey	Instructional Coach	Title I	1.0
Laurie Wanderski	Math Interventionist	Title I	1.0
Robbin Mckinney	Math Interventionist	Title I	0.5

**Birdville Independent School District**  
**Haltom Middle School**  
**2022-2023 Campus Improvement Plan**





# 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
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: 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	20
1. Comprehensive Needs Assessment (CNA)	21
1.1: Comprehensive Needs Assessment	21
2. Campus Improvement Plan	21
2.1: Campus Improvement Plan developed with appropriate stakeholders	21
2.2: Regular monitoring and revision	21
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
3. Annual Evaluation	23
3.1: Annually evaluate the schoolwide plan	23
4. Parent and Family Engagement (PFE)	24
4.1: Develop and distribute Parent and Family Engagement Policy	24
4.2: Offer flexible number of parent involvement meetings	25
5. Targeted Assistance Schools Only	25
Title I Personnel	25
Campus Funding Summary	26

# 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 960 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): 2022: 69%; 38%; 19% / 2021: 63%; 34%, 14%**

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

- ELAR: **2022:** 73%; 40%; 23% / **2021:** 61%; 32%; 14%
- Math: **2022:** 68%; 38%; 17% / **2021:** 65%; 38%; 17%
- Science: **2022:** 82%; 52%; 24% / **2021:** 77%; 49%; 24%
- Social Studies: **2022:** 43%; 17%; 7% / **2021:** 49%; 17%; 6%

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

- 6 grade math: 69%; 29%, 10%
- 7 grade math: 60%; 38%, 18%
- 8 grade math: 62%; 30%, 7%
- 6 grade reading: 62%; 27%; 12%
- 7 grade reading: 75%; 45%; 27%
- 8 grade reading: 78%; 48%; 28%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Haltom Middle School did not meet the target with a TELPAS progress rate of 31%. In 2021-2022 Haltom Middle School again did not meet the target with a TELPAS progress rate of 25%. In comparing the progress rate from 2021 and 2022, Haltom Middle School demonstrated a 6% point decrease in students' English language development.

## Student Learning Strengths

### Academic:

Most updated data:

- 80% pass rate on 8th grade science
- 100% 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. Additionally, we will focus on improving our 8th grade social studies scores.

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 2022-2023 school year.

The 2022-2023 school year will be exciting as our theme is: **"No Excuses...Back on Track!"** We are excited to have less challenges as we experienced the last few years. We are in a position to do very well this year. 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.

# 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.

**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 and Thursday with the academic coaches and campus administration.            g) Provide training and focus around the "HMS Instructional Playbook" in order for all staff members to provide exemplary instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and academic coaches</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II - \$76,839, Literacy Coach - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement 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.</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.  d) Utilize SCE funded, teachers for language and credit support.</p> <p><b>Staff Responsible for Monitoring:</b> HMS Admin Team</p> <p><b>Title I:</b>  2.4, 2.6</p> <p><b>Funding Sources:</b> Teachers - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
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 Instructional Playbook" in order for all staff members to provide exemplary instruction.</p> <p><b>Staff Responsible for Monitoring:</b> HMS administration, department heads, and academic coaches</p> <p><b>Title I:</b>  2.4, 2.5, 2.6, 4.1</p> <p><b>- ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Intervention Personnel - 211 - Title I - \$9,763, Instructional Coach - 255 - Title II, Literacy Coach - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June





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, Mike Castellon, John Deleon Leon, Asst. Principal            Derek Andersen, Literacy Coach            Ashley Zamora - Sebesta, Academic Coach            Melinda Brown, Dept. Head</p> <p><b>Title I:</b>            2.4, 2.6</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II, Literacy Coach - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students.</p> <p><b>Actions:</b> a) Support campus staff in using Star 360 Renaissance assessment for progress monitoring and intervention services.            b) Use our instructional coaches to work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model.            d) Use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math.            e) Embed implementation strategies for progress monitoring in curriculum overviews.            f) Use the district item bank for STAAR redesign within AWARE</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>				

**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 Instructional Playbook" in order for all staff members to provide exemplary instruction.            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 Title I 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) Continue to 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:</b>            2.4, 2.6, 4.2</p> <p><b>Funding Sources:</b> Literacy Coach - 211 - Title I - \$75,122, Classroom Teacher - 211 - Title I - \$69,958, Classroom Teacher - 211 - Title I - \$73,306, Educational Assistant - 211 - Title I - \$31,000, Educational Assistant - 211 - Title I - \$31,000, Bilingual Liaison - 211 - Title I - \$29,354, Interactive TVs - 211 - Title I - \$12,000, Professional Development - 211 - Title I - \$25,000, Family Engagement Activities - 211 - Title I - \$10,000, Tutoring - 211 - Title I - \$34,000, Substitutes - 211 - Title I - \$2,000, ESSER Tutors - ESSER - \$40,260, Campus Personnel - 199 - General Funds: SCE - \$205,250</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement a multi-tiered system of support (MTSS) for identified students.</p> <p><b>Actions:</b> a) Strengthen the communication and monitoring of delivery of MTSS services.  b) Provide ongoing training for all staff to build their capacity to implement MTSS through collaborative conferences.  c) Support campus leadership teams to lead the implementation of MTSS.  d) Provide technical, consulting, and coaching support for campus implementation plans.  e) Continue to implement the district's SEL curriculum.  f) Provide professional learning and support for SEL &amp; tiered behavior interventions.  g) Provide supplemental resources for SEL supports.  h) Continue to utilize the HMS Behavioral Framework in order to: identify students, provide interventions, and monitor behavior.  i) Provide three Leadership Classes for our Tier III students and teach them social skills using the Boys Town curriculum.  j) Utilize SCE-funded interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</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> Enlist community and business partners to assist in providing support to students and families.</p> <p><b>Actions:</b> a) Coordinate existing community/business partnerships to create a clearinghouse of resources including people, time and contributions.  b) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff.  c) Create new community/business partnerships to enhance the academic, attendance, and personal achievements of students  d) Continue to offer parent training through our Parent University and use The Boys and Girls Club staff</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement pedagogical strategies found in our campus Instructional Playbook that will increase 8th Grade Social Studies STAAR scores.</p> <p><b>Actions:</b> a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.  b) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction.  c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0.  d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data.  e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum.</p> <p><b>Problem Statements:</b> Student Achievement 1</p>	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 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).</p> <p><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.                      e) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Vanessa Pannell ~ Crisis Counselor</p> <p><b>Funding Sources:</b> Crisis 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 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 campus 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) Employee 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.                      g) Employee a Behavior Interventionist teacher during the day to teach social skills/Leadership classes.</p> <p><b>Staff Responsible for Monitoring:</b> HMS Admin Team</p> <p><b>Title I:</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:** 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
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				



**Goal 2:** 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> 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:</b> 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:** 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 two systems we will focus on are: Standards Alignment and Assessments.                      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 2023                      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
<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:** 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                      E) Apply to the Texas PTA so that our campus is back in good standing.</p> <p><b>Staff Responsible for Monitoring:</b> Tim Drysdale ~ Principal                      Pamela Sifuentes ~ ASPIRE Coordinator</p> <p><b>Title I:</b>                      4.1, 4.2</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</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

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in June 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

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

**Parents:**

**Jennifer Linder**

Community Members:

Debbie Sheffield

Teachers:

Amber Gilbert

Veronica Schilowsky

Sam Stinson

Nicole Sanders

Melinda Brown

Administrators:

Tim Drysdale

[John Deleon](#)

[Felicia Cherry](#)

Mike Castellon

Other Campus and District Staff:

[Angie Tidwell](#)

## **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, 82% 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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning

#### 4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

### 4. Parent and Family Engagement (PFE)

#### 4.1: Develop and distribute Parent and Family Engagement Policy

**Parents:**

**Jennifer Linder**

**Yvette Vega**

Teachers:

Amber Gilbert

Veronica Schilowsky

Sam Stinson

Nicole Sanders

Melinda Brown

Administrators:

[Tim Drysdale](#)

[John Deleon](#)

felicia cherry

Mike castellon

Other Campus and District Staff:

David Holland

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.

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

### SAMPLE ANSWER

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 2022-23:

- 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
- 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

## **5. Targeted Assistance Schools Only**



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Zamora Sebesta	Instructional Coach	Title II	1.0
Carmen Acevedo	Bilingual Liaison	Title I	1.0
Derek Andersen	Literacy Coach	Title I	1.0

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Teachers		\$0.00
1	2	2	Campus Personnel		\$205,250.00
1	2	3	Intervention Personnel		\$0.00
1	3	1	Crisis Counselor		\$0.00
<b>Sub-Total</b>					\$205,250.00
<b>Budgeted Fund Source Amount</b>					\$205,250.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Coach		\$0.00
1	1	4	Literacy Coach		\$0.00
1	1	4	Intervention Personnel		\$9,763.00
1	1	5	Literacy Coach		\$0.00
1	2	2	Literacy Coach		\$75,122.00
1	2	2	Educational Assistant		\$31,000.00
1	2	2	Professional Development		\$25,000.00
1	2	2	Tutoring		\$34,000.00
1	2	2	Classroom Teacher		\$73,306.00
1	2	2	Bilingual Liaison		\$29,354.00
1	2	2	Interactive TVs		\$12,000.00
1	2	2	Educational Assistant		\$31,000.00
1	2	2	Classroom Teacher		\$69,958.00
1	2	2	Substitutes		\$2,000.00
1	2	2	Family Engagement Activities		\$10,000.00
<b>Sub-Total</b>					\$402,503.00
<b>Budgeted Fund Source Amount</b>					\$402,503.00
<b>+/- Difference</b>					\$0.00

255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$76,839.00
1	1	4	Instructional Coach		\$0.00
1	1	5	Instructional Coach		\$0.00
<b>Sub-Total</b>					\$76,839.00
<b>Budgeted Fund Source Amount</b>					\$76,839.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	ESSER Tutors		\$40,260.00
<b>Sub-Total</b>					\$40,260.00
<b>Budgeted Fund Source Amount</b>					\$40,260.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$724,852.00
<b>Grand Total Spent</b>					\$724,852.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**North Oaks Middle School**  
**2022-2023 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: 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.	17
State Compensatory	19
Budget for North Oaks Middle School	20
Personnel for North Oaks Middle School	20
Title I	20
1. Comprehensive Needs Assessment (CNA)	21
1.1: Comprehensive Needs Assessment	21
2. Campus Improvement Plan	21
2.1: Campus Improvement Plan developed with appropriate stakeholders	21
2.2: Regular monitoring and revision	21
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	22
2.6: Address needs of all students, particularly at-risk	23
3. Annual Evaluation	23
3.1: Annually evaluate the schoolwide plan	23
4. Parent and Family Engagement (PFE)	23
4.1: Develop and distribute Parent and Family Engagement Policy	23
4.2: Offer flexible number of parent involvement meetings	24
5. Targeted Assistance Schools Only	24
Title I Personnel	24
Campus Funding Summary	25

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ethnicity- Hispanic- 43%, White- 25%, African American- 28%, Asian- 9%, Two or more races- 4% Gender- 54% Males, 46% Females

Enrollment has remained approximately the same number of students. We have seen an increase in Hispanic and African American population and a slight decrease in White students.

GT- 21, Dyslexia- 60, 504- 62, EL- 114, SPED- 49 These categories are proportionally represented by different ethnicity and gender groups.

59% 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

<b>Approaches</b>	<b>2022</b>
6 Reading	60
7 Reading	75
8 Reading	74
6 Math	63
7 Math	59
8 Math	52
Algebra	100
Science	52
Social Studies	47
<b>Meets</b>	<b>2022</b>
6 Reading	28
7 Reading	42
8 Reading	40
6 Math	21
7 Math	27
8 Math	15
Algebra	73
Science	18
Social Studies	18

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 North Oaks Middle School met the target with a TELPAS progress rate of 42%. In 2021-2022 North Oaks Middle School again met the target with a TELPAS progress rate of 42%. In comparing the progress rate from 2021 and 2022, North Oaks Middle School maintained the same rate of progress for students' English language development.

## Student Learning Strengths

Reading STAAR scores increased by over 10% for all three grade levels from 2021 to 2022. Math scores increased by over 10% from 2021 to 2022 for 7th and 8th grade.

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

**Problem Statement 1 (Prioritized):** 59% of students had limited growth on the 6th grade reading STAAR test. **Root Cause:** Classroom engagement was low after student return from Covid and we saw a lack of best instructional practices being used regularly.

**Problem Statement 2:** 70% of students had limited growth on the 6th grade Math STAAR test. **Root Cause:** Classroom engagement was low after student return from Covid and we saw a lack of best instructional practices being used regularly.

**Problem Statement 3:** 47% of students had limited growth on the 7th grade math STAAR test. **Root Cause:** Classroom engagement was low after student return from Covid and we saw a lack of best instructional practices being used regularly.



# School Processes & Programs

## School Processes & Programs Summary

The PLC process will focus on the four questions of the PLC. We are focused on analyzing common assessment data and developing learning opportunities to meet the needs of our students. We have a CBA Analysis protocol that is used during PLC to go over common assessment data.

We have altered the tutorial process for the campus to ensure that students have the opportunity to receive tutorials for each subject during the week.

## 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 Edgeunity and other online resources.

Discipline data was very positive this past year. Teachers are doing a great job implementing CHAMPS consistently and the Assistant Principals have been very fair and consistent with discipline. The RtI behavior process is working to identify and provide support to students.

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.

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.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** PLC time was not focused enough on the four questions of the PLC. **Root Cause:** PLC time was taken too often for Covid related and other issues. PLC time was not used to focus on student data as frequently as it should.

# Perceptions

## Perceptions Summary

Staff and student climate is good. Students appreciate the school and 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."

## 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."

# Priority Problem Statements

**Problem Statement 1:** 59% of students had limited growth on the 6th grade reading STAAR test.

**Root Cause 1:** Classroom engagement was low after student return from Covid and we saw a lack of best instructional practices being used regularly.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** PLC time was not focused enough on the four questions of the PLC.

**Root Cause 2:** PLC time was taken too often for Covid related and other issues. PLC time was not used to focus on student data as frequently as it should.

**Problem Statement 2 Areas:** School Processes & Programs

# 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. Improve performance in Domain 3 Closing the Gap by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level.

**HB3 Goal**

**Evaluation Data Sources:** Secondary: Renaissance STAR Assessments (grades 6-9 mathematics and grades 6-10 reading)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the literacy plan with a focus on responsive teaching and continuous improvement.</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) Provide technical, consulting, and coaching support for campus implementation plans.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p> <p><b>Problem Statements:</b> Student Learning 1</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> Support teachers in the implementation of data informed and responsive teaching.</p> <p><b>Actions:</b> a) Teachers will be trained on the personalized learning framework for all campus leaders and instructional staff.                      b) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement.                      c) Teachers will attend training on using data from multiple assessments (Star Renaissance and Interims) to inform instruction.                      d) Teachers will attend professional learning on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth.                      e) Teachers will be train teachers on 2.0 tier one priorities.                      f) Continue to build capacity of the campus PLC process through support during district guided PLC days.                      g) Collect, analyze and use data for progress monitoring.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p> <p><b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 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 district plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework.</p> <p><b>Actions:</b> a) Provide professional learning on College Board resources for Advanced Academics teachers with a focus on teachers who are new to AP. b) Implement honors+ curriculum at middle schools for gifted learners.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students.</p> <p><b>Actions:</b> a) Utilize Star 360 Renaissance assessment for progress monitoring and intervention services. b) Work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model. c) Use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math. D) Utilize district item bank for STAAR redesign within AWARE.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p> <p><b>Targeted Support Strategy</b> <b>Problem Statements:</b> School Processes &amp; Programs 1 <b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$20,000</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 Emergent Bilinguals.</p> <p><b>Actions:</b> a) Utilize curriculum enhancements that support the Dual Language and ESL programs which allow access to core content for all Emerging Bilingual students. d) Utilize research-based practices to support Emerging Bilingual students with district tier one priorities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 59% of students had limited growth on the 6th grade reading STAAR test. <b>Root Cause:</b> Classroom engagement was low after student return from Covid and we saw a lack of best instructional practices being used regularly.</p>

## School Processes & Programs

**Problem Statement 1:** PLC time was not focused enough on the four questions of the PLC. **Root Cause:** PLC time was taken too often for Covid related and other issues. PLC time was not used to focus on student data as frequently as it should.

**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> Provide professional development that assists teachers in developing, administering, and using student performance data to evaluate student growth.</p> <p><b>Actions:</b> a) Provide professional development for all teachers in analyzing and use a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (i.e. state testing and classroom instruction).                      b) Track student performance to determine progress toward success on STAAR assessments.                      c) Provide professional development for teachers to developing personalized intervention plans through Success-Ed.                      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> Administrators and Academic Coach</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$16,000, Instructional Resources - 211 - Title I - \$23,951, Instructional Coach - 255 - Title II - \$70,082</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a multi-tiered system of support for RtI identified students.</p> <p><b>Actions:</b> a) Continuously analyze data to determine academic RtI placement for students.                      b) Complete monthly Behavioral RtI meetings to determine necessary interventions for students.                      c) Provide professional learning and support for SEL &amp; tiered behavior interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Coach, Counselors</p> <p><b>Funding Sources:</b> Campus Personnel - 199 - General Funds: SCE - \$443,692, ESSER Tutoring - ESSER - \$19,000, Title I Tutoring - 211 - Title I - \$12,000, Instructional Resources - 211 - Title I - \$22,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use the district continuous improvement process to develop mission statements, smart goals, the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p><b>Actions:</b> a) Provide support, training and coaching in the use 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) Highlight campus examples of the PDSA process, goal setting and digital data folders during campus walk debriefs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Academic Coach</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 4 Details	Reviews			
<p><b>Strategy 4:</b> Work with community and business partners to assist in providing support to students and families.</p> <p><b>Actions:</b> a) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff.  b) Create new community/business partnerships to enhance the academic, attendance, and personal achievements of students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administrators, ASPIRE Coordinator</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 and monitor the district protocol for identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators.</p> <p><b>Actions:</b> a) Ensure completion and alignment of services with appropriate coding prior to each PEIMS submission.  b) Attend training regarding the importance of coding and associated programming for at-risk indicators including FERPA guidelines.  c) Attend training using OnDataSuite (ODS) to monitor at-risk indicators.  d) Follow PEIMS submission time-lines which will include all applicable stakeholders (RtI, ECDS, etc.).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</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> Increase student performance on 8th grade Science and Social Studies STAAR Assessments.</p> <p><b>Actions:</b> a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.  b) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction.  c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0.  d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data.  e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Coach, Social Studies Coordinator</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$21,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 59% of students had limited growth on the 6th grade reading STAAR test. <b>Root Cause:</b> Classroom engagement was low after student return from Covid and we saw a lack of best instructional practices being used regularly.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> PLC time was not focused enough on the four questions of the PLC. <b>Root Cause:</b> PLC time was taken too often for Covid related and other issues. PLC time was not used to focus on student data as frequently as it should.</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> Implement a district curriculum for social-emotional learning (SEL).</p> <p><b>Actions:</b> a) Deliver SEL Character Lessons through Advisory.                      b) Attend ongoing professional learning to all stakeholders on the SEL program.                      c) Use character lessons as the basis for identifying the Outstanding Citizen recipients.                      d) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices.                      e) Implement Lifelines, a suicide prevention program, for students, parents, district staff and community.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</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> Implement with fidelity the behavioral RtI plan.</p> <p><b>Actions:</b> a) Train staff in the implementation of the behavior RtI plan with established procedures.                      b) Utilize CHAMPS as our campus discipline management program.                      c) Use Success-Ed to input behavioral RtI student plans and then use the data for the assignment of students to DAEP.                      d) Conduct monthly Behavior RtI meetings with all teachers to develop intervention plans for students as needed.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** 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> 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) Provide incentives to improve student attendance.                      b) Monitor student attendance and review progress in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance.                      c) 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> Administrators and Attendance Officer</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:** 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 well-being.</p> <p><b>Actions:</b> a) Work with district staff 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 safety concerns.                      d) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.                      e) 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> Administrators and 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:** 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> Implement district program that promotes an accident-free work environment. <b>Actions:</b> a) Require staff to review district plan and related department plans through the Safe Schools platform. b) Perform campus/building safety walk-throughs	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 Oaks Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5.5

Brief Description of SCE Services and/or Programs

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## 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

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

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

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

Administrators: Jennifer Klaerner, Travis Irish, Regina Locke

Academic Coach: Gina Chance

Counselors: Lisa Bradley and Ali Griffin

Teachers: Megan Wetz, John Garcia, Alex Snider, Richard Perez, Courtney Elliott, and Sidney Bailey

Parents: Crystal Hilbert and Shari Poston

Community Members: Dusty Simmons & Jason Rogers

Other District Staff: Andrew Lawver

### 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, 59% 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 recognition, two-way communication between the school and home, and parent and family engagement activities.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

## **4. Parent and Family Engagement (PFE)**

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

The Parent and Family Engagement Plan was developed through the input and involvement of parents, teachers and administrators.

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.

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

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- September 8- Meet the Teacher Night on campus
- December 15- Winter Festival
- March Discover Birdville Event at Birdville High School

#### **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gina Chance	Instructional Coach	Title II	1.0

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Campus Personnel		\$443,692.00
<b>Sub-Total</b>					\$443,692.00
<b>Budgeted Fund Source Amount</b>					\$443,692.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Resources		\$20,000.00
1	2	1	Professional Development		\$16,000.00
1	2	1	Instructional Resources		\$23,951.00
1	2	2	Title I Tutoring		\$12,000.00
1	2	2	Instructional Resources		\$22,000.00
1	2	3	Instructional Resources		\$20,000.00
1	2	6	Instructional Resources		\$21,000.00
<b>Sub-Total</b>					\$134,951.00
<b>Budgeted Fund Source Amount</b>					\$134,951.00
<b>+/- Difference</b>					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Coach		\$70,082.00
<b>Sub-Total</b>					\$70,082.00
<b>Budgeted Fund Source Amount</b>					\$70,082.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	ESSER Tutoring		\$19,000.00
<b>Sub-Total</b>					\$19,000.00
<b>Budgeted Fund Source Amount</b>					\$19,000.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
				<b>Grand Total Budgeted</b>	\$667,725.00
				<b>Grand Total Spent</b>	\$667,725.00
				+/- Difference	\$0.00

**Birdville Independent School District**  
**North Richland Middle School**  
**2022-2023 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.	21
Goal 3: All students and staff will learn and work in a safe and responsive environment.	23
State Compensatory	26
Budget for North Richland Middle School	27
Personnel for North Richland Middle School	27
Title I	27
1. Comprehensive Needs Assessment (CNA)	28
1.1: Comprehensive Needs Assessment	28
2. Campus Improvement Plan	28
2.1: Campus Improvement Plan developed with appropriate stakeholders	28
2.2: Regular monitoring and revision	28
2.3: Available to parents and community in an understandable format and language	29
2.4: Opportunities for all children to meet State standards	29
2.5: Increased learning time and well-rounded education	29
2.6: Address needs of all students, particularly at-risk	30
3. Annual Evaluation	30
3.1: Annually evaluate the schoolwide plan	30
4. Parent and Family Engagement (PFE)	31
4.1: Develop and distribute Parent and Family Engagement Policy	31
4.2: Offer flexible number of parent involvement meetings	31
5. Targeted Assistance Schools Only	32
5.1: Determine which students will be served by following local policy	32
Title I Personnel	32
2022-2023 Campus Site-Based Committee	33
Campus Funding Summary	34
Addendums	36

# 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) EB 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 (Prioritized):** Special Education students are continuing to under perform when compared to peers longitudinally.

**Problem Statement 2 (Prioritized):** EB performance in Science and Math had a significant downward trend.

**Problem Statement 3 (Prioritized):** 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, RtI 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%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 North Richland Middle School met the target with a TELPAS progress rate of 51%. In 2021-2022 North Richland Middle School did not meet the target with a TELPAS progress rate of 34%. In comparing the progress rate from 2021 and 2022, North Richland Middle demonstrated a 17% point decrease in students' English language development.

## 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.

# 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 (Prioritized):** Evaluate RtI through PDSA to support gaps in student learning.

**Problem Statement 2 (Prioritized):** 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 utilizing 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 (Prioritized):** 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

**Problem Statement 4:** Special Education students are continuing to under perform when compared to peers longitudinally.

**Root Cause 4:**

**Problem Statement 4 Areas:** Demographics

**Problem Statement 7:** Evaluate RtI through PDSA to support gaps in student learning.

**Root Cause 7:**

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 9:** Students need to feel empowered to report concerns.

**Root Cause 9:**

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 5:** EB performance in Science and Math had a significant downward trend.

**Root Cause 5:**

**Problem Statement 5 Areas:** Demographics

**Problem Statement 8:** Attendance needs to be a focus on campus.

**Root Cause 8:**

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 6:** Hispanic and African American demographics had a significant gap in performance when compared to non-minority peers.

**Root Cause 6:**

**Problem Statement 6 Areas:** Demographics

# 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**

- 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
- 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 and mathematics literacy 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 .            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 district literacy initiatives.            E) Implement strategies from Suzie Pepper Rollins Learning in the Fast Lane to improve vocabulary usage.            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:</b>            2.4</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II - \$72,839</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

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:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE, Instructional Coach - 255 - Title II</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:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II</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 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:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
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 Defined Learning PBL to all 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:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June

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:</b>            2.4, 4.2</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$14,705</p>	Formative			Summative
	Nov	Jan	Mar	June
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:</b>            2.4, 2.6</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II, Campus Personnel - 199 - General Funds: SCE - \$365,554</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) 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            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:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> Family Engagement - 211 - Title I - \$1,445</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> 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:</b> 2.4</p> <p><b>Funding Sources:</b> Personnel - 211 - Title I - \$111,082, Instructional Resources - 211 - Title I - \$29,000, Professional Development - 211 - Title I - \$3,000, ESSER Tutors - ESSER - \$17,898</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Utilize district resources to close gap in student performance on STAAR Social Studies.</p> <p><b>Actions:</b> A) Utilize classroom observations, feedback, and resources from Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.            B) Collaborate with district content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction.            C) Provide Social Studies teachers with training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks.            D) Monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Campus Coach, Social Studies Coordinator</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

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:</b> 4.1</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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>


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.


**Staff Responsible for Monitoring:** Administrative Leadership  
Team, Counselors

**Title I:**  
4.1

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 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:** 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 Restorative Discipline plan, and communicate 3 year plan with staff.                      E) Train staff in Restorative Practices and Conscious Discipline.                      F) 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;"> <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.

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;"> <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			
<p><b>Strategy 1:</b> Utilize CIP to focus campus improvement with students and staff</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team (includes Department Heads, admin, and Academic Coach)</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 Richland Middle School

Total SCE Funds: \$0.00

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

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

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

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

**Parents:**

**Angela Maine**

Community Members:

Mindi Ramirez and Natasha Havrda

Teachers:

Andrew Wilson, Ashley Robb, Molly Woodruff, Ashley Cousins

Administrators:

Sherri Gamble

Other Campus and District Staff:

[LIST NAMES]

### 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, 68% 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:

- Restorative Practices
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorial

## **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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

end of the school year.

## **4. Parent and Family Engagement (PFE)**

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

**Parents:**

**Angela Maine**

Community Members:

Mindi Ramirez and Natasha Havrda

Teachers:

Andrew Wilson, Ashley Robb, Molly Woodruff, Ashley Cousins

Administrators:

Sherry Gamble

Other Campus and District Staff:

[LIST NAMES]

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.

### **4.2: 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 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- September Meet the Teacher Night on campus
- September Title I Meeting on campus
- October Fall Haul 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

## **5. Targeted Assistance Schools Only**

### **5.1: Determine which students will be served by following local policy**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aubrey Steinbrink	Instructional Coach	Title II	1.0
Jacquelyn Walley	Math Interventionist	Title I	.5

# 2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
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
1	2	4	Campus Personnel		\$365,554.00
<b>Sub-Total</b>					\$365,554.00
<b>Budgeted Fund Source Amount</b>					\$365,554.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Instructional Resources		\$14,705.00
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>					\$159,232.00
<b>Budgeted Fund Source Amount</b>					\$159,232.00
<b>+/- Difference</b>					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$72,839.00
1	1	2	Instructional Coach		\$0.00
1	1	3	Instructional Coach		\$0.00
1	2	1	Instructional Coach		\$0.00
1	2	2	Instructional Coach		\$0.00
1	2	4	Instructional Coach		\$0.00
<b>Sub-Total</b>					\$72,839.00
<b>Budgeted Fund Source Amount</b>					\$72,839.00
<b>+/- Difference</b>					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	ESSER Tutors		\$17,898.00
<b>Sub-Total</b>					\$17,898.00
<b>Budgeted Fund Source Amount</b>					\$17,898.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$615,523.00
<b>Grand Total Spent</b>					\$615,523.00
<b>+/- Difference</b>					\$0.00

# 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
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- 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:

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

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## ***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



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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**  
**North Ridge Middle School**  
**2022-2023 Campus Improvement Plan**



# Table of Contents

- Comprehensive Needs Assessment 3
  - Demographics 3
  - Student Learning 4
  - School Processes & Programs 6
  - Perceptions 7
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 13
  - Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals. 14
  - 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. 19
  - Goal 3: All students and staff will learn and work in a safe and responsive environment. 22
- State Compensatory 24
  - Budget for North Ridge Middle School 25
  - Personnel for North Ridge Middle School 25
- Title I Personnel 25
- Campus Funding Summary 26

# 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***

1. 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
- State and federal planning requirements

## 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 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
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- 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 3 percentage points over 2021-2022 performance across all grade levels and subject areas.





**Evaluation Data Sources:** 2019 Performance: 52% at Meets Grade Level

2021 Performance: 46% at Meets Grade Level

2021-2022 Performance 56% 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>Funding Sources:</b> Personnel - 199 - General Funds: SCE - \$254,520, ESSER Tutors - ESSER - \$9,174, Instructional Coach - 211 - Title I - \$78,358</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2: System Safeguard Strategy</b> 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>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 3 percentage points over 2021-22 across all applicable grade levels and subject areas.





**Evaluation Data Sources:** 2019 Performance: 60%  
 2021 Performance: 70%  
 2021-2022 Performance 73%

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
<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 3:** Increase the STAAR performance of Economically Disadvantaged students at the Meets Grade Level standard by 3 percentage points over 2021-2022 levels across all grade levels and subject areas.

**Evaluation Data Sources:** 2019 Performance: Eco Dis - 45.4%  
 2021 Performance: Eco Dis -35%  
 2021-2022 Performance- 74%





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>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			
<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:** All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

**Performance Objective 4:** Increase the STAAR performance of 8th Grade Social Studies at the Meets Grade Level standard by 3 percentage points of the 2021-2022 level.

**High Priority**

**Evaluation Data Sources:** 2021-2022 Performance-70%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> * Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.</p> <p>* Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction.</p> <p>* Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0.</p> <p>* Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum.</p> <p><b>Actions:</b> Consistent feedback through observations, PLC, and assessment data.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team: Principal, Assistant Principal, and Academic Coach.</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<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 5:** Increase English Proficiency Status measures set by the state for TELPAS

**Evaluation Data Sources:** The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 North Ridge MS met the target with a TELPAS progress rate of 42%. In 2021-2022 North Ridge MS again met the target with a TELPAS progress rate of 61%. In comparing the progress rate from 2021 and 2022, North Ridge MS demonstrated a 19% point increase in students' English language development.







**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 2022-2023 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





 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 2:** By the end of the 2022-2023 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			
<p><b>Strategy 1:</b> CSF 5 and 6</p> <p>Continue programs with student to community outreach</p> <p><b>Actions:</b> * continue to grow Environmental Clean Up Program</p> <p>* continue to expand student recycling program through cafeteria management and "ten pick up Tuesday" on campus</p> <p>* 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</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers SBDM Team</p> <p><b>Funding Sources:</b> - 199 - General Funds - \$0, Family Engagement - 211 - Title I - \$1,538</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 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			
<p><b>Strategy 1:</b> Expand NRMS "Ridge Way" plan to include all students. CSF 1,3,4, and 6</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Administration                      Teachers                      SRO                      Counselors</p> <p><b>Funding Sources:</b> - 199 - General Funds - \$0</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 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>	<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: 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>	<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>				

# State Compensatory

## Budget for North Ridge Middle School

Total SCE Funds: \$0.00

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>
Cheryl Casey	math interventionist	1
Sarah Thompson	Reading Interventionist	1
Tracey Schneider	Intervention Lab EA	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hillary Friday	Instructional Coach	Title II	1.0

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Personnel		\$254,520.00
<b>Sub-Total</b>					\$254,520.00
<b>Budgeted Fund Source Amount</b>					\$254,520.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$78,358.00
2	2	1	Family Engagement		\$1,538.00
<b>Sub-Total</b>					\$79,896.00
<b>Budgeted Fund Source Amount</b>					\$79,896.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESSER Tutors		\$9,174.00
<b>Sub-Total</b>					\$9,174.00
<b>Budgeted Fund Source Amount</b>					\$9,174.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$343,590.00
<b>Grand Total Spent</b>					\$343,590.00
<b>+/- Difference</b>					\$0.00



**Birdville Independent School District**  
**Richland Middle School**  
**2022-2023 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.	13
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	25
Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2023 school year.	29
State Compensatory	32
Budget for Richland Middle School	33
Personnel for Richland Middle School	33
Title I	33
1. Comprehensive Needs Assessment (CNA)	34
1.1: Comprehensive Needs Assessment	34
2. Campus Improvement Plan	34
2.1: Campus Improvement Plan developed with appropriate stakeholders	34
2.2: Regular monitoring and revision	35
2.3: Available to parents and community in an understandable format and language	35
2.4: Opportunities for all children to meet State standards	35
2.5: Increased learning time and well-rounded education	36
2.6: Address needs of all students, particularly at-risk	37
3. Annual Evaluation	37
3.1: Annually evaluate the schoolwide plan	37
4. Parent and Family Engagement (PFE)	38
4.1: Develop and distribute Parent and Family Engagement Policy	38
4.2: Offer flexible number of parent involvement meetings	39
5. Targeted Assistance Schools Only	40
Title I Personnel	40
Campus Funding Summary	41

# Comprehensive Needs Assessment

Revised/Approved: September 30, 2022

## 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 - 239; PY - 203; Change: +36
- Grade 7: CY - 211; PY - 212; Change: -1
- Grade 8: CY - 231; PY - 240; Chan42: -9
- Total Student Population Change: +26 students

Ethnic Distribution

- African American: CY - 20.95%; PY - 21.53%; Change: -0.58%
- Hispanic: CY - 49.85%; PY - 48.55%; Change: +1.30%
- White: CY - 22.48%; PY - 23.21%; Change: - 0.73%
- American Indian: CY - 0.76%; PY - 0.76%; Change: -0.00%
- Asian: CY - 1.07%; PY - 0.92%; Change: +0.15%
- Pacific Islander: CY - 0.31%; PY - 0.45%; Change: -0.14%
- Two or more races: CY - 4.59%; PY - 4.58%; Change: -0.01%

Economically Disadvantaged: CY - 78.59%; PY - 76.35%; Change: +2.24%

Emergent Bilingual (EB): CY - 27.4%; PY - 24.1%; Change: +3.30%

At-Risk: CY - 65.90%; PY - 59.97%; Change: +5.93%

Mobility rate was 20.9%

## Demographics Strengths

We had increases demographically in the Hispanic and EB 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 EB students. This will be an ongoing process to work with the district of training and support. We will be strategic in utilizing PLC time to provide continuing SIOP training for staff at RMS.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Filling the academic gaps of children could pose a problem in the academic level classrooms. RMS had an increase in it Economically Disadvantaged, At-Risk, and Emergent Bilingual populations . Along with this increase RMS had a decrease in the white population. These are all areas of need for improvement.

**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 2022. Both 6th grade math and 8th grade reading continued to improve with an overall 80% Approaches Grade Level score. While 8th grade social studies has been a problem area, scores showed growth in 2022 with a 7% improvement in Approaches Grade Level and an 11% improvement with Emergent Bilingual students. The 8th grade science test also showed improvement in Emergent Bilingual students with an 18% increase in Approaches Grade Level.

We have identified some focus areas for Richland Middle School. In 5 of the 8 tests, the overall passing rate for Special Education students decreased. While the Approaches Grade Level improved on 5 of the tests, the Meets Grade Level has decreased in 4 of the 8 tests.

### 8th grade STAAR Approaches Grade Level (2022):

- Math: Actual -68% ; Target - 73%;
- Reading: Actual- 80% ; Target - 83%;
- Science: Actual - 75%; Target - 80%;
- Soc St: Actual - 61% ; Target - 66%;
- Algebra 1: Actual -100% ; Target - 100%;

### 7th grade STAAR Approaches Grade Level (2022)

- Math: Actual -63% ; Target - 68;
- Reading: Actual -77% ; Target - 80%;

### 6th grade StAAR Approaches Grade Level (2022)

- Math: Actual -80% ; Target - 83%;
- Reading: Actual -64% ; Target - 67%;

### 8th grade STAAR Masters Grade Level (2022)

- Math: Actual -5% ; Target - 8%;
- Reading: Actual -30% ; Target - 33%;
- Science: Actual -14% ; Target - 17%;
- Soc St: Actual -13% ; Target - 16%;
- Algebra 1: Actual -90% : Target - 93%;

### 7th grade STAAR Masters Grade Level (2022)

- Math: Actual -18%; Target -21% ;
- Reading: Actual - 36%; Target - 39%;

#### 6th grade STAAR Masters Grade Level (2022)

- Math: Actual - 14%; Target - 17%;
- Reading: Actual - 16%; Target - 19%;

#### 8th grade STAAR Special Ed Performance Approaches Grade Level (2022)

- Math: Actual - 46%; Target - 48%;
- Reading: Actual - 56%; Target - 58%;
- Science: Actual - 52%; Target - 54%;
- Soc St: Actual - 52%; Target - 54%;

#### 7th grade STAAR Special Ed Performance Approaches Grade Level (2022)

- Math: Actual - 56%; Target - 58%;
- Reading: Actual -66%; Target - 68%;

#### 6th grade StAAR Special Ed Performance Approaches Grade Level (2022)

- Math: Actual - 68%; Target - 70%;
- Reading: Actual - 47%; Target - 49%;

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Richland MS School did not meet the target with a TELPAS progress rate of 23%. In 2021-2022 Richland MS School again did not meet the target with a TELPAS progress rate of 28%. In comparing the progress rate from 2021 and 2022, Richland MS demonstrated a 5% point increase in students' English language development.

### Student Learning Strengths

RMS experienced tremendous gains during the 2021/2022 school year overall and across all sub populations. Both Special Education and EB students had impressive gains through all grades and subject areas. A big celebration was our Resource Reading scores where Kim Smith our resource teacher was able to bring home gains at all three grade levels. Another celebration was our Algebra I teacher, Stacy Howell, was able to reach 100% of the student reach Approaches. 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 (Prioritized):** There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Root Cause:** Our EB population accounts for approximately 27 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 (Prioritized):** 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 2023 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 individualized recognition in staff meetings. Teachers are expected to serve on at least one committee 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 Houses evolving into a true success story. The House Committee has planned an amazing first community 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 houses so that they win the nine weeks prize. Everyone has been a good sport and participated well.

The teachers also had their own form of team building during staff development. Teachers were partnered in groups of four and asked to do a scavenger hunt within our school zone. This helped to bond them even further so that the start of the school year was seamless and to understand the students/community we serve.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Although there have been amazing events during the 2021/2022 school year most of them cancelled at the last minute due to COVID 19 sanctions. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Root Cause:** Events were developed and executed early in the year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.



# Perceptions

## Perceptions Summary

The way the faculty likes to describe themselves 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 attended several meetings prior to the start of school to ensure that everything ran smoothly.

## Perceptions Strengths

There is a strong sense of trust on this campus between most teachers and the administration. This was evident in that staff turn over was at it's lowest in three years. Teachers also have full buy-in with lessons in leadership. RMS has been able to bridge the social emotional gaps, bring about mental health awareness, and overall security of our students. 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 (Prioritized):** As stated before due to COVID 19 community and student involvement is low and almost non-existent. This is an ongoing concern that will be measured in the 2023 school year. **Root Cause:** Events were developed and executed early in the 2021 year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

# Priority Problem Statements

**Problem Statement 2:** Filling the academic gaps of children could pose a problem in the academic level classrooms. RMS had an increase in it Economically Disadvantaged, At-Risk, and Emergent Bilingual populations . Along with this increase RMS had a decrease in the white population. These are all areas of need for improvement.

**Root Cause 2:** 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.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 1:** There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year.

**Root Cause 1:** Our EB population accounts for approximately 27 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 1 Areas:** Student Learning

**Problem Statement 3:** Although there have been amazing events during the 2021/2022 school year most of them cancelled at the last minute due to COVID 19 sanctions. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year.

**Root Cause 3:** Events were developed and executed early in the year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** As stated before due to COVID 19 community and student involvement is low and almost non-existent. This is an ongoing concern that will be measured in the 2023 school year.

**Root Cause 4:** Events were developed and executed early in the 2021 year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** 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 2023 school year.

**Root Cause 5:** 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.

**Problem Statement 5 Areas:** Student Learning

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- 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
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Campus leadership data
- Professional development needs assessment data

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

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





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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Richland Middle School Students will be measured for growth using the STAR 360 Screener and Istation 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>3.) Students will monitor their Student Evidence on a weekly basis and reflect upon personal growth.</p> <p>4.) District Personnel will provide PLC training to all core departments by the end of October about effect PDSA use in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Reading interventionists            Reading/ELAR teachers            ELAR secondary content coordinator            Academic coach            District PAR            Administration            Students</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II - \$73,506</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> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Offer ongoing professional learning during PLC that will positively impact the success of our EB students.</p> <p><b>Actions:</b> 1.) Take a chunk and chew approach each nine weeks when it comes to tackling different ways to successfully work with EB students. We can start with Ellevation by teaching the educators 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> EB District Representative EB Teachers Administrator over EB</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</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>				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Filling the academic gaps of children could pose a problem in the academic level classrooms. RMS had an increase in it Economically Disadvantaged, At-Risk, and Emergent Bilingual populations . Along with this increase RMS had a decrease in the white population. These are all areas of need for improvement. **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

**Problem Statement 1:** There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Root Cause:** Our EB population accounts for approximately 27 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

**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 .

**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 targeted problem areas as outlined by the state and federal government.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</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 technology to be used in Tier I instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$20,000, Professional Development - 211 - Title I - \$10,188</p>	Formative			Summative
	Nov	Jan	Mar	June







Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize all summative and district data in PDSA processes within core classrooms to drive student achievement on state objectives.</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 10/28/2022.</p> <p>4.) Academic Coach will provide continuous support for all core subjects through the school year during PLC's.</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>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II, Campus Personnel - 199 - General Funds: SCE - \$341,489</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use BOY, MOY and EOY Screeners, CBA's, State Interim tests in the spring of 2023 and prior year STAAR scores in all core classes to create remediation watch lists.</p> <p><b>Actions:</b> 1.) Remediation watch lists will be updated each nine weeks by the core teachers.</p> <p>2.) Teachers will create specific mandatory tutorials for students on watch lists and will track student work and progress on a campus document.</p> <p>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>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Social Studies department will provide rigorous STAAR 2.0 aligned questions in order to increase each 8th grade and Social Studies student's familiarity with the STAAR 2.0 test.</p> <p><b>Actions:</b> 1.) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.</p> <p>2.) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction.</p> <p>3.) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0.</p> <p>4.) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data.</p> <p>5.) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies PLC Administration Academic Coach</p> <p><b>TEA Priorities:</b> Improve low-performing schools -</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Science department will provide rigorous STAAR 2.0 aligned questions in order to increase each 8th grade and Science student's familiarity with the STAAR 2.0 test.</p> <p><b>Actions:</b> 1.) Academic Coach/Admin will observe interactions and provide feedback to teachers regarding these interaction.</p> <p>2.) Science team will reflect and report back to PLC on the effectiveness of these interactions.</p> <p>3.) Academic Coach will provide TEKS based support through the 2023 school year during PLC's.</p> <p><b>Staff Responsible for Monitoring:</b> Science PLC Administration Academic Coach</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Work with the Multilingual department to improve student TELPAS scores in the areas of speaking activities and academic vocabulary.</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 EB students.</p> <p>3.) Train teachers on how to use academic vocabulary acquisition instructional strategies that will work best with our EB population.</p> <p><b>Staff Responsible for Monitoring:</b> District EB Liaison Administrator over EB ELAR teachers Theater Art Teacher Newcomer Teacher Spanish Teacher</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Offer Tutorials before and after school for all students in areas of deficiencies based on the state TEKS. Due to HB4545 this is an ongoing concern that will be measured in the 2023 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>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Tutors - 211 - Title I - \$77,000, ESSER Tutors - ESSER - \$25,150</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</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 2023 school year.</p> <p><b>Actions:</b> 1.) Create a Social Community Committee to schedule and host school-wide events in order to increase parent involvement</p> <p>2.) Identify and communicate the needs of the student population and their families with community partners</p> <p>3.) Design and Implement a Family and Parent Engagement Policy</p> <p>4.) Host a Title 1 Meeting 08/25/2022</p> <p>5.) Provide opportunities, on and off campus, for our Life Skills Students to experience real-life working scenarios.</p> <p>6.) Work with PTA and ASPIRE to develop parent and community involvement.</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  AABLE and ACCESS Teachers and Students  Local Businesses</p> <p><b>ESF Levers:</b>  Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> 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, Title I Family Engagement - 211 - Title I - \$2,206</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Use Title I funds to supplement teachers' salaries in the areas of Reading and Math Interventions.</p> <p><b>Actions:</b> We will use Title I funds to pay for the following instructional positions: Amanda Walker .5 Math Interventionist Inia Umpierre .5 Reading Interventionist</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal's Secretary BISD Personnel.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> Teachers salaries - 211 - Title I - \$75,988, Instructional Resources - 211 - Title I - \$24,536</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>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Filling the academic gaps of children could pose a problem in the academic level classrooms. RMS had an increase in it Economically Disadvantaged, At-Risk, and Emergent Bilingual populations . Along with this increase RMS had a decrease in the white population. These are all areas of need for improvement. <b>Root Cause:</b> 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.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. <b>Root Cause:</b> Our EB population accounts for approximately 27 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</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Although there have been amazing events during the 2021/2022 school year most of them cancelled at the last minute due to COVID 19 sanctions. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. <b>Root Cause:</b> Events were developed and executed early in the year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> As stated before due to COVID 19 community and student involvement is low and almost non-existent. This is an ongoing concern that will be measured in the 2023 school year. <b>Root Cause:</b> Events were developed and executed early in the 2021 year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.</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 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 2023 school year.

**High Priority**

**Evaluation Data Sources:** The House leaders will notify administration anytime that teachers are not participating in the RMS House Point System and Capturing Kids Hearts. 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 Houses from individual classrooms that promote high quality instruction and interaction among peers and between students and adults.</p> <p><b>Actions:</b> 1.) Teachers will award up to 200 points per week between the different Houses 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.) House Committee will post points weekly for students to see and support communities as necessary.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Academic Coach Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</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.</p> <p><b>Actions:</b> 1.) RMS Way Committee will distribute 36 citizenship lessons using the Character Strong curriculum to the campus teachers over the course of the 2023 school year.</p> <p>2.) Campus teachers will utilize the curriculum in their leadership classes throughout the 2023 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 Committee</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Character Strong Curriculum implementation to help develop Leadership Characteristics and Capturing Kids Hearts training to assist with Social Emotional Learning to our students.</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.) Contract the Flippin Group to provide Capturing Kids Hearts training during the 2023 school year.</p> <p>3.) Social Emotional Lessons provided by Capturing Kids Hearts that will be utilized throughout the year to reach our students as another touchpoint.</p> <p>4.) The 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> Leadership Committee Administration All Faculty and Staff at RMS</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Character Matters Program - 211 - Title I - \$5,000</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>				



**Performance Objective 3 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** Although there have been amazing events during the 2021/2022 school year most of them cancelled at the last minute due to COVID 19 sanctions. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. **Root Cause:** Events were developed and executed early in the year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

**Perceptions**

**Problem Statement 1:** As stated before due to COVID 19 community and student involvement is low and almost non-existent. This is an ongoing concern that will be measured in the 2023 school year. **Root Cause:** Events were developed and executed early in the 2021 year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.

**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 2023 school year.

**High Priority**

**Evaluation Data Sources:** Richland Middle School will utilize a student committee to provide rewards to students with perfect attendance in hopes that we can raise our ADA from 92% to 95%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students with perfect attendance every nine weeks will win prizes or receive special accolades.</p> <p><b>Actions:</b> 1.) Attendance clerk will provide ADA by nine weeks.</p> <p>2.) Develop a student committee to find what motivates today's student to attend school.</p> <p>3.) Students with perfect attendance will receive an approved food of choice that they can enjoy after lunches.</p> <p>4.) Students with perfect attendance by semester will win another type prize using funds provided by RMS.</p> <p>5.) Student names who have had perfect attendance all will be entered in a drawing and win something agreed upon by the student 2023 perfect attendance committee.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Attendance clerk Student Perfect Attendance Committee</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</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 2023 school year.</p> <p><b>Actions:</b> 1.) Attendance clerk will provide absence data to teachers and administration at key intervals.</p> <p>2.) Teachers will make contact with students and their parents to provide positive wishes and invite them back to class, offer makeup assignments, etc.</p> <p>3.) Administration will increase number of parent conferences with students who have excessive absences as well as meeting with the students themselves.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers Attendance clerk</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Filling the academic gaps of children could pose a problem in the academic level classrooms. RMS had an increase in it Economically Disadvantaged, At-Risk, and Emergent Bilingual populations . Along with this increase RMS had a decrease in the white population. These are all areas of need for improvement. <b>Root Cause:</b> 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.</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. This is an ongoing concern that will be measured in the 2023 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.</p> <p><b>Actions:</b> 1.) 1st PD portion of the CI cycle will be done the first week of each nine weeks with academic coach and administration.</p> <p>2.) Evidence 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>4.) New teacher evidence/PDSA training will occur during August PD by RMS administration and district personnel.</p> <p><b>Staff Responsible for Monitoring:</b> Academic coach Administration Department chairs Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use behavioral RTI (MTSS) 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 RTI.</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>3.) Administrators will begin weekly discipline reviews to ensure effectiveness of behavior monitoring systems.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Academic coach Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. <b>Root Cause:</b> Our EB population accounts for approximately 27 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</p>





**Goal 3:** All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2023 school year.

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

**High Priority**

**Evaluation Data Sources:** Use a district or campus survey in May 2023 to gauge the success of this goal.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use Character Strong and Capturing Kids Hearts to increase the general feelings of well being among the stakeholders on campus.</p> <p><b>Actions:</b> 1.) Leadership lessons surrounding safe and appropriate interactions at school will be developed by teachers, vetted by the Leadership Committee, and implemented during Ram time. 2.) Staff will utilize CKH training to encourage the sense of well being among all stakeholders on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Leadership Committee Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Professional development - 211 - Title I - \$24,006</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**





Perceptions
<p><b>Problem Statement 1:</b> As stated before due to COVID 19 community and student involvement is low and almost non-existent. This is an ongoing concern that will be measured in the 2023 school year. <b>Root Cause:</b> Events were developed and executed early in the 2021 year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.</p>

**Goal 3:** All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2023 school year.

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

**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.</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 guidelines 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;"> <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 reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2023 school year.

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a Parent Involvement and Family Engagement policy for the campus</p> <p><b>Actions:</b> 1.) Administration team will create the plan and distribute the plan to all stakeholders.</p> <p>2.) RMS will create a Social Community committee designed to reach out to all stakeholders with fidelity and report back to administration on a monthly basis.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</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>				

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Although there have been amazing events during the 2021/2022 school year most of them cancelled at the last minute due to COVID 19 sanctions. Due to COVID 19 this is an ongoing concern that will be measured in the 2023 school year. <b>Root Cause:</b> Events were developed and executed early in the year yet due to COVID 19 sanctions late fall and spring events had to be cancelled.</p>



# State Compensatory

## Budget for Richland Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 7.5

Brief Description of SCE Services and/or Programs

--

## 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

## 1. 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 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

### 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:

#### **Community Members:**

**Fred Maldonado**

Student Members:

Justin Howell, Sampson Aldridge, Yeslian Rodriguez

Teachers:

Jonathan Mickens, Alexis Lopez, Elizabeth Traylor, Courtney Mata, Stacy Howell, Amanda Walker

Administrators:

Billy Neal

**Community Members:**

**Fred Maldonado**

Other District Personnel:

Sharon Lane, Jennifer Moreau, Jeannie Cannata

## **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 district and Title 1, Part A campuses will ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that family members can understand (websites, emails, letters).

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, 65.9% 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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

Annually evaluate the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. [ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)].

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

## 4. Parent and Family Engagement (PFE)

### 4.1: 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 campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The campus must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (Specify "other").

The campus must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other specify other language (Specify "other").

#### SAMPLE ANSWER

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

#### **Community Members:**

**Fred Maldonado**

Student Members:

Justin Howell, Sampson Aldridge, Yeslian Rodriguez

Teachers:

Jonathan Mickens, Alexis Lopez, Elizabeth Traylor, Courtney Mata, Stacy Howell, Amanda Walker

Administrators:

Billy Neal

Other District Personnel:

Sharon Lane, Jennifer Moreau, Jeannie Cannata

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.

## 4.2: 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.

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 2022-23:

- August Jumpstart Back to School Event (Tuesday, 08/15/2022 4:30-6:30) on campus
- August Title I Meeting (Tuesday, 08/15/2022, 5:30 - 6:30) on campus
- August Meet the Teacher Night (Thursday, 08/25/2022) on campus
- September Heritage Night (Monday, 09/26/2022) on campus
- September Title I Meeting (Monday, 09/26/2022) on campus
- November Literacy Event (Thursday/Friday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- March Open House (Thursday 03/22/2023) 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

## 5. Targeted Assistance Schools Only



# 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
Jennifer Moreau	Instructional Coach	Title II	1.0

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Campus Personnel		\$341,489.00
<b>Sub-Total</b>					\$341,489.00
<b>Budgeted Fund Source Amount</b>					\$341,489.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Professional Development		\$10,188.00
1	2	1	Instructional Resources		\$20,000.00
1	2	7	Tutors		\$77,000.00
1	2	8	Title I Family Engagement		\$2,206.00
1	2	9	Instructional Resources		\$24,536.00
1	2	9	Teachers salaries		\$75,988.00
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>					\$243,924.00
<b>Budgeted Fund Source Amount</b>					\$243,924.00
<b>+/- Difference</b>					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$73,506.00
1	1	2	Instructional Coach		\$0.00
1	2	2	Instructional Coach		\$0.00
1	2	3	Instructional Coach		\$0.00
1	2	5	Instructional Coach		\$0.00
<b>Sub-Total</b>					\$73,506.00
<b>Budgeted Fund Source Amount</b>					\$73,506.00

255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7	ESSER Tutors		\$25,150.00
<b>Sub-Total</b>					\$25,150.00
<b>Budgeted Fund Source Amount</b>					\$25,150.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$684,069.00
<b>Grand Total Spent</b>					\$684,069.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**Smithfield Middle School**  
**2022-2023 Campus Improvement Plan**



# Table of Contents

- Comprehensive Needs Assessment 3
  - Demographics 3
  - Student Learning 4
  - School Processes & Programs 7
  - Perceptions 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- 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. 17
  - Goal 3: All students and staff will learn and work in a safe and responsive environment. 19
- State Compensatory 21
  - Budget for Smithfield Middle School 22
  - Personnel for Smithfield Middle School 22
- Title I Personnel 22
- 2022-2023 Campus Site-Based Committee 23
- Campus Funding Summary 24

# 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 830 students from Hurst, North Richland Hills, and Colleyville. These classes are comprised of the following demographics:

Male Students-428 (51.8%)

Female Students-398 (48.1%)

White-66.5%

Hispanic-18.6%

Asian-4.8%

Black-6%

Other-3.5%

Special Education-9.6%

Gifted and Talented-18.9%

Economically Disadvantaged-23%

Emergent Bilingual- 6%

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 demographics 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 a

also at home.

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

**Problem Statement 1 (Prioritized):** The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success. **Root Cause:** I believe continued growth in the district and families looking for a successful school for their children.

# 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- 90% (43% Masters)

6th grade Math- 96% (38% Masters)

7th grade Reading-93% (57% Masters)

7th grade Math-93% (58% Masters)

8th grade Math-96% (49% Masters)

8th grade Reading-94% (53% Masters)

8th grade Science-92% (44% Masters)

8th grade Social Studies-81% (33% Masters)

Algebra I-100% (100% 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 to discuss expectations and the students' data.

Emergent Bilingual: The EB student population continue to increase in recent years. These students have shown knowledge and success in the area of math, but assessment data also indicates reading continues to be an area to grow in academic success.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Smithfield Middle School met the target with a TELPAS progress rate of 68%. In 2021-2022 Smithfield Middle School again met the target with a TELPAS progress rate of 48%. In comparing the progress rate from 2021 and 2022, Smithfield Middle School demonstrated a 20% point decrease in students' English language development.



### Student Learning Strengths

Students across the grade levels and STAAR assessments showed improvement in students passing percentages in the approaches category from the prior year. We met a campus goal of having a passing percentage of 90% or higher on all assessments. Another goal of Smithfield was to recover from the COVID-19 Pandemic effect. We are not where we were in 2019, students were able to make gains in all assessments and come closer to closing the gap from 2019 STAAR assessment results.

### 2022 STAAR PERFORMANCE

	6TH READING			7TH READING			8TH READING		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	82.2%	56.4%	28.8%	95.1%	78.3%	49.8%	98.5%	77.5%	48.4%
2020	COVID-19								
2021	88.1%	56.5%	30.0%	85.8%	62.1%	35.6%	86.6%	57.5%	31.2%
2022	89.8%	68.2%	42.8%	93.2%	77.9%	57.1%	93.6%	77.5%	52.9%
2021-2022 Comparison	2%	12%	13%	7%	16%	22%	7%	20%	22%
2019-2022 Comparison	7.6%	11.8%	14.0%	-1.9%	-0.4%	7.3%	-4.9%	0.0%	4.5%
	6TH MATH			7TH MATH			8TH MATH		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	95.8%	85.1%	60.2%	98.1%	87.2%	60.9%	100.0%	96.8%	54.8%
2020	COVID-19								
2021	94.1%	80.9%	49.6%	87.6%	70.9%	43.4%	87.6%	79.6%	35.0%
2022	95.8%	75.8%	38.5%	92.9%	82.6%	57.7%	95.7%	82.2%	49.1%
2021-2022 Comparison	2%	-5%	-11%	5%	12%	14%	8%	3%	14%
2019-2022 Comparison	0.0%	-9.3%	-21.7%	-5.2%	-4.6%	-3.3%	-4.3%	-14.6%	-5.7%
	8TH SCIENCE			8TH SOCIAL STUDIES			ALGEBRA		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	92.2%	85.1%	62.1%	88.1%	57.6%	29.1%	100.0%	100.0%	97.7%

2019	78.5%	83.4%	85.1%	88.1%	92.0%	45.1%	100.0%	100.0%	57.7%		
2020	COVID-19										
2021	91.4%	74.1%	54.3%	79.1%	53.7%	29.1%	99.1%	99.1%	90.4%		
2022	92.1%	67.0%	44.1%	81.0%	49.5%	32.6%	100.0%	100.0%	100.0%		
2021-2022 Comparison	1%	-7%	-10%	2%	-4%	4%	1%	1%	10%		
2019-2022 Comparison	-6.2%	-18.4%	-19.0%	-7.1%	-3.1%	3.5%	0.0%	0.0%	2.3%		

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Smithfield Middle School expects to have the same success as demonstrated in 2019, and that continues to be a goal to achieve in all STAAR tested areas. **Root Cause:** The COVID-19 Pandemic caused a regression in student learning due to the shutdown, at-home learning, and student engagement.

## **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- Smithfield Middle staff members are invested in best practices of teaching by using district initiatives designed around curriculum and instruction for student success. Smithfield teachers provide training for the district in implementing best practices teaching strategies. Throughout the year, teachers perform "Raider Rounds" where they observe other teachers teaching. This system allows teachers to provide feedback to improve their craft of teaching and managing students.

Smithfield Middle has a high retention rate for staff members as the culture is built on excellence and accountability. This provides for a safe space to teach and learn. All staff members take responsibility over the learning and support of all students and have a voice in the process.

Smithfield Middle School's fine art's programs have had a tradition of success. Band, choir, art, theatre lead the way in competitions and put an emphasis on being successful extra curricular activities for a well rounded education. Athletics is also an area students find success and growth during their time at Smithfield. Through football, basketball, volleyball, track, and cross country, students learn to compete and more importantly, they learn to work as a team and support one another. Smithfield Middle also offers off-campus gymnastics and tennis where they are able to compete in a specialized sport.

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**

Smithfield Middle has many systems that help run the day-to-day operations that allow students to be successful. The Tutorial Board is a system that allows students to independently attend tutorials. This decreases barriers for students to seek help when they are in need. The Tutorial List system is a communication and accountability system that supports teachers and students. Teachers use the list to document missing assignments, and this is communicated to parents and students. The result of the system is students are accountable to turning in their missing assignments; students follow-through in completing the assignments; and student learning increases. This is the most important system we use for student success.



# 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 become 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 counselors and staff members will select students that have social/emotional needs to mentor and check-in on. Our belief is every student and teacher have positive relationships, and teachers will make a difference by investing some time with the student during the school day. For other students who need more support, students will be able to work in groups with counselors to improve the students' social and emotional needs.

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.

## Perceptions Strengths

Smithfield has a reputation of being a place that is safe and fun to teach and learn. We currently have 126 students on open enrollment from inside and outside of the district. Parents remark on the high expectations and student involvement in extra curricular activities as the number one reason for wanting to attend Smithfield Middle School. This perception helps with teacher retention year after year as there is a good working relationship between the teachers, students, parents, and administration.

# Priority Problem Statements

**Problem Statement 1:** The emergent bilingual population has doubled in the last three years. As this population continues to increase, the Smithfield staff members will need to seek more training to better prepare for these learners in the classroom. This demographic has shown to be successful on state assessment, and we want to continue that student success.

**Root Cause 1:** I believe continued growth in the district and families looking for a successful school for their children.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Smithfield Middle School expects to have the same success as demonstrated in 2019, and that continues to be a goal to achieve in all STAAR tested areas.

**Root Cause 2:** The COVID-19 Pandemic caused a regression in student learning due to the shutdown, at-home learning, and student engagement.

**Problem Statement 2 Areas:** Student Learning

# 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

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

## Student Data: Behavior and Other Indicators

- Attendance data
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **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.


**HB3 Goal**


**Evaluation Data Sources:** Secondary: Renaissance STAR Assessments (grades 6-8, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interim reading/ELA and mathematics (grades 6-8, 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 using the "Interactive Word Wall" in order to gain understanding of vocabulary and see visible representations of terms/concepts.</p> <p>D. Social Studies will collaborate with ELAR to find opportunities to blend content, so ELAR can support social studies curriculum with reading and writing.</p> <p>E. Students will be responsible for tracking their own data with the use of data binders by the end of the year.</p> <p>F. Science will intentionally focus on content specific vocabulary to enhance understanding of the curriculum.</p> <p>G. ELAR, Social Studies, and math will implement the Workshop model for instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Department Chairs Campus Administration</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, Instructional Coach - 255 - Title II - \$86,695</p>	Formative			Summative
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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:** 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> Content teacher and In-Class-Support teacher plan together to address emergent bilingual and special education students' needs based on various data sources</p> <p>Set-up systems of support throughout the campus for addressing under-performing students' needs.</p> <p><b>Actions:</b> A. Establish baseline using BOY screeners, and teacher made assessments to establish student target groups for Response to Intervention (RtI) and Accelerated Instruction (AI). We also use this data for our special education case manager loads.</p> <p>B. Collaborate with Emergent Bilingual (EB) specialists for targeted support for EB students who need additional language support. Also, provide Sheltered Instruction Observation Protocol (SIOP) training to core content teachers.</p> <p>C. Content teachers meet with co-teachers to plan for specific supports for EB and special education students.</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 special education students to monitor grades and progress in all subjects with priority being reading/history.</p> <p><b>Staff Responsible for Monitoring:</b> Caseworkers Campus Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Personnel - 199 - General Funds: SCE - \$180,997</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 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 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, GOOD!, Be Kind, and Good News Call of the Day.</p> <p>B. "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 2023)</p> <p>D. Maintain district Character Counts program through 5th period advisory time once a week.</p> <p>E. Recognize students who display CORE value characteristics. (Good news call of the day, newsletter spotlight, etc.)</p> <p>F. Create positive campus culture through the use of student lead video announcements.</p> <p>G. Raider Rewards Room is 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 At-Risk students due to grades, behavior, or outside of school situations.</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Department, Department Chairs, Campus Administration</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 4:** Create a culture of respect and expectations for students to be successful.





**Evaluation Data Sources:** Behavioral RTI data records, Discipline Reports, Staying Inside the Circle form data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement a school-wide PBIS (CHAMPS) to provide targeted structure and expectations across the campus.</p> <p><b>Actions:</b> A. Every teacher will create classroom expectations based on the CHAMPS model, so students will know what is expected in the classroom based on what the teacher has students doing (independent work, group work, lab work, testing). Teachers are expected to start with two expectations for student behavior (independent work and group work).</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. Hold behavioral RTI committee meetings to review discipline data every four weeks and recommend Tier Placement and interventions.</p> <p>D. Teachers will continue to utilize the "Staying Inside the Circle Form" for a strategy to redirect students on actions that are deemed appropriate for teachers to address.</p> <p>E. Establish restorative discipline practices throughout the levels of misconduct, so students have an opportunity to restore the relationship with the teacher.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			
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**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 rate to identify low attendance and promote attendance at school through a reward system.</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>D. Post daily attendance rate taken by teacher and run reports at the end of the day to identify teachers not taking attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Attendance Clerk, Attendance Officer,</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> Staff will rely on data to plan lessons, instruct students, and assess students. The PSDA process will be evident in their practice.</p> <p><b>Actions:</b> A. Continue strategic use of data on a weekly/4 week/9 week timeline. Empowering both teachers and students to own their data.</p> <p>B. All assessments will be common and teacher written, and teachers breakdown, compare, and discuss data with goal being to be within 3-5% of co-teacher.</p> <p>C. Teachers will implement district initiatives when planning, teaching, and assessing (tier 1 priorities and PSDA, 5 PLC questions).</p> <p>D. Revisit PLC operations by creating schedules, operating norms, lesson review protocols, and peer observations through Raider Rounds.</p> <p>E. Conduct bi-weekly Department Head meetings.</p> <p>F. Establish 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><b>Staff Responsible for Monitoring:</b> Campus wide</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II</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 1:** Attain 90% or higher on the 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 form, and Raider Bucks. These programs focus on continually recognizing students who display positive attributes.</p> <p>D) Integrate CORE values into weekly video announcements.</p> <p>E. Accept feedback on the efficiency and effectiveness of our safety drills (secure, lockdown, evacuate, shelter).</p> <p><b>Staff Responsible for Monitoring:</b> Crisis Counselor and Lead Counselor, Allen</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 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> Campus Administration, Head Custodian, Cafeteria Manager, security guard, SRO</p>	Formative			Summative
	Nov	Jan	Mar	June
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# State Compensatory

## Budget for Smithfield Middle School

**Total SCE Funds:** \$0.00

**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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mary Hadley	Instructional Coach	Title II	1.0

# 2022-2023 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jason Turner	Principal
Classroom Teacher	Amy Patterson	Teacher
Classroom Teacher	Sam Sleadd	Teacher
Classroom Teacher	Jessica Milne	Teacher
Paraprofessional	Jennifer Webb	Para-Professional
Non-classroom Professional	Mary Hadley	Academic Coach
Parent	Amy Lewis	Parent
Parent	Tara Goodwin	Parent
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		\$180,997.00
<b>Sub-Total</b>					\$180,997.00
<b>Budgeted Fund Source Amount</b>					\$180,997.00
<b>+/- Difference</b>					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$86,695.00
2	2	1	Instructional Coach		\$0.00
<b>Sub-Total</b>					\$86,695.00
<b>Budgeted Fund Source Amount</b>					\$86,695.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESSER Tutors		\$8,070.00
<b>Sub-Total</b>					\$8,070.00
<b>Budgeted Fund Source Amount</b>					\$8,070.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$275,762.00
<b>Grand Total Spent</b>					\$275,762.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**Watauga Middle School**  
**2022-2023 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	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: Watauga Middle School will utilize efficient and effective operations to support and improve the learning environment.	21
Goal 3: All students and staff will learn and work in a safe and responsive environment.	22
State Compensatory	25
Budget for Watauga Middle School	26
Personnel for Watauga Middle School	26
Title I	26
1. Comprehensive Needs Assessment (CNA)	27
1.1: Comprehensive Needs Assessment	27
2. Campus Improvement Plan	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	30
3. Annual Evaluation	30
3.1: Annually evaluate the schoolwide plan	30
4. Parent and Family Engagement (PFE)	30
4.1: Develop and distribute Parent and Family Engagement Policy	30
4.2: Offer flexible number of parent involvement meetings	31
5. Targeted Assistance Schools Only	32
Title I Personnel	32
2022-2023 Campus Site-Based Committee	33
Leaders of Learners	34
AVID Site Team	35
Behavioral RtI Committee (PBIS)	36
SEL Committee	37
SIOP Site Team	38



# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

<https://drive.google.com/drive/folders/1Lo37LYTpGi9KNSCJ0fj5NruW9PVG6iX-?usp=sharing>



# Demographics

## Demographics Summary

- Suburb of Fort Worth located in Tarrant County
- Serves approximately 672 students
- Student ethnicity
  - 30.80% White
  - 51.04% Hispanic
  - 7.89% African American
  - 4.74% Asian
- About 70.24% of students economically disadvantaged
- Approximately 28.27% of students English language learners
- Approximately 11.76% of students served in special education
- Approximately 67.26% of students are At Risk
- Approximately 6.4% of students are served through the Gifted and Talented program
- Approximately 37.87% of students take one or more Career and Technology courses
- 13 students were served in DAEP placements in 2021-2022.
- 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 6.4% of students are served through the Gifted and Talented program.
- Approximately 37.87% of students take one or more Career and Technology courses.
- All staff is highly qualified.
- Staff is diverse. 51% of teachers are male. 49% of teachers are female. Various ethnicity's are represented and several languages are spoken by staff members.
- 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 not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic) and struggling populations (Sped).

**Problem Statement 2 (Prioritized):** Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause:** SpEd students are expected to perform at the same level as GenEd students disregarding the individual needs they have. In-Class Support teachers are not effectively differentiating instruction to meet learner needs.

**Problem Statement 3:** Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** Teachers must raise their level of expectations with the learners, as well as be adequately trained to teach at an Honors level.

**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. Higher level questioning should be more purposefully planned. Learning gaps are still present from the online learning during Covid. Tier 2 kids are not getting their needs met as they should.

**Problem Statement 5:** 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. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

**Problem Statement 6:** Parents are not joining PTA in high numbers. **Root Cause:** Families find it difficult to participate financially and due to time constraints.

# Student Learning

## Student Learning Summary

Watauga Middle School students achieved 20% at Masters Grade Level performance overall; 40% at the Meets Grade Level; and 71% at Approaches Grade Level.

100% of Watauga Middle School Algebra I students achieved at Approaches Grade Level in the 2021-2022 school year. Of the 70 students who tested, 60 Met Standard, and 41 Mastered Standard.

- Met the 2017 TEA Accountability Standard; the 2018 TEA Accountability Standard; the 2019 TEA Accountability Standard; Continue with the 2019 TEA Standard for 2020 as STAAR Testing did not occur due to Covid-19 Pandemic; the 2021 TEA Accountability Standard; the 2022 TEA Accountability Standard, making a B overall.
- While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag based on 2019 data.
- The scores of students in Special Education continue to perform below their peers based on 2022 data.
- All students passed the Algebra EOC in 2019. Algebra EOC Testing did not occur due to Covid-19 Pandemic in Spring 2020.
- We have 17 students take the AP Spanish Language and Culture Exam, with 2 students scoring a 4, 8 students scoring a 3, 6 students scoring a 2, and 1 student scoring a 1.
- 2 of 7 Distinctions Earned in 2019. No distinctions given for 2021. 5 of 7 Distinctions Earned in 2022.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Watauga Middle School met the target with a TELPAS progress rate of 47%. In 2021-2022 Watauga Middle School again met the target with a TELPAS progress rate of 37%. In comparing the progress rate from 2021 and 2022, Watauga Middle School demonstrated a 10% point decrease in students' English language development.

## Student Learning Strengths

Watauga Middle School students achieved 20% at Masters Grade Level performance overall; 40% at the Meets Grade Level; and 71% at Approaches Grade Level.

100% of Watauga Middle School Algebra I students achieved at Approaches Grade Level in the 2021-2022 school year. Of the 70 students who tested, 60 Met Standard, and 41 Mastered Standard.

5 of 7 Distinctions Earned in 2022.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Based on student achievement data, our sub-populations of White and Asian are under performing. **Root Cause:** Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic) and struggling populations (SpEd).

**Problem Statement 2 (Prioritized):** Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause:** SpEd students are expected to perform at the same level as GenEd students disregarding the individual needs they have. In-Class Support teachers are not effectively differentiating instruction to meet learner needs.

**Problem Statement 3:** 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. Higher level questioning should be more purposefully planned. Learning gaps are still present from the online learning during Covid. Tier 2 kids are not getting their needs met as they should.

**Problem Statement 4:** Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** Teachers must raise their level of expectations with the learners, as well as be adequately trained to teach at an Honors level.

**Problem Statement 5:** 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. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

# School Processes & Programs

## School Processes & Programs Summary

- Our daily schedule consists of eight 43 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 one before-school tutorial session.
- We have a Mentoring Program that every student participates in. This program occurs 5 days per week for 22 minutes in 3 strands: SEL, Organization & Communication, Skyward.
- GT services are primarily through participation in 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. This 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.
- 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 teacher computer and a projector. Classrooms also have a document camera to use. 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 and thirty-five (35) laptops. SPED has 9 laptops, 3 desktops and 10 iPads. Our library has nine (9) student computers, and two (2) teacher computers available. 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.
- Watauga Middle School is a blended learning campus. This is 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.

## 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 one before-school tutorial session.
- We have a Mentoring Program that every student participates in. This program occurs 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.
- Watauga Middle School is a blended learning campus. This is 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.
- In order to best serve our SPED population, WMS has the AABLE program and SEEC program:

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 SEEC program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas who are non-verbal. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills.

- 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 (Prioritized):** Based on student achievement data, our sub-populations of White and Asian are under performing. **Root Cause:** Teachers are not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic) and struggling populations (Sped).

**Problem Statement 2 (Prioritized):** Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause:** SpEd students are expected to perform at the same level as GenEd students disregarding the individual needs they have. In-Class Support teachers are not effectively differentiating instruction to meet learner needs.

**Problem Statement 3:** 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. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

**Problem Statement 4:** Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** Teachers must raise their level of expectations with the learners, as well as be adequately trained to teach at an Honors level.

# 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.
- Again this year, 2022-23, mentoring period is five times per week. The focus is on building strong peer-to-peer and student to teacher relationships. 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 pique 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.
- 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 SELF Character Traits. Students, parents and staff have access to Anonymous Alerts, 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 2021-2022 school year, 13 students were assigned to DAEP for mandatory placements.
- ASPIRE occurs at WMS until 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 Watauga Public 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.
- We have a mentoring period to address social emotional learning five days a week.

## Problem Statements Identifying Perceptions 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. Higher level questioning should be more purposefully planned. Learning gaps are still present from the online learning during Covid. Tier 2 kids are not getting their needs met as they should.

**Problem Statement 2:** Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** Teachers must raise their level of expectations with the learners, as well as be adequately trained to teach at an Honors level.

**Problem Statement 3:** Parents are not joining PTA in high numbers. **Root Cause:** Families find it difficult to participate financially and due to time constraints.



# 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 not personalizing learning in a rigorous form. Teachers are significantly tuned in to traditional minority (Hispanic) and struggling populations (Sped).

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 2:** Student achievement data shows that Special Education students are scoring significantly lower than their peers.

**Root Cause 2:** SpEd students are expected to perform at the same level as GenEd students disregarding the individual needs they have. In-Class Support teachers are not effectively differentiating instruction to meet learner needs.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs

# Goals

Revised/Approved: August 26, 2022


**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.

**High Priority**





**HB3 Goal**

**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>Funding Sources:</b> Instructional Resources - 211 - Title I - \$500, Instructional Coach - 255 - Title II - \$82,073</p>	Formative			Summative
	Nov	Jan	Mar	June
				

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  e) Implement training offered by the district to support general education and all special program teachers with instructional practices that aligns to the new STAAR redesign  f) Increase teacher capacity in mathematics through participation in a district designed and implemented academy  g) Participate in Middle School Math Grant with the Dana Center and ESC 11</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Academic Coach, Leaders of Learners</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Communicate and assist teachers in implementing data informed and responsive teaching.</p> <p><b>Actions:</b> a) Continue to conduct training on the personalized learning framework for all instructional staff  b) Deepen the understanding and implementation of data driven responsive instruction  c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement  d) Conduct training on using data from multiple assessments (Istation, Star Renaissance and Interims) to inform instruction  e) Implement training/professional learning developed by the district on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth  f) Introduce and train teachers on 2.0 tier one priorities through district training and PLCs  g) Continue to build capacity of the campus PLC process through support during district guided PLC days  h) Continue to build capacity of instructional coach and principal/assistant principals through participation in district training on student-centered coaching  i) Collect, analyze and use data for progress monitoring</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Academic Coach, Leaders of Learners</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  d) Implement honors+ curriculum for gifted learners</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Academic Coach, Leaders of Learners</p> <p><b>Funding Sources:</b> Instructional Coach - 255 - Title II</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 develop and implement system-wide instructional practices to support Emergent Bilinguals.</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)  c) Align research-based practices to support EBs with district tier one priorities</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Academic Coach, ESL Coach</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> 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>Funding Sources:</b> ESSER Tutoring - ESSER - \$21,336, Personnel - 211 - Title I - \$36,653, Instructional Resources - 211 - Title I - \$25,000, Instructional Coach - 255 - Title II, Title I Tutors - 211 - Title I - \$11,000, Professional Development - 211 - Title I - \$45,000, Campus Personnel - 199 - General Funds: SCE - \$239,329</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> Improve Social Studies instruction to align with Tier I priorities, curricular standards, and state and local assessments.</p> <p><b>Actions:</b> a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.  b) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction.  c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0.  d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data.  e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Academic Coach, Social Studies Teachers</p> <p><b>ESF Levers:</b>  Lever 5: Effective Instruction</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 as measured by state and district assessments.





**High Priority**

**HB3 Goal**

**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>Funding Sources:</b> Instructional Resources - 211 - Title I - \$26,098</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. In 2021-2022, WMS met the target of 36%. For 2022-2023, our goal is to increase the target measure by a minimum of 3% and achieve at least 39%.</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>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 5: Effective Instruction  - <b>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> 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</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 I Meeting</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, ASPIRE Coordinator</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$2,538</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) Continue the ESSER plan that was approved by BISD in 2021-2022  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</p> <p><b>ESF Levers:</b>  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:** Reduce the number of students assigned to behavior RtI tiers 2 and 3





**Evaluation Data Sources:** Skyward Data, PEIMs, Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the behavioral RtI plan with fidelity <b>Actions:</b> a) Provide training on the WMS behavior RtI plan b) Ensure all teacher use the campus PBIS system of CHAMPS with fidelity c) Utilize SuccessEd to input behavioral RtI student plans <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors	<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> Monitor campus-wide behavioral RtI program <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 <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors	<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:** 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, 20-21 and 21-22 data), through improved student retention, recruitment, and days in attendance.


**Evaluation Data Sources:** ADA per 6 weeks






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a campus-wide program that incentivizes student and staff attendance</p> <p><b>Actions:</b> a) Utilize the funds provided by Student services to purchase student attendance incentives                      b) Communicate incentives for improved student and staff attendance to all stakeholders                      c) Monitor student and staff attendance and review progress on a nine-weeks basis                      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>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Attendance Clerk, SBDM, Truancy Officer, Teachers</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 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  
 Safety survey 2021-22: 92% students; 97% 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>	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; In 2021-2022: 4 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, Nurse, 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> Continue daily mentoring program to build relationships in small groups using SEL, growth mindset, self-management skills and personal accountability.</p> <p><b>Actions:</b> a) Utilize a Mentoring committee to assess and evaluate the effectiveness of the SEL program            b) Develop 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 to improve lessons            d) Encourage student/staff participation in college/military/trade shirt day to build community and instill urgency for higher education            e) Utilize BISD SEL Character Traits: Trustworthiness, Responsibility, Caring, and Citizenship to host Outstanding Warrior Treat Days</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, Academic Coach, Counselors, Teachers</p> <p><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
				
<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 Watauga Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.5

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	0.65
Ann Newhouse	Student Assistance Counselor	1
Elizabeth Leggett	Math Interventionist	0.5
Jason Fielder	Teacher	0.33
Staci Dunn	Deaf Ed Parent Advisor	0.02

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

<https://drive.google.com/drive/folders/1Lo37LYTpGi9KNSCJ0fj5NruW9PVG6iX-?usp=sharing>

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2. Campus Improvement Plan

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

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

**Parents:**

**Theodore Gray**

Community Members:

D. Nelson (Business Rep)

J. Taylor (Business Rep)

D. Serratt (Community Rep)

K. Woodruff (Community Rep)

**Parents:**

**Theodore Gray**

Teachers:

W. Eidson

A. Saujon

C. Zitzman

T. Smith

D. Garr

S. Roe

J. Munoz

A. Stephenson

Administrators:

S. Houston Shedd

T. Thomas-Worthen

S. Kenny

Other Campus and District Staff:

Dr. A. May

C. Thompson (District professional)

## **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, 67.26% 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.

We are also working to meet the needs of our Asian and White population Reading and Math Targets of +3%/7% and +15/+11 respectively in the area of Academic Achievement.

We are also working to meet the needs of our Asian and White population Math Targets of +12/+6 respectively in the area of Academic Growth.

We are also working to meet the needs of our Asian and White population in the area of Student Success (Student Achievement Domain Score (STAAR Component Only)) with needing to grow +11% in the White category, +3% in the Asian category and +7% in the two or more race category.

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

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

- CHAMPS
- 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.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

## **4. Parent and Family Engagement (PFE)**

## 4.1: 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:**

**T. Gray**

Teachers:

A. Spencer

C. Zitzman

W. Eidson

L. Engelby

G. Bergman

Administrators:

S. Houston Shedd

Other Campus and District Staff:

C. Thompson

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.

## 4.2: 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 2022-23:

- August Refresh Back to School Event (Saturday 9:00-1:00) at WG Thomas Coliseum
- September Meet the Teacher Night & Title I Meeting (Thursday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January Open House (Thursday) 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 Watauga Public Library

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April May	Instructional Coach	Title II	1.0
Elizabeth Leggett	Math Interventionist	Title 1	.5

# 2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Tony Smith	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
District-level Professional	Christine Thompson	Social Studies Coordinator
Classroom Teacher	Wes Eidson	Science
Community Representative	Dennis Serratt	SERTOMA
Business Representative	James Taylor	Aspire Chiropractic
Non-classroom Professional	Stephanie Roe	Librarian
Classroom Teacher	John Munoz	Math
Classroom Teacher	Adra Stephenson	Reading Interventionist

# Leaders of Learners

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	April May	Academic Coach
Administrator	Shannon Houston	Principal
Classroom Teacher	Geoffrey Toothe	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

# AVID Site Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	April May	Academic Coach
Non-classroom Professional	Heather Brown	Guidance Counselor
Classroom Teacher	Ryan Garr	Social Studies
Classroom Teacher	Ryan Ferrill	Math
Classroom Teacher	Joseph Lax	Social Studies
Classroom Teacher	John Munoz	Math
Classroom Teacher	Jason Fielder	AVID Teacher, Committee Chair
Classroom Teacher	Clay Elmore	ELAR



# Behavioral RtI Committee (PBIS)

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Shannon Houston	Principal
Administrator	Sean Kenny	Chair (Assistant Principal)
Administrator	Tara Thomas-Worthen	Chair (Assistant Principal)
Non-classroom Professional	Heather Brown	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

# SEL Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Ann Newhouse	Crisis Intervention Counselor
Non-classroom Professional	Heather Brown	Professional Middle School Counselor
Non-classroom Professional	April May	Academic Coach
Classroom Teacher	Jessica Flagler	Math Teacher

# SIOP Site Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	April May	Academic Coach
Classroom Teacher	Ryan Ferrill	Math
Classroom Teacher	Jared Gibson	Science
Classroom Teacher	Ryan Garr	Social Studies
Classroom Teacher	John Munoz	ELAR

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Campus Personnel		\$239,329.00
<b>Sub-Total</b>					\$239,329.00
<b>Budgeted Fund Source Amount</b>					\$239,329.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$500.00
1	1	6	Personnel		\$36,653.00
1	1	6	Title I Tutors		\$11,000.00
1	1	6	Professional Development		\$45,000.00
1	1	6	Instructional Resources		\$25,000.00
1	2	1	Instructional Resources		\$26,098.00
1	2	4	Title I Family Engagement		\$2,538.00
<b>Sub-Total</b>					\$146,789.00
<b>Budgeted Fund Source Amount</b>					\$146,789.00
<b>+/- Difference</b>					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$82,073.00
1	1	2	Instructional Coach		\$0.00
1	1	4	Instructional Coach		\$0.00
1	1	6	Instructional Coach		\$0.00
<b>Sub-Total</b>					\$82,073.00
<b>Budgeted Fund Source Amount</b>					\$82,073.00
<b>+/- Difference</b>					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	ESSER Tutoring		\$21,336.00
<b>Sub-Total</b>					\$21,336.00
<b>Budgeted Fund Source Amount</b>					\$21,336.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$489,527.00
<b>Grand Total Spent</b>					\$489,527.00
<b>+/- Difference</b>					\$0.00

# Addendums

**Watauga Middle School  
Family/School Compact  
2022-2023**

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.
- Check my grades via Skyward on-line weekly. <http://schools.birdvilleschools.net/bisd>.

**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. If my student loses or breaks their ChromeBook and/or charger, I understand I am responsible for paying for them in order to replace them.
- 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 Nine Weeks: Aug. 17<sup>th</sup> – Oct. 14<sup>th</sup>
  - ❖ Second Nine Weeks: Oct 17<sup>th</sup> – Dec. 16<sup>th</sup>
  - ❖ Third Nine Weeks: Jan. 2<sup>nd</sup> – Mar. 10<sup>th</sup>
  - ❖ Fourth Nine Weeks: Mar. 21<sup>st</sup> – May 25<sup>th</sup>
- 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.

**Watauga Middle School**  
**Acuerdo entre Familias y Escuela**  
**2022-2023**

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 y 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.
- Revisa mis calificaciones a través de Skyward en línea semanalmente.  
<http://schools.birdvilleschools.net/bisd>.

**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. Si mi estudiante pierde o rompe su ChromeBook y / o cargador, entiendo que soy responsable de pagarlos para reemplazarlos.
- Asistiré a las conferencias de padres / maestros y comunicar abiertamente las necesidades de mi hijo(a).
- Checare 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).
  - ❖ Primeras nueve semanas: del 17 de agosto al 14 de octubre
  - ❖ Segundas nueve semanas: del 17 de octubre al 16 de diciembre
  - ❖ Tercera nueve semanas: del 2 de enero al 10 de marzo
  - ❖ Cuarta nueve semanas: del 21 de marzo al 25 de mayo
- 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).

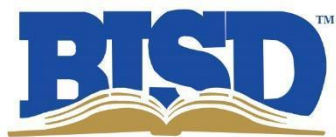
**Como maestro yo:**

- 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:
  
- Creare un ambiente de aprendizaje que ayudara a desarrollar la responsabilidad, cuidado y dependencia del estudiante
- Aseguraré 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
- Monitoring academic progress via Skyward and Canvas (as applicable)

### ***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 ayudaran 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**

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.
- Monitoreo del progreso académico a través de Skyward y Canvas (según corresponda)

### **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

**Birdville Independent School District**

**BCTAL**

**2022-2023 Campus Improvement Plan**





# Table of Contents

- Comprehensive Needs Assessment 3
  - Demographics 3
  - Student Learning 3
  - School Processes & Programs 4
- Priority Problem Statements 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. 9
  - Goal 3: All students and staff will learn and work in a safe and responsive environment. 12
- Addendums 14

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Approximate demographics from 2021-2022 are 45% Hispanic, 10% African American, 37% White, 5% Asian, and 3% other. 60% Economically disadvantaged, 23% Emergent Bilingual, 12% Special Education, and 60% At Risk.

The Birdville Center of Technology and Advanced Learning (BCTAL) is committed to supporting the district's focus on the improved coordination of programs and services while improving literacy among all students and providing opportunities to gain post-secondary credits and industry certifications that lead to gainful employment upon graduation.

### Demographics Strengths

For the 2021-2022 school year, BCTAL students earned 2614 certifications from the various programs offered at the BCTAL which can lead to employment. This is an increase of 1348 certifications from the 2020-2021 school year across all sub pops. This is 48% in one year. This can be attributed to more students attending in-person learning.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We have little or no control over how students register for BCTAL courses and are limited to improving our demographics. **Root Cause:** Registration for BCTAL classes are done by home campus

# Student Learning

## Student Learning Summary

According to the latest Perkins V Indicator Summary Report from 2019-20, CTE Students scored higher than District and State rates in the following areas:

- Four-year graduation rate: 98.4% - 90.5% - 97.5%
- ELA scores: 66.4% - 59.3% - 65.3%
- Math Scores: 62.5% - 55.8% - 60.3%
- Science Scores: 73.7% - 67.8% - 66.5%

## Student Learning Strengths

Career and Technology students are performing at a higher level consistently throughout their careers.

The Birdville Center of Technology and Advanced Learning has students advancing to National Level Events consistently.

Students from the BCTAL earned 2614 Certifications throughout the 2021-2022 school year which increased the District CCMR points and rating.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** We have little or no control over how students register for BCTAL courses and are limited to improving our demographics. **Root Cause:** Registration for BCTAL classes are done by home campus

## School Processes & Programs

### School Processes & Programs Summary

The Birdville Center of Technology and Advanced Learning has a very active Leader of Learners team. This group leads Professional Development activities throughout the year.

These leaders work with Home Campus LOL teams to provide active structure to each school's priorities.

### School Processes & Programs Strengths

At the beginning of the 2022-2023 school year, we paired with the Keller Center of Advanced Learning (KCAL) for a Professional Development/PLC opportunity which was very successful.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** We have little or no control over how students register for BCTAL courses and are limited to improving our demographics. **Root Cause:** Registration for BCTAL classes are done by home campus





# 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 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> Teachers will utilize Lexile scores of students and analyze industry certification exams to better prepare students for the exams' reading level.</p> <p><b>Actions:</b> Gather Lexile scores from the home campus Reading Screener.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, LOL, Academic Dean of Home Campus</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 exam

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

**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 were used and percent of students increased from pre to post-test.



**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> Import Lexile levels of students from home campus reading screeners so BCTAL teachers can help assess needs before certification exams.</p> <p><b>Actions:</b> Identify students who need assistance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Home-Campus Academic Dean</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:** 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 through data mining. Teacher documentation of interventions and assistance provided. Home campus Special Education Departments contribute to the analysis of students who attend our campus.

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

**Performance Objective 3:** Recruitment and Marketing: Provide an increased opportunity for elementary and middle school students to experience classes and programs at the BCTAL through 5th grade and 8th-grade tours throughout the school year.

**High Priority**





**Evaluation Data Sources:** Increase in the number of student schedule requests throughout the next scheduling process.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide building and program tours to all 5th-grade students and 8th-grade students throughout the school year. <b>Actions:</b> Scheduled visits from each elementary and middle school led by student ambassadors <b>Staff Responsible for Monitoring:</b> Principal, CTE Coordinators, Building Ambassadors	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:** 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> Students will enter the building from only two entrances to allow for in-person visual screening by BCTAL Staff.</p> <p><b>Actions:</b> Students will only have electronic badge access at the front and back doors. Security and Reception will visually monitor students entering the building. Students will exit through the east side doors to buses or the parking lot.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Security Guard, Receptionist.</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 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

# Addendums

**Birdville Independent School District**  
**Birdville High School**  
**2022-2023 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



# Comprehensive Needs Assessment

Revised/Approved: May 25, 2022

## 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
- 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

## 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 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 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion 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
- 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
- Evaluation(s) of professional development implementation and impact

### **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
- Budgets/entitlements and expenditures data
- Study of best practices





# Goals

**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 1) of the state accountability system by 2 points over previous year. (2022 = 91)

**Evaluation Data Sources:** Domain 1 performance in 2023





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>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>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>	<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>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Personnel - 199 - General Funds: SCE - \$478,515</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 - \$34,056</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:** 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 2) of the state accountability system by 3 points over previous accountability data year. (2022 = 84)

**Evaluation Data Sources:** Domain 2 performance in 2023





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>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>
<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:** 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 using the scale score. (2022 = 84)

**Evaluation Data Sources:** Domain 2 performance in 2023





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>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>
<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:** 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%, 2022 = 0%)

**Evaluation Data Sources:** Domain 3 performance in 2023





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. In 2022 the percentage of indicators met under EL Proficiency Status was 0%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</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>	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:** 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 our SEL curriculum.





**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 9 Weeks ceremonies.</p> <p><b>Actions:</b> A) Design student tasks that provide them with experiences to develop CORE values centered around the Character Strong curriculum.</p> <p>B) Design activities that will integrate CORE values throughout the campus centered around the Character Strong curriculum.</p> <p>C) Recognize students who exhibit the CORE values at every Outstanding Students of the 9 Weeks breakfast recognition ceremony and on a bulletin board near the Cafe</p> <p>D) Implement a Digital Citizenship and Safety Program</p> <p>E) Create a bulletin board that provides students an opportunity to receive and give encouragement to others</p> <p><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.</p> <p><b>Actions:</b> A) Conduct Red Ribbon activities during Red Ribbon Week in October</p> <p>B) Create opportunities for mentoring relationships and meaningful conversations through Hawk Time</p> <p>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</p> <p>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</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>				

**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>	Formative			Summative
	Nov	Jan	Mar	June
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>	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:** 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> 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 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
<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:** 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.  <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.  <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.  <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  <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		\$478,515.00
<b>Sub-Total</b>					\$478,515.00
<b>Budgeted Fund Source Amount</b>					\$478,515.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	ESSER Tutors		\$34,056.00
<b>Sub-Total</b>					\$34,056.00
<b>Budgeted Fund Source Amount</b>					\$34,056.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$512,571.00
<b>Grand Total Spent</b>					\$512,571.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District  
Collegiate Academy Of Birdville  
2022-2023 Campus Improvement Plan**



# Table of Contents

- Comprehensive Needs Assessment 3
  - Demographics 3
  - Student Achievement 3
- Priority Problem Statements 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: 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. 17

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Collegiate Academy of Birdville has met its demographic targets each year since its creation. We seek to maintain the diversity of our student population so that it mirrors the population of the district.

### Demographics Strengths

Population diversity matches that of the district.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Applications and therefore population is dominated by schools from the Haltom cluster. **Root Cause:** Differences in presentations offered and received at middle schools create an imbalance of applications.

# Student Achievement

## Student Achievement Summary

To meet criteria for ECHS and levels of distinction we need to raise percentages of students who Meet Grade Level and Master Grade Level in Algebra 1, and increase Masters Grade Level in English I and II.

To have students on track for TCC courses we need to improve TSI performance in freshman and sophomore year.

## Student Achievement Strengths

100% of CAB students Approached Grade Level in Algebra, Biology, and U.S. History

98% of CAB students Approached Grade Level in English I and II.

Over 70% of freshmen pass TSIA2 by the end of freshman year.

Over 50% of sophomores pass TSIA2 by the end of sophomore year.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Students arrive at CAB with deficits in basic math understanding. **Root Cause:** Students are not adept at working with fractions and negative integers.

**Problem Statement 2 (Prioritized):** Students arrive at CAB with deficits in writing ability and reading comprehension skills. **Root Cause:** Insufficient exposure to required reading and writing practice to generate grade-level skills.

# Priority Problem Statements

**Problem Statement 1:** Students arrive at CAB with deficits in basic math understanding.

**Root Cause 1:** Students are not adept at working with fractions and negative integers.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Students arrive at CAB with deficits in writing ability and reading comprehension skills.

**Root Cause 2:** Insufficient exposure to required reading and writing practice to generate grade-level skills.

**Problem Statement 2 Areas:** Student Achievement



# 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:** CAB will increase scores in Algebra I to meet ECHS requirements for distinction - over 50% of students will Meet Grade Level and over 40% will Master.

**High Priority**

**Evaluation Data Sources:** interim assessments; grades in Algebra course; demonstration of mastery in Khan Academy

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Numeracy Program in which teachers are required to include numeracy component to instruction in every content at least in each unit.</p> <p><b>Actions:</b> Action Item in each planning meeting</p> <p><b>Staff Responsible for Monitoring:</b> Gerard</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>-</p> <p><b>Problem Statements:</b> Student Achievement 1</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> Assess math regression and deficits with Renaissance, Khan Academy, and IXL through targeted mastery lessons</p> <p><b>Actions:</b> identify students in need from data and current performance schedule students needing help for tutorials and/or move student into double-blocked AI class</p> <p><b>Staff Responsible for Monitoring:</b> Lindsey, Gerard</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 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> Place students in need of AI in double-blocked Algebra class for additional tutoring and support.</p> <p><b>Actions:</b> Class scheduled Students enrolled Add students as data identifies needs</p> <p><b>Staff Responsible for Monitoring:</b> Lindsey, Gerard</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</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>				

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> Students arrive at CAB with deficits in basic math understanding. <b>Root Cause:</b> Students are not adept at working with fractions and negative integers.</p>

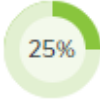







**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

**Performance Objective 2:** All freshmen will pass the TSIA2 Reading and Writing exam by the end of freshman year.

**High Priority**

**Evaluation Data Sources:** interim assessment scores; grades in English I and II; demonstration of mastery on practice exams

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue implementation of Literacy Program with Reading Across the Curriculum with required reading and writing assignments in all content areas each unit.</p> <p><b>Actions:</b> Discuss as action item at each planning meeting.</p> <p><b>Staff Responsible for Monitoring:</b> Gerard</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement teacher-led Reading Clubs once per semester</p> <p><b>Actions:</b> Teachers select books. Students sign up for Clubs. Clubs follow reading schedules with discussions bi-weekly.</p> <p><b>Staff Responsible for Monitoring:</b> Williams, Gerard</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

## Student Achievement







**Problem Statement 2:** Students arrive at CAB with deficits in writing ability and reading comprehension skills. **Root Cause:** Insufficient exposure to required reading and writing practice to generate grade-level skills.

**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 juniors will pass the TSIA2 Math exam by the end of their junior year, and 60% will pass by the end of their sophomore year.

**High Priority**

**Evaluation Data Sources:** scores in Algebra II; demonstration of mastery on practice exams; scores on TSIA2

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use results of TSIA2 Diagnostics to determine course of study in Renaissance and Khan to develop missing content knowledge and skills.  <b>Actions:</b> Hanrahan, Gerard  <b>Problem Statements:</b> Student Achievement 1</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 require test prep as a component of AVID with monitored progress.  <b>Actions:</b> Determine areas for growth for each student - diagnostics.            Assign minimum progress needed each week through AVID            Monitor results  <b>Staff Responsible for Monitoring:</b> Cheyne, Beshel, Hanrahan, Diehl  <b>TEA Priorities:</b>            Build a foundation of reading and math, Connect high school to career and college            -</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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				




**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Students arrive at CAB with deficits in basic math understanding. <b>Root Cause:</b> Students are not adept at working with fractions and negative integers.

**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 CAB students will grow 2 years or more in reading abilities until they reach college level performance, as measured from Spring of previous year by EOY Renaissance Screener.

**Evaluation Data Sources:** Renaissance scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Strategies for Objective 2  <b>Problem Statements:</b> Student Achievement 2	<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>				






**Performance Objective 4 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 2:</b> Students arrive at CAB with deficits in writing ability and reading comprehension skills. <b>Root Cause:</b> Insufficient exposure to required reading and writing practice to generate grade-level skills.

**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 CAB students will grow 2 years or more in math abilities until they reach college level performance, as measured from Spring of previous year by EOY Renaissance Screener.

**Evaluation Data Sources:** Renaissance scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Strategies for Objectives 1 & 3  <b>Problem Statements:</b> Student Achievement 1	<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>				

**Performance Objective 5 Problem Statements:**






<b>Student Achievement</b>
<b>Problem Statement 1:</b> Students arrive at CAB with deficits in basic math understanding. <b>Root Cause:</b> Students are not adept at working with fractions and negative integers.

**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:**

Students will display an awareness of social-emotional development as measured by a campus-administered student survey each 9-week term.





**Evaluation Data Sources:** survey results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will develop self-advocacy and problem-solving skills.</p> <p><b>Actions:</b> 1. Train students on technology problem-solving including use of Help, submitting heat ticket, calling help line, etc.                  2. Continue implementation of "Ask three then me."                  3. Train students on Costa's levels of questions.                  4. Continue to refine use of AVID Tutorials and shift to Study Groups with sophomores. Implement vertical alignment developed by AVID team incorporating more AVID Higher Ed components.</p> <p><b>Staff Responsible for Monitoring:</b> Cheyne, Beshel, Hanrahan, Diehl</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                       Accomplished                       Continue/Modify                       Discontinue             </p>				

**Goal 2:** 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			
<b>Strategy 1:</b> Systematize awarding of House points for attendance <b>Actions:</b> Create scorecard Distribute scorecards Award points regularly Monitor results <b>Staff Responsible for Monitoring:</b> All teacher - points Monitoring - Gerard  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Use Kaizen (continuous improvement) to identify and improve operations and outcomes through regularly scheduled meetings and classroom visits.





**Evaluation Data Sources:** meeting minutes; T-TESS notes

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule regular Kaizen meetings bi-weekly to suggest and implement improvements in systems.</p> <p><b>Actions:</b> Create agendas for meetings Bi-weekly meetings held Suggestions implemented</p> <p><b>Staff Responsible for Monitoring:</b> Gerard</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, 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> Go to Gembah every week - classroom visit to one or more classrooms every week.</p> <p><b>Actions:</b> Classroom visits Share observations</p> <p><b>Staff Responsible for Monitoring:</b> Gerard</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;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 2:** Utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 3:** Eliminate issues with deadlines through holding regular planning meetings at both campuses.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Schedule regular planning meetings for both campuses. <b>Actions:</b> Schedule meetings Hold meetings <b>Staff Responsible for Monitoring:</b> Gerard  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	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:** Utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 4:** Hold quarterly Leadership Meetings with TCC and BISD representation as required by the Blueprint.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule quarterly meetings through Dr. Clark's office and encourage TCC administration to participate.</p> <p><b>Actions:</b> Contact Dr. Clark's office for scheduling. Schedule and inform TCC Hold meetings in September, November, and April</p> <p><b>Staff Responsible for Monitoring:</b> Gerard</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>				

**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.

**Evaluation Data Sources:** meeting minutes

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

**Performance Objective 2:** Every week hold planning meeting on both campuses.

**Evaluation Data Sources:** meeting minutes

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

**Performance Objective 3:** Implement Behavioral RtI model pioneered by Haltom Middle School and reduce OOS and ISS to zero.

**Evaluation Data Sources:** behavioral data from spreadsheet and Skyward

**Birdville Independent School District**  
**Haltom High School**  
**2022-2023 Campus Improvement Plan**



# Table of Contents

- Comprehensive Needs Assessment 3
  - Demographics 3
  - 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. 18
  - Goal 3: All students and staff will learn and work in a safe and responsive environment. 22
- Campus Funding Summary 24

# Comprehensive Needs Assessment

Revised/Approved: June 1, 2022

## Demographics

### Demographics Summary

#### Student Demographics (Snapshot 2021):

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%

2021-2022 Graduation Rate: 98%

2021-2022 Dropout Rate: 0.9%

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 (58.68%)

American Indian/Alaskan Native: 13 (0.48%)

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Two or More Races: 62 (2.30%)

Special Education: 272 (9.5%)

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: 162 (81.09%)

Professional Support: 29 (12.18%)

Campus Admin: 8 (3.5%)

Educational Aides: 10 (6.72%)

#### **Demographics Strengths**

Graduation Rate is trending upwards: 2011 - 83.6% to 2019 - 93.6% TO 2022: 98%

Dropout Rate is trending downwards: 2011 - 9.0% to 2019 - 1.4% to 2022: .09%

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

**Problem Statement 1:** Students at Haltom High School read below grade level on average as evidenced by results on STAAR/EOC tests when compared against TEA Comparison Group Campuses. **Root Cause:** We have an increasing population of students who are English Learners (EL), Economically Disadvantaged, and/or Special Education (SPED) who need increased opportunities to engage in literacy-based activities that will grow their reading comprehension for these tests.

# Student Learning

## Student Learning Summary

ALL Testers

		<b>Algebra I</b>	<b>Biology</b>	<b>English I</b>	<b>English II</b>	<b>US History</b>
		<b>Approaches</b>				
001- Haltom HS	2022	66.16%	61.34%	58.41%	63.21%	66.65%
	2017	74%	88%	54%	56%	94%
	2018	78%	88%	61%	61%	90%
	2019	68%	87%	60%	65%	96%

		<b>Algebra I</b>	<b>Biology</b>	<b>English I</b>	<b>English II</b>	<b>US History</b>
Meets	2022	32.77%	57.18%	41.03%	52.39%	64.39%
001- Haltom HS	2017	27%	58%	36%	38%	73%
	2018	36%	66%	40%	41%	74%
	2019	27%	63%	44%	49%	79%

		<b>Algebra I</b>	<b>Biology</b>	<b>English I</b>	<b>English II</b>	<b>US History</b>
<b>Masters</b>		12.58%	23%	7.27%	6.41%	38.63
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%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Haltom High School did not meet the target with a TELPAS progress rate of 34%. In 2021-2022 Haltom High School again did not meet the target with a TELPAS progress rate of 27%. In comparing the progress rate from 2021 and 2022, Haltom High School demonstrated a 7% point decrease in students' English language development.

### Student Learning Strengths

Advanced Placement growth in World History, Human Geography, Calculus AB and Biology (beat the US scores by more than 30%)!

Increase in SPED English I Approaches from 11 to 18.64%.

Increase in Approaches and Meets for English II in EB and Sped.

Increase in English II Masters from 5.86% to 6.41%.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Math performance on STAAR/EOC is below target level for Algebra I 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; the percentage of students achieving "meets" and "masters" has decreased by 10% or higher in all student groups.

# 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

2020-2021 to 2021-2022: 28

2021-2022 to 2022-2023: 39

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

2021 to 2022: 11

2022-2023: 8

## School Processes & Programs Strengths

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

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

-Transition programming to focus on work-based learning

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

**Problem Statement 1:** Staff members need increased opportunities to collaborate and exchange ideas in cross-curricular and co-curricular teams. **Root Cause:** Teachers are given limited opportunities to observe peers' teaching and use of strategies. Teacher-led professional development occurs, but time limitations inhibit the depth of presentation and learning. Teachers need to be able to communicate with each other outside of department "silos" by communicating with peers in other content areas.

# Perceptions

## Perceptions Summary

HHS conducted staff and student surveys throughout the school year in 2021-2022. These same surveys will be used in 22-23 to compare results for growth.

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

Parent engagement improved during the 21-22 school year to support our booster and volunteer organizations in the post-covid year as parent participation increased to a new high level!

Parents are invited to participate in organizations and events including PTSA, and booster organizations. parent nights including FAFSA night and college nights.

## Perceptions Strengths

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

Staff are supported through the new Horizontal Herd groups that offer both PBIS support and cross-curricular support as they meet. Follow-up to those meetings includes dept chair meetings and dept meetings.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students need emotional support through access to a 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. As students returned to F2F learning they initially struggled academically as well, teachers and staff needed to support students but they are not trained counselors so they needed training and support as well.

# Priority Problem Statements

**Problem Statement 1:** Math performance on STAAR/EOC is below target level for Algebra I at Haltom High School.

**Root Cause 1:** Students are under performing in Reporting Category 3 of the STAAR End of Course (EOC) assessment for Algebra I; the percentage of students achieving "meets" and "masters" has decreased by 10% or higher in all student groups.

**Problem Statement 1 Areas:** Student Learning



# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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 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
- ASPIRE

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Student surveys and/or other feedback

## Employee Data

- State certified and high quality staff data

## Parent/Community Data

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

# Goals

Revised/Approved: August 26, 2022

**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 C &amp; I presence at Professional Learning Community (PLC) meetings for STAAR EOC tested subjects - REVISED Jan 2022</p> <p>Ongoing reinforcement and coaching of strategies and instructional expectations</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Campus C &amp; I team, 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> Administrator and C &amp; I classroom observations with timely and specific feedback - Minimum of 2 walkthroughs per teacher, per year - REVISED Jan 2022</p> <p>Learning walks for new teachers to observe strategies and "best practices" of peers - REVISED Jan 2022</p> <p>Increased observations and feedback in classes with special populations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Campus C &amp; I team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 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>Campus C &amp; I support at STAAR EOC PLC meetings - REVISED Jan 2022</p> <p>Classroom observations to ensure effective instructional strategies are taking place</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Campus C &amp; I team, PLC Lead Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

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 - REMOVED Jan 2022 (It was determined that ESSER funds cannot be used for this purpose)</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> Campus C &amp; I team, Principal, ESSER Tutors/Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$116,042</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:** 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) as evidenced by 90% of the senior class meeting 1 or more performance objectives.

**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>SAT Bootcamp offered for PSAT top 80 juniors - ADDED Jan 2022</p> <p>Offer ASVAB testing for students interested in the military - ADDED Jan 2022</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, recruiters, business professionals, and Haltom graduates will be invited to speak to AVID seniors about opportunities after graduation - REVISED Jan 2022</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator &amp; Site Team, Academic Dean, Graduation Counselor, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
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 - \$754,657</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:** 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 by 5% in each grading period.

**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 student incentive programs in an effort to decrease disciplinary issues for all students. - REVISED Jan 2022</p> <p><b>Actions:</b> CHAMPS posted and evidence of use in all classrooms</p> <p>Ongoing reinforcement of CHAMPS and other classroom management techniques - REVISED Jan 2022</p> <p>Campus-wide use of HHS discipline flow-chart</p> <p>Implementation of behavior incentive programs for students - ADDED Jan 2022</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 monitor core staff on their consistent use of literacy building strategies that benefit all students through AVID walks and administrative walk-throughs documented in Eduphoria.

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





Professional Learning agendas with a Literacy focus

Classroom observations

ELA assessment data (interims, compositions, EOC, Star 360) - ADDED Jan 2022

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will be trained on AVID Reading and Writing strategies and will commit to implement one strategy for each multiple times throughout the year. - REVISED Jan 2022</p> <p><b>Actions:</b> Beginning of Year (BOY) professional learning on AVID Reading &amp; Writing strategies - REVISED Jan 2022</p> <p>Ongoing AVID training for Reading &amp; Writing Strategies - REVISED Jan 2022</p> <p>Implementation of an artifact upload schedule for all departments requiring submission of Reading &amp; Writing artifacts 3x per year - REVISED Jan 2022</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>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 and C &amp; I classroom observations with timely and specific feedback</p> <p>Learning walks for new teachers to observe strategies and "best practices" of peers - REVISED Jan 2022</p> <p>Increased observations and feedback in classes with special populations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Campus C &amp; I team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <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 AVID Reading &amp; Writing strategies on a consistent basis throughout the year. - REVISED Jan 2022</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, Campus C &amp; I team, Department Chairs</p> <p><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 2:** All teachers will participate in the ongoing professional learning of strategies and best practices to support and grow literacy in Emergent Bilinguals (EB) and all students through cross-curricular collaboration regarding consistent use of SIOP best practices once per grading period.

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

Ongoing collaboration opportunities with district Multilingual Services Department

Classroom observations and walk-throughs in Eduphoria

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 Emergent Bilinguals (EB) and all students</p> <p>Ongoing monitoring of the academic progress of EB students</p> <p>Increased technology use with EB 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 administrator and C &amp; I classroom observations with timely and specific feedback</p> <p>Learning walks for new teachers to observe strategies and "best practices" of peers - REVISED Jan 2022</p> <p>Increased observations and feedback in classes with special populations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Campus C &amp; I team</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 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 as evidenced by increased enrollment from May 2022 to May 2023.

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

ASPIRE student participation counts BOY/MOY/EOY

ASPIRE student academic performance

Artifacts of collaboration between ASPIRE and other campus programs (SAT Prep, AI, Homework Help Line) - ADDED Jan 2022





**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 implementation in Buff Time

Social Emotional Learning (SEL) student survey data BOY/MOY/EOY - REVISED Jan 2022

Buff Time lesson plan agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will continuously engage students in Social Emotional Learning (SEL) lessons throughout the year.  <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>Student survey conducted BOY/MOY/EOY to track students' social-emotional well being and safety at HHS - ADDED Jan 2022</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                      - <b>ESF Levers:</b>                      Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			
<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:** We will improve and maintain ongoing communication with parents in a thorough and timely manner through social media and Blackboard use for all campus events as evidenced by a 10% increase in parent participation in community events from August 2022-May 2023.

**Evaluation Data Sources:** Parent contact documentation

Social media documentation

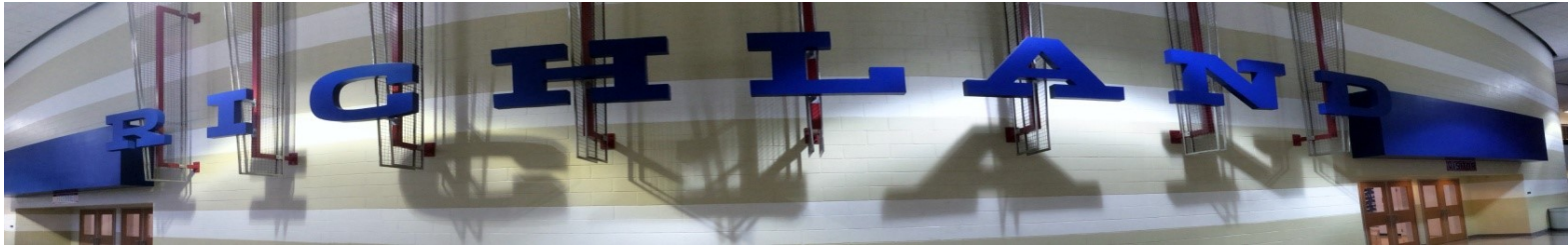
Automated call/text/email blast documentation

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		\$754,657.00
2	2	1	Personnel		\$0.00
<b>Sub-Total</b>					\$754,657.00
<b>Budgeted Fund Source Amount</b>					\$754,657.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	ESSER Tutors		\$116,042.00
<b>Sub-Total</b>					\$116,042.00
<b>Budgeted Fund Source Amount</b>					\$116,042.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$870,699.00
<b>Grand Total Spent</b>					\$870,699.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**Richland High School**  
**2022-2023 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
- Goals 7
  - 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. 8
  - 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. 19
- State Compensatory 22
  - Budget for Richland High School 23
  - Personnel for Richland High School 23
- Campus Funding Summary 23



# Comprehensive Needs Assessment

## 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%.

8.1% 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.

In 2021-2022 Richland High School **met** the target with a TELPAS progress rate of **38%**. In comparing the progress rate from 2021 and 2022, Richland High School demonstrated a **5% point increase** in students' English language development.

# Student Learning

## Student Learning Summary

Student performance varies from subject to subject which indicates a tightening of process needs to take place.

- 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

2022 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 2021-2022 school year. However, the number of students enrolling in those classes continues to decline.

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. In addition, Royal Time is now being used to address AI and some RTI needs. This plan will need to be monitored to ensure that we are getting what we need out of this new system.

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

2022 Graduation Rate is 98.7 % and all measurable domains were met in Domain III for STAAR Accountability measures.

Teacher and Student safety surveys are administered.

# 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

Richland High School has strong community support and the expectations for this campus remain high. They want to see Richland successful in all areas. While the recent change in the mascot and other areas of the school has caused a loss of identity. The core of RHS is still strong and something to build upon as we rebrand ourselves.

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

Social media is used to communicate school news and accomplishments.

# Priority Problem Statements

# 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. Set campus wide expectations regarding classroom instructions.</p> <p>b. Create focused department chair/admin walkthroughs to ensure fidelity.</p> <p>c. Monitor implementation of strategies utilizing walk-throughs and teacher provided artifacts as supporting documentation.</p> <p>d. Create monthly focus on tier one initiatives starting in September.</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, ESSER Tutors - ESSER - \$79,338</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 through Royal Time.</p> <p>c) Make hard push for UIL Academic contest.</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>e.) Identify current 8th graders to recruit for AP track during registration in January.</p> <p><b>Staff Responsible for Monitoring:</b> Tracey Besgrove Amy DeWeese Katie Kern</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue



**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. Create weekly monitoring system for all Special Education students.</p> <p>d.) Assign SpEd caseworkers for each student receiving academic support through SpEd.</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> Tracey Besgrove 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> Tracey Besgrove 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) Monitor and adjust use of Royal Time to ensure that Tier II &amp; III students are using available resources with fidelity.</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><b>Staff Responsible for Monitoring:</b> Tracey Besgrove Dr. Frankie Norris Amy DeWeese Katie Kern</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE - \$635,709</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. Train all staff on how to access, collect, and disaggregate relevant data.</p> <p>b). Send teams to visit campuses who model effective use of data.</p> <p>c.) By December, all PLC teachers will keep data binders that show effective tracking of student progress.</p> <p>d.) All STAAR tested students track their own data through the use of student data folders by the start of the first semester.</p> <p>d. Collect evidence and artifacts from classroom walk-throughs regarding successful use data with the goal of moving to a full PDSA model by the end of the year.</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. Create campus wide communication system through weekly newsletter.  b. Create campus wide communication system for teacher developed progress reports in each subject area.  c.) Send weekly letter to all parents who are currently failing with tips and resources to help them be successful.  d) Increase social media presence by 100% with goal of at least 15 postings each week that highlight activities, both academic and extracurricular, going on at RHS</p> <p><b>Staff Responsible for Monitoring:</b> Katie Kern  Principal  Assistant Principals  Darlene Tate  Shelley Marshall</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			
<b>Strategy 1:</b> Identify and deploy district-approved programs that teach social-emotional skills <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 <b>Staff Responsible for Monitoring:</b> Principal Darlene Tate Shelley Marshall All Teachers Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

**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>c.) Create Principal's Advisory Council consisting of students from each grade level and background to explore problems and solutions , including attendance, here at RHS.</p> <p>d.) Work with other secondary principals to create list of best practices when it comes to improving attendance.</p> <p>e.) Communicate with parents and students to importance of attendance through weekly newsletters/videos.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Attendance Clerks Graduation Coach Truancy Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and deploy continuous improvement processes in classroom instruction.</p> <p><b>Actions:</b> a) Create, monitor and train on staff on data collection and collaborative discussions to foster the improvement cycle.</p>	Formative			Summative
	Nov	Jan	Mar	June


b) Use of CBA Data Protocols, Interim Assessments within PLCs to assess and improve instruction specific to TEKS and student learning needs.

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.

**Staff Responsible for Monitoring:** Assistant Principals  
PLC's  
Department Chairs  
Academic Dean

 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 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) Create campus wide expectations for both students and staff at the start of the school year that includes a campus wide intentional rollout of those expectations.                      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) Create campus wide student incentive program to recognize those students who are exhibiting traits we desire at RHS.                      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
	Review content area			
<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:** 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) All administrators display high visibility practices in hallways and classrooms.</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></p> <ul style="list-style-type: none"> <li>a) Have all staff review all Covid safety protocols and procedures.</li> <li>b) Review and update the campus accident prevention plan and related department safety plans during bi-annual safety meetings with faculty.</li> <li>c) Require staff to review district plan and related department plans through the Safe Schools platform</li> <li>d) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments: Stop the Bleed, Evacu-chairs</li> <li>e) Continue Safety Committee meetings per district plan.</li> <li>f) Review and report claim information per the district plan</li> <li>g) Perform campus/building safety walk throughs as required by district plan</li> <li>g) Teachers encouraged to be spectators rather than participants in physical competitions with students</li> <li>h) Use of district provided stools and ladders for safety compliance</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Department Chairs</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<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:** 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>	<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) 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>	<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

## Budget for Richland High School

Total SCE Funds: \$0.00

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		\$635,709.00
<b>Sub-Total</b>					\$635,709.00
<b>Budgeted Fund Source Amount</b>					\$635,709.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESSER Tutors		\$79,338.00
<b>Sub-Total</b>					\$79,338.00
<b>Budgeted Fund Source Amount</b>					\$79,338.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$715,047.00
<b>Grand Total Spent</b>					\$715,047.00
<b>+/- Difference</b>					\$0.00

**Birdville Independent School District**  
**Shannon High School**  
**2022-2023 Campus Improvement Plan**



# Table of Contents

- Comprehensive Needs Assessment 3
- Demographics 3
- Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 3
- Student Programs (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 3
- Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 4
- Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 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. 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



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Shannon high school is BISD's alternative campus serving our community's most at-risk population, 99.25%. Shannon high school has a mobility rate of 70%. The attendance rate is 79%.

Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
Gender		
Female	<a href="#">59</a>	44.36%
Male	<a href="#">74</a>	55.64%
Ethnicity		
Hispanic-Latino	<a href="#">72</a>	54.14%
Race		
American Indian - Alaskan Native	<a href="#">1</a>	0.75%
Asian	<a href="#">1</a>	0.75%
Black - African American	<a href="#">12</a>	9.02%
Native Hawaiian - Pacific Islander	<a href="#">1</a>	0.75%
White	<a href="#">42</a>	31.58%
Two-or-More	<a href="#">4</a>	3.01%

Student Programs (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
Dyslexia	<a href="#">13</a>	9.77%
Gifted and Talented	<a href="#">4</a>	3.01%
Regional Day School Program for the Deaf	0	0.00%
Section 504	<a href="#">27</a>	20.30%
Special Education (SPED)	<a href="#">15</a>	11.28%
Bilingual/ESL		
Emergent Bilingual (EB)	<a href="#">19</a>	14.29%
Bilingual	0	0.00%
English as a Second Language (ESL)	<a href="#">19</a>	14.29%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%

**Student Programs (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) Count Percent**

## Title I Part A

Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	<u>7</u>	5.26%
Neglected	0	0.00%

**Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) Count Percent**

At-Risk	<u>132</u>	99.25%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	<u>1</u>	0.75%
Intervention Indicator	<u>34</u>	25.56%
Migrant	0	0.00%
Military Connected	<u>1</u>	0.75%
Transfer In Students	<u>1</u>	0.7519%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	<u>85</u>	63.91%
Free Meals	<u>76</u>	57.14%
Reduced-Price Meals	<u>9</u>	6.77%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	<u>7</u>	5.26%
Shelter	0	0.00%
Doubled Up	<u>6</u>	4.51%
Unsheltered	0	0.00%
Hotel/Motel	<u>1</u>	0.75%
Not Unaccompanied Youth	<u>2</u>	1.50%
Is Unaccompanied Youth	<u>5</u>	3.76%

**Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)****Count Percent**

## Primary Disabilities

Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)

	Count	Percent
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<u>1</u>	6.67%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	0	0.00%
Emotional disturbance	<u>6</u>	40.00%
Learning disability	<u>4</u>	26.67%
Speech impairment	0	0.00%
Autism	<u>4</u>	26.67%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
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>	66.67%
Resource Room	<u>1</u>	6.67%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<u>4</u>	26.67%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

## Demographics Strengths

### Demographics Strengths:

Although Shannon high school's mobility rate is 70% 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. Our diversity continues to add value to our campus climate. Our students support one another academically and emotionally.

## 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, Students 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

## **Student Data: Student Groups**

- 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:</b> 2.4</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Campus Personnel - 199 - General Funds: SCE - \$421,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The reading interventionist supports the English teachers in order to improve English I and English II EOCs.</p> <p><b>Actions:</b> Reviews Renaissance 360 Reading data to increase students Lexile levels.</p> <p><b>Staff Responsible for Monitoring:</b> Reading interventionist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	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.

**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</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 survey of student perceptions.


**High Priority**


**Evaluation Data Sources:** District & Campus surveys. Campus created surveys 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                      b) Teachers will implement the new Character Strong SEL lessons during the designated mentoring period                      c) Implement strategies from Trauma-Informed Classroom training                      d) Teachers and Opportunity Now presenters will provide SEL lessons during mentoring</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>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Student Assistance Counselor - 199 - General Funds: SCE - \$90,000</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 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/MTSS plan with fidelity</p> <p><b>Actions:</b> a) Train campus staff to implement the behavior RtI/MTSS plan                      b) Implement the strategies, specific to the program (SHS &amp; District SPED Programs)                      c) Conduct quarterly evaluations of each program's implementation                      d) Invite the district coordinator to collaboration meetings</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Connect high school to career and college                      - <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>TEA Priorities:</b>                      Connect high school to career and college, 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>
<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 5:** Close achievement gaps that exist for all under-performing groups as measured by Student Success Status.

**High Priority**

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will disaggregate a variety of 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</p> <p><b>- ESF Levers:</b> 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;"> <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 6:** Close achievement gaps that exist for all under-performing groups as measured by through Student Quality Status.

**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</p> <p><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>	<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> Increase the number of students attending classes at the BCTAL  <b>Actions:</b> The Academic Counselor is identifying students who can benefit from BCTAL courses.  <b>Staff Responsible for Monitoring:</b> Academic Counselor, Shannon CTE teachers</p> <p><b>TEA Priorities:</b>            Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture, Lever 5: Effective Instruction  <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;"> <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 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.

**High Priority**

**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</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Campus Personnel - 199 - General Funds: SCE - \$303,317</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 8:** Identified students will receive 30 hours of targeted tutorial support to address learning gaps as required in HB 4545


**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.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> HB 4545 tutors (SHS core teachers), Dean of Instruction, Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$2,050</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 9:** The English Language Proficiency Status target measure set by the state for the TELPAS progress is 38%. 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 use SIOP strategies to help make content comprehensible.</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
 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) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

**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 nine-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
<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 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			
<p><b>Strategy 1: 2.2.1</b> Develop and deploy continuous improvement processes</p> <p><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</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Dean</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction                      - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the graduation rate for 4-year, 5-year, and 6-year students and properly calculate the graduation rate for each of the graduating cohorts.</p> <p><b>Actions:</b> Ensure that Lever codes are properly identified and the graduation rate is accurately calculated and reported in PEIMS, Skyward, and OnDataSuite software.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Professional Counselor, PEIMS clerk, attendance clerk</p> <p><b>TEA Priorities:</b>                      Connect high school to career and college, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning                      - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**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.

**High Priority**

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using the updated T-TESS template, teachers and principal/appraiser will meet throughout the year to check progress</p> <p><b>Actions:</b> Informal walkthroughs and one-on-one meetings</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <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 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.

**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) Addition of a new school security officer</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning                      - <b>Targeted Support Strategy</b></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:** 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.

**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. Security officer is providing additional security for our building this year (2022-2023).  <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
<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 Shannon High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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## 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	1	1	Campus Personnel		\$421,000.00
1	3	1	Student Assistance Counselor		\$90,000.00
1	7	1	Campus Personnel		\$303,317.00
<b>Sub-Total</b>					\$814,317.00
<b>Budgeted Fund Source Amount</b>					\$814,317.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	ESSER Tutors		\$2,050.00
<b>Sub-Total</b>					\$2,050.00
<b>Budgeted Fund Source Amount</b>					\$2,050.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$816,367.00
<b>Grand Total Spent</b>					\$816,367.00
<b>+/- Difference</b>					\$0.00