

Birdville Independent School District
Birdville Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Demographics Summary

Birdville Elementary School of Fine Arts is located in northeast Tarrant County in Haltom City, Texas. The campus serves approximately 517 students in grades prekindergarten through grade 5.

- 70% (361) Hispanic
- 18% (93) White
- 6% (30) Black/African American
- 3% (17) Asian
- 3% (16) other races.
- 43% (222) Emergent Bilingual
- 82% (425) economically disadvantaged
- 16% (76) of students receive special education services.

Of the 34 teachers on the campus, 85% (29) are female, 15% (5) are male, 70% (24) are White and are 28% (10) Hispanic. In the 2022-2023 school year, 6% (2) were beginning teachers, 10% (3) had 1 to 5 years experience, 17.6% (6) had 6 to 10 years, 41% (14) had 11 to 20 years, and 25% (9) had more than 20 years of experience. In terms of highest college degree held, 100% of teachers hold a bachelor's degree, and 27% (9) hold a master's degree. Twenty nine percent (10) of the staff at BES are minority

Student attendance rate was 95.5% in 2023-2024.

Demographics Strengths

We have low teacher turnover on the campus.

We have a diverse student and staff population.

We have a high percentage of experienced teachers.

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 77% at risk, there is a high correlation that this is impacting academic exposure. The percentage of at risk students increased 8% from last year.

Student Learning

Student Learning Summary

STAAR scores showed improvement over the previous year.

Students on Tier 1 in math and reading increased while students on Tier 2 and 3 decreased.

Star Renaissance Math and Reading assessments show significant growth in all grade levels.

Telpas scores reflect a significant number of students improving at least 1 proficiency level over the previous year. Here is the breakdown:

- K-2 students 27% (15 out of 56) improved at least 1 proficiency level
- 3rd grade students 50% (12 out of 24) improved at least 1 proficiency level
- 4th grade 27% (8 out of 30) improved at least 1 proficiency level
- 5th 63% (15 out of 24) improved at least 1 proficiency level

Student Learning Strengths

STAAR performance in all grades showed improvement.

BES received a rating of B.

An increasing number of economically disadvantaged students are scoring in the mastery and approaches range.

Students are showing growth on TELPAS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in grades 3-5 did not score well on the extended constructed responses (ECR) on STAAR. In 3rd grade 46.15% (18 out of 39) and 40.91% (9 out of 22) Spanish received a 0 score. 4th grade was 27.59% (16 out of 58) English and 16.67% (31 out of 6) Spanish. 5th grade students scoring a 0 were 63.96% (34 out of 54) English and 66.67% (4 out of 6) Spanish. **Root Cause:** Many students produced well-written responses, but they did not directly address the questions asked. This indicates a need for instruction that focuses not only on writing quality but also on teaching students how to properly analyze and respond to prompts. Improving both writing skills and task comprehension will lead to better ECR performance.

School Processes & Programs

School Processes & Programs Summary

Birdville Elementary offers a wide range of programs to meet the unique needs of students. We are a School of Specialization in 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 express themselves and to gain confidence outside of the core academic classrooms.

We follow the Make Your Day discipline program. This program is supportive of both student and staff needs. We had 0 office referrals during the 2023-2024 school year.

We have a comprehensive Multi-Tiered System of Support (MTSS) 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 MTSS 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 EB, Special Education, and Gifted students as follows:

- Self-contained Academic and Adaptive Behavior Learning Environment (AABLE) classes for students identified with specific learning disabilities which require more intensive instruction
- Early Childhood Special Education (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 Emergent Bilingual and whose primary language is Spanish
- Advanced Academic classes for students who are identified as Gifted and Talented
- Dyslexic classes for students identified with dyslexia

School Processes & Programs Strengths

We have a staff of highly experienced teachers. 66% (22) of the teachers at Birdville Elementary have at least 11 years of teaching experience.

The campus is task oriented and has aligned goals.

Make Your Day sets consistent expectations for students and allows the campus to focus on academic needs.

We have a strong bilingual program.

Birdville Elementary has a student leadership team to support student and campus needs.

Administration provides weekly curriculum planning times for teams with opportunities for collaboration.

Our campus focuses on safety and security.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The attendance rate of 95.5% shows improvement, but is still below pre-Covid levels. Students with chronic absenteeism miss a significant amount of instruction. **Root Cause:** Students often miss school for reasons other than illness. We need to educate parents about the learning lost due to chronic absenteeism.

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. We will also be using Class Dojo campus wide during the 2024-2025 school year. This is a good compromise between email and social media.

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. There were no office referrals for the 2022-2023 school year. 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

Birdville Elementary is a safe and orderly campus, as reported by 99% of parents, 100% of staff, and 85% of students.

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, Class Dojo messages, 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 77% at risk, there is a high correlation that this is impacting academic exposure. The percentage of at risk students increased 8% from last year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The attendance rate of 95.5% shows improvement, but is still below pre-Covid levels. Students with chronic absenteeism miss a significant amount of instruction.

Root Cause 2: Students often miss school for reasons other than illness. We need to educate parents about the learning lost due to chronic absenteeism.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students in grades 3-5 did not score well on the extended constructed responses (ECR) on STAAR. In 3rd grade 46.15% (18 out of 39) and 40.91% (9 out of 22) Spanish received a 0 score. 4th grade was 27.59% (16 out of 58) English and 16.67% (31 out of 6) Spanish. 5th grade students scoring a 0 were 63.96% (34 out of 54) English and 66.67% (4 out of 6) Spanish.

Root Cause 3: Many students produced well-written responses, but they did not directly address the questions asked. This indicates a need for instruction that focuses not only on writing quality but also on teaching students how to properly analyze and respond to prompts. Improving both writing skills and task comprehension will lead to better ECR performance.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 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 4: 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 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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 by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments





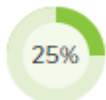

High Priority



HB3 Goal





Evaluation Data Sources: Fountas & Pinnell reading levels

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)

| Strategy 1 Details | Reviews | | | |
|---|--|--|-----|-----------|
| Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies Actions: 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 bilingual Instructional Coach to provide on-going training, coaching, and modeling literacy expectations specific to EB students. d) Use data to provide targeted support and progress monitoring. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 Funding Sources: Professional Development - 211 - Title I - \$5,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 2: Increase student literacy proficiency by training 100% of K-2 teachers to effectively implement the 95 Phonics program in the classroom. Actions: a) Continue to support and train teachers in implementation of 95 Phonics. b) Establish monthly PLC (Professional Learning Community) meetings where teachers can share experiences, strategies, and challenges related to the 95 Phonics program. c) Assign instructional coaches to provide in-class support and model best practices in phonics instruction. d) Implement regular classroom observations to ensure fidelity in the use of the 95 Phonics program. e) Train teachers and staff on the use of assessment data to inform instructional decisions. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coaches TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Continue to implement campus Professional Learning Communities (PLCs) with a focus on responsive teaching and continuous improvement. Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement. Actions: a) conduct weekly campus PLCs b) Infuse literacy-focused discussions into PLCs c) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. d) Provide support in implementing the K-3 phonics program. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Problem Statements: Demographics 1 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Teachers will progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students. Actions: a) Support teachers in using BAS/SEL, mClass, Star 360 Renaissance assessment for progress monitoring and intervention services. b) Instructional Coaches will work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model. c) Require teachers to use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math. d) Monitor progress of Targeted Support & Improvement group in writing, reading, and math. Staff Responsible for Monitoring: Principal, assistant principal, Instructional Facilitator Problem Statements: Demographics 1 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | | Reviews | | | |
|---|--|---|---|-----|-----------|
| Strategy 5: Improve student writing proficiency by training 100% of 3rd-5th grade teachers to effectively implement the APE (Answer, Prove, Explain) and RATE (Restate, Answer, Text Evidence, Explain) writing strategies in the classroom. Actions: a) Organize a series of professional development opportunities to introduce and provide in-depth training on the APE and RATE writing strategies. b) Include modeling of the strategies by instructional coaches and opportunities for teachers to practice and refine their use of these strategies in their lesson plans. c) Implement mini-lessons that explicitly teach the APE and RATE strategies, and give students opportunities to apply the strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Problem Statements: Student Learning 1 | | Formative | | | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





| Demographics |
|--|
| Problem Statement 1: 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 77% at risk, there is a high correlation that this is impacting academic exposure. The percentage of at risk students increased 8% from last year. |
| Student Learning |
| Problem Statement 1: Students in grades 3-5 did not score well on the extended constructed responses (ECR) on STAAR. In 3rd grade 46.15% (18 out of 39) and 40.91% (9 out of 22) Spanish received a 0 score. 4th grade was 27.59% (16 out of 58) English and 16.67% (31 out of 6) Spanish. 5th grade students scoring a 0 were 63.96% (34 out of 54) English and 66.67% (4 out of 6) Spanish. Root Cause: Many students produced well-written responses, but they did not directly address the questions asked. This indicates a need for instruction that focuses not only on writing quality but also on teaching students how to properly analyze and respond to prompts. Improving both writing skills and task comprehension will lead to better ECR performance. |



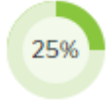





Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified 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 | | | |
|---|---|---|-----|-----------|
| Strategy 1: Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom. Actions: 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. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I: 2.4, 2.5 Problem Statements: Demographics 1 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Identify and implement instructional strategies for EB students. Actions: a) Utilize Ellevation to monitor EB students b) Utilize the Dual Language/ESL Instructional Facilitator to provide on-going training, coaching, and modeling literacy expectations specific to EB 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. Staff Responsible for Monitoring: Principal, Assistant Principal. Instructional Facilitator, Dual Language Coach Title I: 2.4 Problem Statements: Demographics 1 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|--|--|-----|-----------|
| Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process. Actions: 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. Staff Responsible for Monitoring: Principal Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Title I Family Engagement - 211 - Title I - \$9,844 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Provide reading and math intervention in the classroom for tier 2 and tier 3 students. Actions: 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. e) grade levels will use Buff Time to provide additional services. Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 Funding Sources: Instructional Facilitator - 211 - Title I - \$91,656, Tutoring - 211 - Title I - \$31,374, SCE Campus Personnel - 199 - General Funds: SCE - \$200,002 | Formative | | | Summative |
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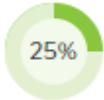
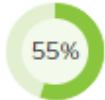




Performance Objective 2 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: 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 77% at risk, there is a high correlation that this is impacting academic exposure. The percentage of at risk students increased 8% from last year. |
| 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 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 | | | |
|---|---|---|-----|-----------|
| Strategy 1: Implement Character Strong curriculum for social-emotional learning. Utilize TBRI and campus based interventions to address student SEL needs. Actions: 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. Staff Responsible for Monitoring: Principal, classroom teachers, counselor, crisis counselor Title I: 2.5, 2.6 Problem Statements: Demographics 1 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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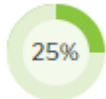





Performance Objective 3 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: 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 77% at risk, there is a high correlation that this is impacting academic exposure. The percentage of at risk students increased 8% from last year. |

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 MTSS tiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS data records
Aligned to Strategic Plan, Strategy 2, Objective 4

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Implement the district behavioral RtI plan. Actions: 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. Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 Problem Statements: Demographics 1 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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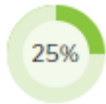





Performance Objective 4 Problem Statements:

| Demographics |
|---|
| Problem Statement 1: 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 77% at risk, there is a high correlation that this is impacting academic exposure. The percentage of at risk students increased 8% from last year. |

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/9 week/semester attendance rates

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Develop and implement a campus-wide program to increase student and staff attendance. Actions: 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, Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.5 Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

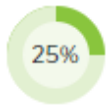





Performance Objective 1 Problem Statements:

| School Processes & Programs |
|---|
| Problem Statement 1: The attendance rate of 95.5% shows improvement, but is still below pre-Covid levels. Students with chronic absenteeism miss a significant amount of instruction. Root Cause: Students often miss school for reasons other than illness. We need to educate parents about the learning lost due to chronic absenteeism. |

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 | | | |
|--|---|---|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <p>Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p>Actions: 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>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.5, 4.2</p> <p>Problem Statements: Perceptions 1</p> |  |  | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 1 Problem Statements:

| Perceptions |
|--|
| <p>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.</p> <p>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.</p> |

State Compensatory

Budget for Birdville Elementary

Total SCE Funds: \$200,002.00

Total FTEs Funded by SCE: 5.455

Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for Birdville Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|---------------------|----------------------------|------------|
| Alma Sanchez | Educational Assistant | 0.33 |
| Barbara Branton | Educational Assistant | 0.33 |
| Carla Cotter | Reading Interventionist | 0.4 |
| Christie Samuelson | Teacher | 0.33 |
| Deborah Overton | Teacher | 0.33 |
| Elizabeth Velasquez | Instructional Facilitator | 1 |
| Isaura Espinoza | BL Reading Interventionist | 0.165 |
| Jackeline Colunga | Teacher | 0.25 |
| Karli Thompson | Educational Assistant | 1 |
| Kelsey Roman | Teacher | 0.33 |
| Mallory Lehrmann | Educational Assistant | 0.33 |
| Tammy Japhet | Teacher | 0.33 |
| Yolanda Rodriguez | Educational Assistant | 0.33 |

Title I

1.1: Comprehensive Needs Assessment

Our Comprehensive Needs Assessment process started in April of 2023 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 2023-2024 school year. On May 8th the LOL met with the site based team to discuss the 4 focus areas of the comprehensive needs assessment. 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.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP process started in April and was complete by August 2023. Stakeholders involved in this process were:

Maria Chaffin - Kindergarten teacher

Mary Renfrow- Kindergarten teacher

Janalee Smith - 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 Nogueras - 5th Grade Bilingual teacher

Sara Carlos – Resource teacher

Fred Vetrees – 5th Grade teacher

Kristy Hixon – Counselor

Maria Koegl – Parent

Brittany Bryant – Parent

Nora Crews – Parent

Kathleen Otero - Parent

Christina Molina – Parent

Debbie Showell - Assistant Principal

Tammy Pope – Principal

Invited but unable to attend:

Jennifer Linder - Parent

Kevin Steinhebel - Business Partner

Brandon Treadway - Community Representative

Basi Trejo – District Professional

Robert Clack – Business Partner

Angie Morrison – Teacher

Victoria Cator – Community Member

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.

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan will be evaluated and revised annually.

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:

Maria Chaffin - Kindergarten teacher

Mary Renfrow- Kindergarten teacher

Janalee Smith - 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 Nogueras - 5th Grade Bilingual teacher
Sara Carlos – Resource teacher
Fred Vetrees – 5th Grade teacher
Kristy Hixon – Counselor
Maria Koegl – Parent
Brittany Bryant – Parent
Nora Crews – Parent
Kathleen Otero - Parent
Christina Molina – Parent
Debbie Showell - Assistant Principal
Tammy Pope – Principal

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 2023-2024:

- Refresh Back to School Event
- Meet the Teacher Night

- Curriculum Night/ Title 1 Meeting September 8
- November STEAM Night
- March Open House
- March Musical production of Aladdin
- March Discover Birdville Event (Saturday)
- April Family Engagement Policy and Compact Revision- time and location TBD
- May Art Show
- Multicultural Night
- Multiple Fine Arts productions TBD
- Multiple Spirit Nights at local businesses TBD

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------------|---------------------------|----------------|------------|
| Anna Clare Hillhouse | Instructional Facilitator | Title I | 1.0 |

Campus Funding Summary

| 199 - General Funds: SCE | | | | | |
|-----------------------------|-----------|----------|---------------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 4 | SCE Campus Personnel | | \$200,002.00 |
| Sub-Total | | | | | \$200,002.00 |
| Budgeted Fund Source Amount | | | | | \$200,002.00 |
| +/- Difference | | | | | \$0.00 |
| 211 - Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Professional Development | | \$5,000.00 |
| 1 | 2 | 3 | Title I Family Engagement | | \$9,844.00 |
| 1 | 2 | 4 | Instructional Facilitator | | \$91,656.00 |
| 1 | 2 | 4 | Tutoring | | \$31,374.00 |
| Sub-Total | | | | | \$137,874.00 |
| Budgeted Fund Source Amount | | | | | \$137,874.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$337,876.00 |
| Grand Total Spent | | | | | \$337,876.00 |
| +/- Difference | | | | | \$0.00 |