Birdville Independent School District

Academy at C. F. Thomas

2022-2023 Campus Improvement Plan

Accountability Rating: B

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

Mission Statement

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

Vision

We expect all student to grow academically, socially, behaviorally and become more culturally aware as they receive high-quality instruction from all teachers and staff members; success for all no matter what it takes!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ACFT was built in the 1990's and serves students aged four to twelve in grades Pre-Kindergarten - Grade 5. The student body is made up of 562 students. Our student population: 21.61% of the students are African American, 45.89% Hispanic, 23.93% White, 2.86% Asian, 1.25% Pacific Islander, .18% American Indian-Alaskan Native,and 4.29% are two or more races. Class sizes tend to be close to the state average in almost every grade. 73.57% of the students are Economically Disadvantaged, and 42.25% are EL's. 14.46% are serviced in Special Education. Our student mobility rate is 19.3%.

The staff is made up of 62 people, of which, 40.7% are teachers, 5.6% professional support staff, 2% campus administrators, and 11% are educational aides. Our staff population include 31.4% of the staff are minority 12.3% are male, 87.7% are female, 66.7% have a bachelors degree, 33.3% have a masters degree, and the principal and assistant principal both have their doctoral degrees. The principal has been in the district for 30 years and has been at ACFT for 19 years as the campus principal. 22.1% of teachers have 1 to 5 years of experience, 20% of teachers have 6 to 10 years of experience, and 39.4% of teachers have 11 to 20 years. 18.5% of teachers have more than 20 years of experience. Data was obtained through the 2021-2022 Texas Academic Performance Report. and 2021 - 2022 PEIMS data.

The school is surrounded by single-family homes, although, a large portion of students come to ACFT from the eight apartment complexes within our attendance zone.

Demographics Strengths

The diversity in our community is viewed as a strength due to the opportunities students have to interact, appreciate, and learn alongside those who come from various cultural, ethnic, and religious backgrounds. Students learn tolerance and acceptance through cultural recognition nights, SEL lessons, and culturally/ethnically significant books among other programs.

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

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

Problem Statements Identifying Demographics Needs

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

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

new languages spoken by the students and families at ACFT.

Student Learning

Student Learning Summary

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

Our school believes that the numbers of Tier II and Tier III students are still much higher than we prefer. Therefore, we are utilizing RtI intervention, ESSER Tutors for designated 4th and 5th grade students, implementing PLCs, and improving our Tier I instruction to combat this concern with the expectation that we will increase our Tier I student count. We also use PDSA//Data Folders/Continuous Improvement tools in the classroom to demonstrate progress and empower students to determine their own ways to obtain their goals.

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

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

Student Learning Strengths

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

We also:

- Utilized academic coaches for planning, working with teachers in the classrooms, modeling lessons and for trainings
- PDSA for Continuous Improvement resulting in student data folders and teacher generated SMART goals for improvement in student academic success
- Utilizing ESSER and Title I Tutors for designated students who either didn't pass the STAAR last year or who are struggling with content in Math and Language Art Reading

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

ACFT teachers use a variety of assessments to determine student levels of achievement and necessary intervention for success. The district provides and recommends various resources for evaluation. Teachers use mClass, Istation, STAR Math, Fountas and Pinnell, Education Galaxy, LLI and STEMscopes, as well as, Common Formative Assessments and Curriculum Based Assessments through the district. We will also be using other material for summative and formative assessments purchased through Title I funds. The results are organized in AWARE and Success Ed according to the standard tested, and teachers use this summative data along with formative data to diagnose the academic needs of each individual student. Goals for the campus are based on school-wide data and district initiatives. The Leaders of Learners team and other campus-improvement committees meet regularly to review and revise goals, as well as, the entire campus to work on the Campus Needs Assessment through analyzing data, conducting surveys, and gathering input from stakeholders. Campus goals and progress are shared through Monday staff meetings, vertical team meetings, PLCs, and teacher data bulletin boards, etc. Technology is utilized by teachers in the classroom daily. All students have their own 1-to-1 Chromebook checked out to them for daily use and testing in the classroom.

We have a Dual Language program in all grade levels PK - 5. We have three self-contained special education programs on campus--ACCESS, which meets the needs of our most academically and physically challenged students and two AABLE classes (primary and intermediate levels) whose students are less academically challenged than our ACCESS students but are unable to fully be successful in a general education classroom with minimal support.

Our campus is utilizing Capturing Kids' Hearts program in order to improve student behavior, improve relationships between students and staff, and to increase student attendance. We are also utilizing Class Dojo campus-wide to improve student behavior, communication between school and home, and to increase attendance. Kidsville Inc. provides afterschool care to students who need it. We also implement the Sanford Harmony program for student social and emotional learning through multiple lessons weekly typically done during class morning meetings on Fridays.

School Processes & Programs Strengths

Technology is available for teachers to use in the classroom--classroom Chromebooks, Teacher laptops, SMART Interactive Flat Panels and document cameras.

We have a wide variety of assessments to choose from which ensures an accurate portrayal of student achievement.

Teachers are given the freedom to differentiate appropriately for the students in their class.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The ACFT staff feels that PLC time could be used more effectively. **Root Cause:** Our PLC meetings do not always provide the professional learning that is applicable to all classroom teachers and we do not have specific protocols in place for analyzing student data to guide our instruction.

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

Perceptions

Perceptions Summary

The teachers and staff at ACFT have improved and varied their methods of communication to and from home as there is limited parental involvement. ClassDojo, email, Peachjar, Black Board, Canvas, Skyward, handouts, and other popular and familiar methods of communications have been utilized. Many of the written announcements sent home are translated into multiple languages in order to accommodate our diverse populations of parents and guardians. Parent-teacher meetings are also offered at a minimum of twice a year, and some teachers choose to have more depending on need. Local organizations help support the students' education by donating supplies and other items for our students. A number of safety procedures are in place to help prevent injuries and accidents from occurring while on campus. Campus walk-throughs are conducted by the assistant principal and head custodian each week, all drills are up to date, crisis teams are put in place, many staff members are also CPR, CPI, and AED certified. Response to Safety and Security Quarterly audits show that ACFT has effective safety and security plans in place.

Student, Staff and Parent Safety Surveys were completed this year so we could gather more information regarding the perceptions of staff members about the school culture and climate. Some of the results were:

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

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

Perceptions Strengths

The front office regularly reports that parents often provide positive feedback about their child's educational experience and the overall culture at ACFT. They often express positive regard for teachers and campus staff. ACFT alumni continue to visit their teachers and seek out opportunities to volunteer for various events the school hosts.

Other strengths include:

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

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

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

Problem Statement 2 Areas: Demographics

Problem Statement 5: The ACFT staff feels that PLC time could be used more effectively.

Root Cause 5: Our PLC meetings do not always provide the professional learning that is applicable to all classroom teachers and we do not have specific protocols in place for analyzing student data to guide our instruction.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 3: Lack of family/community involvement.

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

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Communicating with parents who do not speak English continues to be an area of concern at ACFT.

Root Cause 4: Due to increase in various new languages spoken by the students and families at ACFT.

Problem Statement 4 Areas: Demographics

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

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

Problem Statement 1 Areas: Student Learning

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

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

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

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

Performance Objective 1: All students will make at least one year's progress in math literacy between the beginning and end of year.
a) In addition, all students in grades prekindergarten - 3rd grade will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in math.
b) All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.

HB3 Goal

Evaluation Data Sources: Campus Common Assessments, CBAs, ST Math, Education Galaxy, Numeracy Assessment, CLI Engage--Circle (prekindergarten), math TEA Interims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All students will show growth and demonstrate increase at the meets and masters performance levels. All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.				

Actions: A) Utilize Math interventionist and Title I Tutors for all Tier 3 students and some Tier 2 students; utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning

B) Utilize the UPSCheck process with fidelity across all grade levels

C) Building strong number sense through the visualization of numbers and number talks

D) Utilize Math Workshop model in all grade levels

E) Use Go Math as a resource

F) Utilize Academic Coach for training and working with teachers in the classroom

G) Utilize Education Galaxy and/or STMath campus-wide and encourage use outside of school day

H) Integrate technology into all content areas to assist with the successful implementation of Tier I priorities and to enhance learning of all students

I) Provide training to teachers to deliver strategies to increase student math performance at all levels through Faculty Meetings, PLC meetings, and use of Academic Coach

J) All students will need to score a 70% or above on CFA to increase their achievement to be able to obtain meets or masters levels

Staff Responsible for Monitoring: Teachers
Administrators
Academic Coaches
Math Interventionist
ESSER Tutors
Title I Tutors

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 2

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

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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

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

Performance Objective 2: All students will make at least one year's growth in reading literacy and writing between the beginning and end of year.
a) In addition, all students in grade prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and language arts.
b) All students in 4th and 5th grade who failed one or more subjects on the 2021 STAAR will receive 30-60 hours of Accelerated Instruction from the teachers and/or certified tutors.

HB3 Goal

Evaluation Data Sources: Fountas and Pinnell Benchmark Assessment System, Running Records, Campus Common Assessments, CBAs, CLI--Engage--prekindergarten, iStation, reading TEA interims, mClass data (K-2), CLI Engage--CIRCLE assessments (prekindergarten), TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Guided Reading with fidelity in every classroom through the Reading Workshop Model. Implement Fountas & Pinnell and Benchmark resources in every K-5 classroom with fidelity. **Actions:** A) Conduct mini lesson that incorporate the signposts during instruction. B) Utilize Fountas and Pinnell/Benchmark for shared reading/interactive read alouds and guided reading in all K-5 classrooms; and utilize Fountas and Pinnell/Benchmark Phonics/Syllables Word Study K-5. Prekindergarten will use the CIRCLE curriculum to develop basic literacy and writing skills. C) Utilize Comprehension tool kit in the classrooms. D) Utilize Leveled Literacy intervention kits for Tier II and III students. E) Follow district framework for reading workshop. F) Monitor progress using mClass, IStation, running records, CFA, etc. G) Use campus resources such as The Reading Strategies Book, That Workshop Book, The Reading Continuum, The Next Step Forward in Guided Reading, etc. H) Assess student progress BOY (if necessary), MOY and EOY in Reading using the Fountas and Pinnell BAS K-5. I) Utilize Academic Coaches for training, modeling lessons, planning, etc. J) Integrate technology into all content areas to assist with the successful implementation of Tier I priorities and to enhance learning of all students. K) Hold a Literacy Night and World Read Aloud Day.				

L) Provide rigorous literacy instruction using district and campus resources for all prekindergarten - 5th grade students. Utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning

M) All students will need to score a 70% or above on CFA to increase their achievement to be able to obtain meets or masters

N) TELPAS, taken by our EL students, will increase composite scores by at least 5%

Staff Responsible for Monitoring: Teachers
Bilingual Teachers
Administrators
Academic Coaches
Reading
ESSER Tutors
Title I Tutors

Title I:
2.4, 2.5, 2.6, 4.2
- TEA Priorities:
Build a foundation of reading and math
Problem Statements: Student Learning 2 - Perceptions 1

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a vertically aligned Writer's Workshop model using Norma Jackson's Rubric and Jeff Anderson strategies to address student needs in the area of writing including not only idea formation but also conventions, revising and editing. Utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning. **Actions:** A) Set student, campus and classroom goals for using Norma Jackson's Writing Rubric (ie. moving up one to two stages on the 12 point rubric) B) Perform a detailed data analysis of the 2021 Writing STAAR scores to evaluate strengths and weaknesses. Utilize ESSER Tutors for designated 4th and 5th grade students so they can receive Accelerated Learning. C) Utilize common formative assessments to guide instruction and determine student needs and strengths. D) Use Vertical Teams to to align tasks to standards to assure rigor and relevance of Writing Workshop. E) Utilize Jeff Anderson's Patterns of Power and other books as well as The Writing Strategies Book and other district resources. F) All students will write in each subject every day. G) Integrate technology to assist with the successful implementation of Tier I priorities and to enhance learning of all students. H) Provide a Family Event where the families learn the Writing Process as the families plan, write, edit and publish a family book. **Staff Responsible for Monitoring:** Teachers Bilingual Teachers Administrators Academic Coaches Reading ESSER Tutors Title I Tutors **Title I:** 2.5, 4.2 **Problem Statements:** Student Learning 2 - Perceptions 1 **Funding Sources:** Instructional Resources - 211 - Title I - $10,000, Professional Development - 211 - Title I - $10,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement the reading academy and coaching model established by TEA based on the HB3 requirements. **Actions:** A) All new teachers (K-3)who have not completed the TEA Reading Academy will participate in the TEA Reading Academy during the 2022 - 2023 school year. B) All Reading Academy participants will implement what they learn in the TEA Reading Academy in their classroom reading instruction. C) The principal and assistant principal will ensure all Reading Academy participants are implementing what has been taught in the TEA Reading Academy with their students in each of the classrooms. D) The Reading Academy Coaches will work with our Reading Academy participants to ensure the fidelity of what is being taught based on new learning through the TEA Reading Academy. **Staff Responsible for Monitoring:** Reading Academy Coaches Principal Assistant Principal Second Grade Teachers Third Grade Teachers AABLE Teachers ACCESS Teacher **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Economically disadvantaged students are scoring lower than their peers. **Root Cause**: More training is necessary to better understand how to best work with students in this sub-population. Also, most of our students ride buses to and from school so after-school tutoring is not an option for our students whose working parents cannot pick them up after school and rely on the school bus system.
Perceptions
Problem Statement 1: Lack of family/community involvement. **Root Cause**: Lack of family/community involvement opportunities.

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

Performance Objective 3: All students will receive Science instruction that includes both process skills and content through hands-on classroom investigations in accordance with the district recommendations (hands-on Science instruction percentages by grade levels: 80% K-1, 60% 2-3, and 50% 4-5).

Evaluation Data Sources: Teachers will track their time spent on hands-on activities .
Teachers will include this in their lesson plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Include intentional hands-on lab/section in lesson plans for Science **Actions:** A) Follow the 5E method. B) Use StemScopes for lab ideas and lab guide. C) Incorporate AIMS lessons into instruction. D) Science Vertical Team will work together on key vocabulary, lessons and labs for each grade level to ensure all instructional material is covered each year prior to 5th grade except for what is supposed to be covered in 5th grade Science. E) Integrate technology into all content areas to enhance learning of all students. F) Hold a Science Night for students and their families as well as the community to participate. **Staff Responsible for Monitoring:** Teachers Administrators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2 - Perceptions 1 **Funding Sources:** Instructional Resources - 211 - Title I - $5,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 3 Problem Statements:

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

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

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

Performance Objective 4: All students will increase their content knowledge through Social Studies instruction focused on Tier 1 priorities such as: vocabulary. Students will score 10% higher than last year when averaged on the CBA.

Evaluation Data Sources: Teacher Prepared Assessments, CBAs, CFA

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will intentionally integrate Social Studies with Language Arts and Reading on a daily basis. **Actions:** A) Use more historical non-fiction that aligns with social studies standards according to grade-level. B) Grade-level and content appropriate strategies to address social studies content during Reading. C) Refer to content coordinators and academic coaches for integration ideas. D) Plan vertically and horizontally. E) Use Frayer models and other research-based strategies such as Marzano and Interactive Read Alouds to aid in comprehending SS content. F) Integrate technology into all content areas to enhance the learning of all students. G) Integrate Language Arts into Social Studies each day Quick Writes, journal writing, open-ended assessment questions and other writing methods. **Staff Responsible for Monitoring:** Teachers Administrators Academic Coaches Bilingual Coaches Literacy Interventionists **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 2 - Perceptions 1 **Funding Sources:** Instructional Resources - 211 - Title I - $5,000, Professional Development - 211 - Title I - $13,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 4 Problem Statements:

Student Learning

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

Perceptions

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

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

Performance Objective 5: Implement and monitor two full day prekindergarten programs for bilingual/nonbilingual four year old's and use the CIRCLE assessment to determine academic growth.

HB3 Goal

Evaluation Data Sources: Walk-Throughs, CIRCLE assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All PK4 students will be taught by highly qualified PK2 teachers and certified educational assistants. **Actions:** A) Employ prekindergarten teachers that are certified to teach prekindergarten. B) Employ prekindergarten educational assistants to maintain a ratio of 1 to 11 in the full day prekindergarten classroom of not less than one certified teacher and one educational assistant for every 22 students per TEA. C) Ensure the teacher completes the 30 hours of professional development relevant to early childhood annually until 150 hours are completed based on the district professional development plan. D) Utilize SCE funded prekindergarten teachers to provide a foundation to our youngest students based upon academic, social, and emotional needs. **Staff Responsible for Monitoring:** Staff Responsible for Monitoring Principal Assistant Principal Prekindergarten Teachers Prekindergarten Coach **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** Instructional Resources - 211 - Title I - $5,000, Prekindergarten Staff - 199 - General Funds: SCE				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Demographics

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

Student Learning

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

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

Performance Objective 6: Close achievement gaps that exist for all under-performing student groups as measured by state, district and campus assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.
b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

HB3 Goal

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

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

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

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

School Processes & Programs

Problem Statement 1: The ACFT staff feels that PLC time could be used more effectively. **Root Cause**: Our PLC meetings do not always provide the professional learning that is applicable to all classroom teachers and we do not have specific protocols in place for analyzing student data to guide our instruction.

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

Performance Objective 7: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

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

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

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

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

School Processes & Programs

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

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

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

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus program that incorporates incentives and relationship-building to increase student attendance. **Actions:** A) Award Timely Tiger to classes with fewest tardies for all students. B) Award students with Perfect Attendance Award during Student Award Celebrations each six weeks. C) Implement Capturing Kids Hearts strategies to increase intrinsic motivation to attend class. D) Communicating on ClassDojo, social media, flyers, Peach Jar, etc. to increase motivation to attend school each day. F) Conference with parents by phone, Zoom and in person to encourage increased attendance; determine how the school can help with attendance issues, if possible. G) Develop and distribute a Family and Parent Engagement Policy. H) Utilize the weekly attendance reports for our school provided by the district to look for patterns of absences and to help us monitor absences. I) Utilize the truancy officer for those students who have extreme attendance issues. **Staff Responsible for Monitoring:** All staff Principal Assistant Principal Attendance Clerk **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every grade level and throughout the campus.

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

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

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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

School Processes & Programs
Problem Statement 1: The ACFT staff feels that PLC time could be used more effectively. **Root Cause**: Our PLC meetings do not always provide the professional learning that is applicable to all classroom teachers and we do not have specific protocols in place for analyzing student data to guide our instruction.
Perceptions
Problem Statement 1: Lack of family/community involvement. **Root Cause**: Lack of family/community involvement opportunities.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the data from the district Safety Survey for students, parents and staff members to improve the safety of our building's occupants at all times. Assistant principal will work closely with the head custodian regarding any safety concerns and complete quarterly response to Safety and Security Audit, as well as ensure all drills and safety trainings are completed. **Actions:** A) Review data gleaned from Safety Surveys and make changes where possible to increase safety. B) Review quarterly responses to Safety and Security Audits. C) Monthly campus walks with assistant principal and head custodian to look specifically for any safety or security issues. D) Weekly administration and head custodian meetings to discuss campus safety and security issues. E) Report and safety or security issues immediately through the proper channels. F) Have PPE available for staff and students at all times. G) Ensure teachers and students are able to wear their masks, should they choose, during each school day. H) Ensure proper hand-washing is occurring for all students and staff and that all students and staff are consistently utilizing the hand-sanitizer stations that are located all throughout the building. I) Ensure students and staff are maintaining social distancing as possible throughout the day. J) Ensure the COVID-19 Protocol is utilized should a student or staff member contract the illness. K) Ensure all teachers are aware of the new phone codes for safety purposes and all have received training. **Staff Responsible for Monitoring:** Administrators Teachers Head Custodian **Title I:** 2.4 **Problem Statements:** Perceptions 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

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

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

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

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement district-wide safety program. Implement campus-wide healthy habits to increase overall health of all staff members. **Actions:** A) Complete online safety videos and successfully pass all quizzes as shown with documentation on the district website. B) Train staff on campus safety procedures and policies as shown by handbook acknowledgement. C) Utilize step stools when in need of reaching higher items on shelves--no rolling chairs. D) Participate in campus-wide health initiatives--free flu shots, weight loss and exercise programs, 5 K walk/run with staff members, etc. **Staff Responsible for Monitoring:** All staff Principal Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Annual review of campus improvement plan requirements

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review the campus improvement plan 4 times during the year and at least three times with the Site-Based Decision Making Committee and 1 time with the Leaders of Learners Team. **Actions:** A) Work with LOL Team in August/September to develop the CIP based on the data gleaned from the Campus Needs Assessment B) Review the CIP with LOL Team in November C) Review the CIP with the SBDM Committee in January D) Review the CIP with the SBDM Committee in March F) Review the CIP with the SBDM Committee in late May just prior to the summative review in June **Staff Responsible for Monitoring:** Administrator Site-Based Decision Making Committee Leaders of Learners Team **Title I:** 2.4, 4.2 **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

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

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents:

Community Members:

- Tommy Martin
- Sydney Wong

Business Representatives:

- Todd Iwaniki
- Tommy McIntire

Teachers:

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

District Professional:

- Nicole Bryan

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 72.5%% of students were identified as at-risk based on one or more of the following criteria:

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

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

2.5: Increased learning time and well-rounded education

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

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

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

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

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

The CNA addresses:

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

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

end of the school year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

Parents:

Community Members:

- Tommy Martin
- Sydney Wong

Business Representatives:

- Todd Iwaniki
- Tommy McIntire

Teachers:

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

District Professional:

- Nicole Bryan

4.2: Offer flexible number of parent involvement meetings

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

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

- September Title I Meeting (Thursday) on campus
- PTA Popsicles at the Park (Thursday evening) at Walker Creek Park
- Septemeber STEM Night (Thursday evening) on campus
- October Fall Festival (Thursday evening) on campus
- November Veteran's Day Event (Friday morning) on campus
- December Chorus Event (Thursday evening) on campus
- January Family Event (Thursday evening) on campus
- February Book Fair (Monday through Thursday on campus with Thursday night extended hours)
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday evening) on campus
- May Field Day (Friday 8:00-3:20) on campus

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Gayle Marshall	Math Intervention	Title I	0.5
Veronica Bustamante	Readinig Intervention	Title I	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Academic Coaches		$0.00
1	1	1	Intervention Personnel		$0.00
1	5	1	Prekindergarten Staff		$0.00
1	6	1	Campus Personnel		$48,588.00
1	7	1	Crisis Counselor		$0.00
				Sub-Total	$48,588.00
				Budgeted Fund Source Amount	$48,588.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Title I Tutors		$25,000.00
1	1	1	Instructional Resources		$5,695.00
1	2	2	Professional Development		$10,000.00
1	2	2	Instructional Resources		$10,000.00
1	3	1	Instructional Resources		$5,000.00
1	4	1	Instructional Resources		$5,000.00
1	4	1	Professional Development		$13,000.00
1	5	1	Instructional Resources		$5,000.00
1	6	1	Campus Personnel		$79,707.00
1	7	1	Professional Development		$15,000.00
				Sub-Total	$173,402.00
				Budgeted Fund Source Amount	$173,402.00
				+/- Difference	$0.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	ESSER Tutors		$32,184.00
				Sub-Total	$32,184.00

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