

Birdville Independent School District

Birdville Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



Mission Statement

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

Vision

BES: Let the Adventure Begin!

Core Beliefs

We believe life-long learning is a meaningful and engaging process resulting in successful individuals.

We promote the personal growth of students academically and emotionally while mastering district and campus goals.

We are a welcoming atmosphere where our students, families, and community feel safe and valued.

We are a school community that supports the whole child while promoting student success through learning and encouraging parent involvement.

We are ALL learners collaborating and building relationships to achieve our goals.

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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 453 students in grades Pre-K through grade 5 of which 64% are Hispanic, 19% White, 10% Black/African American, 4% Asian, and 3% of other races. The percentage of Hispanic students has been increasing over the past several years, while the percentage of White students has declined. The percentage of students considered to be English language learners (ELL) is currently 39%, at-risk students are 61%, and students who are considered economically disadvantaged are 81% which are all well above the district and state averages in these categories. Mobility rates continue to be high at 20% according to the most recent state report based on last school year. 12.8% of students receive special education services and 3.3% of students are being served in the dyslexia program.

Of the 33 teachers on the campus, 82% are female, 18% are male, 62% are White, 32% Hispanic, 3% Black/African American, and 3% other races. In the 2018-19 school year, 12% had 1 to 5 years experience, 40% had 6 to 10 years, 41% had 11 to 20 years, and 7% had more than 20 years of experience. In terms of highest college degree held, 80% of teachers hold a bachelor's degree, 20% hold a master's degree and less than one percent held a doctorate degree.

Student attendance rate was 96.23% in 2018-2019 and continues to be above the district average.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: For the 2019 cohort, BES ranked 18th in the mobility rate among the 40 comparison campuses across the state with similar demographics from across the state. The mobility rate of 17.7% continues to be above the cohort, district, and state averages. **Root Cause:** Birdville Elementary has 81.4% of students coming from low socio economic homes. Therefore, students move frequently due to financial constraints.

Student Learning

Student Learning Summary

Overall, the campus has experienced an increase in reading scores in various areas. While there was not an increase in approaches grade level expectations in 3rd grade reading from 2018 to 2019 - there was improvement in meets grade level expectations (+4%). 4th grade reading increased in approaches by 21% from 61% (2018) to 82% (2019). 4th grade meets grade level increased 32% to 54% in 2019, and masters grade level increased by 8% to 26% in 2019. The first test administration in 5th grade reading increased in approaches grade level expectations by 5% from 74% in 2017 to 79% in 2019. Additionally, the score in 5th grade reading for meets grade level expectations increased from 35% (2018) to 46% (2019). There was a significant increase in masters grade level expectations from 10% (2018) to 19% (2019).

4th and 5th grade math scores increased overall from 2018 to 2019. 4th grade approaches increased by 2% from 80% (2018) to 82% (2019); meets grade level expectations increased by 6% from 38% (2018) to 44% (2019). There was a significant increase in the first test administration of the 5th grade math in approaches by 15% from 76% (2018) to 91% (2019). The meets grade level expectations increased by 25% from 33% (2018) to 58% (2019). Masters grade level increased overall from 2018 (11%) 2019 (44%). 3rd grade math scores overall decreased in approaches grade level expectations by 6%, and meets grade level expectations declined by 9%. Masters grade level expectations remained the same at 8%.

Writing scores increased 20% from 40% approaches grade level in 2018 to 63% in 2019. The writing performance of masters grade level increased 8% from 18% (2018) to 26% (2019).

5th grade science scores experienced an increase (5%) from 2018 to 2019. However, the overall performance in 5th grade science has increased from 50% approaches in 2015 to 79% in 2019. The meets grade level expectations increased 9% from 35% in 2018 to 46% in 2019. Performance at masters grade level expectations also increased 9% from 10% in 2018 to 19% in 2019.

Student Learning Strengths

Overall, the STAAR performance in mathematics in grades 4-5 has increased over the past 3 years as measured by percentage of students meeting the Approaches, Meets, and Master grade level standards.

Overall, the STAAR performance in reading has improved in Meets in grade 3 by 4%. In grade 4 by 23% and in grade 5 by 11%. 4th and 5th grade performance at Approaches increased by 11% and 4% respectively. In addition, 4th and 5th grade performance at the Masters level increased by 8% and 12% respectively.

BES received a distinction for placing in the top quartile for Comparative Academic Growth ranking 6th out of 40 comparable campuses from across the

state. BES also received a distinction for Academic Achievement in Science with 26% of students scoring at the Masters level. Additionally, we placed at the top of quartile 2, ranking 11th for a distinction in Closing the Gaps. BES missed being in the top quartile by only 2 points.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While 4th grade STAAR writing scores increased in Approaches from 2018 to 2019 (+23%) they declined in meets. Mastered increased by 1%. **Root Cause:** The number of Tier 3 students in reading was high. This had a profound effect on the writing skills of the students. Teachers were able to get most to the approaches level, but students struggled to reach the meets grade level expectation.

Problem Statement 2: 3rd Grade STAAR performance in math decreased by 6% in Approaches and by 9% in Meets. Masters remained the same at 8%. **Root Cause:** We are having to serve Tier 3 students as Tier 2 students due to the number of students. We only have one math interventionist and one part-time tutor; therefore, it makes it a challenge to serve all the students who need 4-5 days of intervention. Also, the time allotted for tier 1 math instruction was reduced due to the departmentalized instructional arrangement.

Problem Statement 3: While 3rd grade STAAR reading scores increased in Meets from 2018 to 2019 (+4%) they declined in approaches and masters. **Root Cause:** The number of Tier 3 students in reading was high; therefore, more resources/time were put into ensuring that those students grew by one year. Class sizes were consistently at the state maximum of 22, requiring larger reading groups. Students not on tier 2/3 need to have more attention and focus in raising the rigor.

School Processes & Programs

School Processes & Programs Summary

Birdville Elementary offers a wide range of programs to meet the unique needs of students.

The percentage of students considered to be English language learners (ELL) is currently 39%, at-risk students are 61%, and students who are considered economically disadvantaged are 81%, which are all well above the district and state averages in these categories. Mobility rates continue to be high at 17.7% according to the most recent state report based on last school year. 12.8% of students receive special education services and 3.3% of students are being served in the dyslexia program.

We have a comprehensive RtI program for intervention in grades K-5 in helping our Tier 2 & 3 students make progress and be as successful as possible. An RtI collaborative team has been assembled that meets each 6 weeks in discussing student progress and in identifying ways in which we can best assist our students who are struggling. Additionally, we have various special programs to help in meeting the unique needs of our EL, Special Education, and Gifted students as follows:

- Self-contained AABLE classes for students identified with specific learning disabilities which require more intensive instruction
- Special Education Resource classes and inclusion support for students identified with learning disabilities in various areas
- Dual Language classes for students who are English Learners whose primary language is Spanish
- Advanced Academic classes for students who are identified at Gifted and Talented
- Dyslexic classes for students identified with dyslexia

Additionally, we are a School of Specialization in the Fine Arts. Therefore, all of our students are afforded the opportunity to participate daily in a fine arts area: Theater Arts, Music, and Visual Arts. The addition of these classes has helped our students to be able to express themselves and to gain confidence outside of the core academic classrooms.

School Processes & Programs Strengths

Our teacher retention rate has been above 95% for the past 5 years. This is due to teacher recruitment, our interview process, and the support that staff receives once placed on our campus. 40% of our teachers have 6-10 years of experience, and 41% have 11-20 years of experience. Additionally, our staff attendance rate has continued to be ranked in the top 2-3 campuses out of 32 for the past 4-5 years.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While our EL students continue to make progress, there is a gap between their overall academic performance and that of their non-

EL peers. **Root Cause:** Our district bilingual education program model has changed multiple times in the past 5 years. The previous model was not structured in a way to support DL students transitioning more successfully to English in the upper grade levels when the standards become much more rigorous. It also did not intentionally teach ESL strategies to bilingual students. Teachers have their ESL certification; however, there has not been as much focus on serving EL students within the general ed. classrooms.

Perceptions

Perceptions Summary

At BES, we have established core beliefs and a mission statement, which we revisit every school year. An End-of-Year survey will be given to all parents to measure satisfaction with various areas to include:

- Parent perception about their child's progress
- Parent perception regarding communication from the campus
- Parent perception regarding the impact of our Fine Arts program and intervention programs
- Parent perception safety and our school-wide discipline program
- Parent perception regarding our Parent involvement Activities (Curriculum Nights, SLAM Night, Multicultural Night, Fine Arts Showcase; Fall Carnival, Field Day, Title I Parent Night)

On past surveys all but 3 areas fell above 92%. The only areas that did not were whether or not the Fine Arts program had a positive effect on their child's education (87%) and the Make Your Day school-wide discipline program helping my child to make responsible choices (88%). The overall satisfaction rate of "strongly agree" was at 93%.

Students needing serious discipline intervention is well below the district/state averages. Our Make Your Day program philosophy that students are responsible for their choices and that they must take ownership and accountability has positively contributed to this number. Additionally, the program requires parent involvement and everyone on campus has been trained and facilitates this program across all grade levels to include the cafeteria monitors, rotations teachers, and other staff members beyond the classroom.

Perceptions Strengths

We provide multiple opportunities for parents to become involved throughout the year not only directly on campus, but also at home in working with their children. We also communicate with parents (both in English/Spanish) in a variety of ways to include weekly grade level newsletters, Peachjar, take-home planners, website, emails, letters from the principal, monthly calendar of events, and phone calls. Our discipline program continues to be highly effective as is evidenced by discipline referrals being lower than average. Our teachers are able to implement all of our district initiatives in an effective and efficient manner, engaging students in relevant learning. Students also have responded well to the Fine Arts program. We feel this has positively impacted student attendance as our student and staff attendance rates continue to be in the first quartile in our school district.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While we offer a variety of opportunities for parents to become involved, we still struggle with getting them to be involved more on a consistent basis. **Root Cause:** Many of our students come from single parent family homes or homes where both parents work. Parents can also feel intimidated by the educational setting due to their own prior experiences. In addition, past policies may have had a negative impact on parents.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- State certified and high quality staff data
- Professional development needs assessment data
- TTESS data

Goals

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

Performance Objective 1: All students will make at least one year's progress in reading and math literacy between the beginning and end of year. In addition, all students in grades prekindergarten- 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

Evaluation Data Sources: Fountas & Pinnel reading levels, ISIP, LSKA, CLI Engage, grades 3-5 reading and math TEA Interims.

Summative Evaluation: None

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 Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Provide reading and math intervention for tier 2 and tier 3 students.

<p>Actions: a) New students will be identified and begin receiving intervention by the end of the 1st 6 weeks who are in need of additional assistance. b) Returning students on tier 3 will begin receiving intervention by the 2nd week of the school year.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: 211 - Title I \$104,378</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: Implement the reading academies and coaching model established by TEA based on the HB3 requirements.

<p>Actions: Campus administration, special education teachers, and classroom teachers in kindergarten and 1st grade will participate in Reading Academies established by TEA based on HB3 requirements.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: Implement system where classroom teachers administer progress monitoring assessments with fidelity for reading and math.

<p>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.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Summative Evaluation: None

Strategy 1: Implement all of the components of the district literacy plan specifically targeting writing to include a vertically aligned Writer's Workshop model using Norma Jackson's Rubric and Jeff Anderson training to address student needs including not only idea formation but also conventions, revising and editing.

- 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.

Formative

Nov

Jan

Mar

Summative

June

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Close achievement gaps that exist for all under-performing groups as measured by STAAR, RDA, and district CBA assessments.

Evaluation Data Sources: STAAR, RDA, and district CBA assessments

Summative Evaluation: None

Strategy 1: Utilize the Continuous Improvement model consistently across the campus.		
Actions: a) Provide all teachers with a timeline of specific expectations for the implementation of the CI components. b) Meet regularly with all grade levels in Wacky WOW PLC's to discuss formative data using the CI process. c) Monitor progress in the implementation of the CI components and provide feedback to teachers. d) Vertically align implementation of Continuous Improvement through Instructional Walks. Staff Responsible for Monitoring: Principal, Assistant Principal		Formative
		Nov
		Jan
		Mar
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	
Strategy 2: Identify and implement instructional strategies for EL students.		
Actions: a) Provide on-going training for staff in the utilization of Ellevation. b) Utilize the Dual Language/ESL Academic Coach to provide on-going training, coaching, and modeling literacy expectations specific to EL students. Teachers will meet with her weekly. Staff Responsible for Monitoring: Principal		Formative
		Nov
		Jan
		Mar
Title I Schoolwide Elements: 2.4	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	

Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process.

- Actions:** a) Hold a virtual Parent Curriculum Night to give parents information on how to help their students be more successful.
 b) Provide a Virtual Family Science/Language Arts/Math Night (SLAM) where parents can learn about hands-on activities that they can do with their children.
 d) Provide multiple virtual 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 Virtual Kinder Kamp Parent Night for incoming kindergarten students at the end of the year.

Formative

Nov

Jan

Mar

Summative

June

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.6, 3.1, 3.2

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: Lever 3: Positive School Culture

None



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.

Strategy 1: Implement programs across the campus that will address and teach social-emotional skills.	
<p>Actions: a) Classroom teachers will follow the Sanford Harmony model. b) The counselor will provide classroom guidance lessons weekly targeting social-emotional skills. c) Identified students will be placed in individual and/or social skills small group counseling to further support their social/emotional needs. d) Integrate the campus theme of a Growth mindset across the campus with the support of the campus counselor. e) Identified students will be provided with an adult mentor either from the campus staff or from our community volunteers/mentors. Community volunteers will meet virtually with students.</p> <p>Staff Responsible for Monitoring: Principal</p> <hr/> <p>Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: None</p> <hr/> <p>TEA Priorities: None Funding Sources:</p> <hr/> <p>ESF Levers: None None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <hr/> <p>Summative</p> <p>June</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 5: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Strategy 1: Implement the district behavioral RtI plan.		
Actions: a) Assemble a behavior RtI campus team. b) Train all staff on on the district behavioral plan and PBIS systems/options. c) Utilize a research-based campus-wide discipline plan (Make Your Day) to ensure consistency.		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: 2.5, 2.6		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
Problem Statements: None		June
Funding Sources: None		
 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: PEIMS Attendance Reports; Weekly/6 week/semester attendance rates

Summative Evaluation: None

Strategy 1: Develop and implement a campus-wide program to increase student and staff attendance.	
<p>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 the the PEIMS clerk each Monday for the week prior. *Reviewing 6 weeks attendance reports provided by the district. c) Work with the district truancy officer to intervene before students accumulate excessive absences.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

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

Evaluation Data Sources: Staff, student, and parent surveys.

Summative Evaluation: None

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.

Staff Responsible for Monitoring: Principal, Assistant Principal

Title I Schoolwide Elements: 2.5, 3.2

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Strategy 1: Implement the district-wide program that promotes and accident-free work environment.	
<p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Our Comprehensive Needs Assessment process started in July of 2020 when the campus LOL Team began to look at our needs, how we were addressing those needs, and identifying areas to continue to target for the 2020-2021 school year. We started the process of developing our campus improvement plan based on our CNA.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP development process started in July of 2020 and was completed in September of 2020. The campus level stakeholders involved in this process were:

Mary Renfrow - Kindergarten teacher

Janalee Smith - 1st Grade teacher

Kris Fletcher - 2nd Grade teacher

Lauren Lindsay - 3rd Grade teacher

Sandra Melendez - 4th Grade teacher

Gabe Noguerras - 5th Grade Bilingual teacher

Fred Vertrees - Special Education teacher

Jason Winans - Assistant Principal

Tammy Pope - Principal

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

Our Campus Improvement Plan is made available to all parents on our campus webpage @ <https://www.birdvilleschools.net/be> in English.

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

Tammy Pope, Principal
Mary Renfrow, Kindergarten Teacher
Dewayna Loomer, 1st Grade Teacher
Kris Fletcher, 2nd Grade Teacher
Lauren Lindsay, 3rd Grade Teacher
Sandra Melendez, 4th Grade Bilingual Teacher
Gabriel Nogueras, 5th Grade Bilingual Teacher
Fred Vertrees, Special Education Resource/Inclusion Teacher
Jana Simmons, PE Teacher
Victoria Cator, PEIMS/Attendance
Laurie Hindman, Counselor
Gary Roberts, Community Representative

The Family Engagement Policy will be posted to the Birdville Elementary website in English and will be available to parents upon request.

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$104,378.00
Sub-Total					\$104,378.00
Budgeted Fund Source Amount					\$182,333.00
+/- Difference					\$77,955.00
Grand Total					\$104,378.00

Addendums