

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.

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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 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

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

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			
Strategy 1: Implement all components of the district literacy plan to including Guided Reading and Fountas & Pinnell Shared Reading. 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 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. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5 Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 Funding Sources: Title 1 - 211 - Title I - \$7,000, General Funds - 199 - General Funds	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide reading and math intervention 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. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 Funding Sources: 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement system where classroom teachers administer progress monitoring assessments with fidelity for reading and math. Actions: 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. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue to implement campus PLCs with a focus on responsive teaching and continuous improvement. Actions: a) conduct weekly campus PLCs to include instructional focus walks and debriefing sessions. b) Infuse literacy-focused discussions into PLCs Staff Responsible for Monitoring: Principal Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. Actions: Utilize resources to provide personnel, technology, and instructional materials. Staff Responsible for Monitoring: Principal Funding Sources: Campus Personnel - 199 - General Funds: SCE - \$46,387	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide accelerated instruction to all students who did not meet expectations on the 2022 STAAR assessments. Actions: 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. Staff Responsible for Monitoring: Principal Assistant Principal Classroom teachers. Funding Sources: Title I tutors - 211 - Title I - \$28,000, ESSER Tutors - ESSER - \$39,672	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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 65% at risk, there is a high correlation that this is impacting academic exposure.
Student Learning
Problem Statement 1: 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: 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
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.

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>Strategy 1: 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>Actions: 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>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 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.</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			
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 Title I: 2.4, 2.5		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: Identify and implement instructional strategies for EL students. Actions: 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. Staff Responsible for Monitoring: Principal, Academic Coach, Dual Language Coach Title I: 2.4 Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
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 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
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 Title I: 2.5, 2.6 Funding Sources: - 199 - General Funds: SCE	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: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

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	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
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: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 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.).

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			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. 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 Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.5, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Maintain the zero cost of accidents resulting in workers' compensation claims established the previous school year. Continue to reduce the number of work days lost each year due to accidents occurring on the job.

Strategy 1 Details	Reviews			
Strategy 1: Implement the district-wide program that promotes and accident-free work environment. Actions: 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. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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
Sub-Total					\$46,387.00
Budgeted Fund Source Amount					\$46,387.00
+/- Difference					\$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
Sub-Total					\$182,333.00
Budgeted Fund Source Amount					\$182,333.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	ESSER Tutors		\$39,672.00
Sub-Total					\$39,672.00
Budgeted Fund Source Amount					\$39,672.00
+/- Difference					\$0.00
Grand Total Budgeted					\$268,392.00
Grand Total Spent					\$268,392.00
+/- Difference					\$0.00