Birdville Independent School District

Academy at C. F. Thomas

2023-2024 Improvement Plan

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

Transform education to ensure learning for ALL!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ACFT is a Title I campus that served 590 students in grades EE through fifth grade for the 2022-2023 school year.

Students

Our student demographics as of 2022-23 school year were made up of 46% (272 Students) Hispanic, 3% (18 Students) Asian, 20% (121 Students) White, 24% (144 Students) African American, 0.34% (2 Students) American Indian and 4% (25 Students) other races. The percentage of students served by special education was 15% (88 Students) and 4% (21 Students) were served by gifted and talented services. 76% (451 Students) of students were considered At-risk and 77% (456 Students) were considered Economically Disadvantaged. The campus served 24% (144 Students) of students in the Bilingual Program and 37% (221 Students) were identified as EB.

Teachers

A total of 47 teachers served ACFT during the 2022-23 school year. The majority of our teachers have more than 5 years experience.

Demographics Strengths

- *This following information was current as of 8/28/23*
- 24% (144 Students) are currently enrolled in bilingual classes, which provide them the opportunity to be bi-literate.
- 77% (456 Students) are Economically Disadvantaged which provides free and reduced lunch and federal funding for additional resources and personnel to meet students' needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our 4th grade African American population was significantly lower in math than our other demographics. They were at 33.3% at approaches and 0% for both Meets and Masters.   **Root Cause:** This population is more transient and causes abruption in instruction. These are also students who are at-risk due to homelife.

Problem Statement 2 (Prioritized): Our 3rd grade African American population was significantly lower in math and reading than our other grade level demographics. In math they are 27 points lower than than our second lowest population and in reading they are 23 points lower than the second lowest population, **Root Cause:** This population is more transient and truant. These students have attended various schools and the inconsistency of instruction has caused learning gaps.

Student Learning

Student Learning Summary

STAAR

Our campus experienced an improvement in approaches on STAAR 4th grade math and reading. Meets was increased in 4th grade reading, 5th grade math and 5th grade science.

2023 Results Third Grade

Reading- Approaches 62%, Meets 38% and 7% Masters

Math-Approaches 64%, 22% Meets and 4% Masters

2023 Results Fourth Grade

Reading- Approaches 80%, Meets 52% and 15% Masters

Math- Approaches 65%, Meets 35% and 9% Masters

2023 Results Fifth Grade

Reading- Approaches 68%, Meets 51% and 29% Masters

Math-Approaches 67%, Meets 49% and 18% Masters

Science- Approaches 54%, Meets 30% and 8% Masters

Student Learning Strengths

- Fourth-grade math had an increase of 10% in approaches.

- Fourth-grade reading had an increase of 10% in approaches and 5% in meets.
- Fifth-grade math has a 5% increase in meets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The overall percentage of 3rd graders performing on the 2023 math STAAR in comparison to the 2022 math STAAR decreased by 20% on approaches, 23% meets, 27% masters. and in reading 3rd graders decreased 10% on approaches, 19% meets and 36% for masters.   **Root Cause:** Tier 1 instruction was not proficient due to teacher performance.

Problem Statement 2 (Prioritized): The overall percentage of 5th graders performing on the 2023 reading STAAR in comparison to the 2022 reading STAAR decreased by 14% on approaches, 8% meets and 5% masters.   **Root Cause:** Schedule and teacher changes during the year accompanied by a lack of classroom management caused a disruption in learning.

School Processes & Programs

School Processes & Programs Summary

The Academy at C.F. Thomas students are served by a variety of programs and processes. Currently, 77% of students are currently receiving free and reduced lunch, 24% are enrolled in our bilingual program and 37% are EB being served by certified ESL teachers. We currently have 15% receiving special education services and 4% qualified for gifted and talented.

At ACFT, we utilize Multi Tiered Systems of Support as a means to establish an individualized plan focused on student needs. In addition, students who did not meet the standard on reading, writing, and math STAAR tests will receive a minimum of 15 to 30 additional hours in accelerated instruction for each test he/she did not meet. Teachers and support staff meet every nine weeks to look at a preponderance of evidence and develop a plan to strengthen tier I, II, and III instruction. We schedule extended MTSS collaborative meetings for students who are moving from tier II to tier III, or have not progressed. During these extended MTSS meetings, we involve additional staff such as the counselor, crisis counselor, speech pathologist, LSSP, etc based on student needs. The team collaborates and develops an individualized plan for the student.

In order to strengthen tier I, II, and III instruction, professional development opportunities are offered throughout the school year for staff. Academic coaches, administration, and district coordinators are utilized during campus professional development training. Furthermore, we regularly conduct Professional Learning Communities to ensure teachers can collaborate on best practices to serve our students.

This year we will implement Conscious Discipline campus-wide. Conscious Discipline is an innovative social-emotional learning and classroom management program with a proven track record of sustainable results. Our counselor will continue to provide social-emotional lessons as well as teachers will utilize Character Strong on a weekly basis. It is grounded in research and focused on fostering the whole child with vertically-aligned lessons that teaches SEL and character, side-by-side.

We will continue to use instructional rounds as a process to better understand teaching and learning on our campus in order to improve teacher and student performance.

School Processes & Programs Strengths

- ACFT offers AI support for a minimum of 15/30 hours according to tests not mastered for 3rd-5th STAAR assessments. Each student has an AI Individualized plan according to testing data.
- ACFT has the support of local businesses which have provided additional charitable donations to assist with the needs of our students.
- ACFT offers a digital one-to-one opportunity for all students and 2nd-5th teachers have GoGuardian accounts to monitor internet use.
- All certified teachers have an IFP board installed in their classrooms.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Some of our students did not make one year's worth of growth in reading according to BOY and EOY Fountas and Pinnell reading levels. In addition, some students did not make a years growth on the math star progress monitor. **Root Cause:** We need to provide more targeted small group instruction using the BAS, mClass data and STAR Ren data.

Perceptions

Perceptions Summary

- 100% of faculty and students have been trained in SRP (Safety Response Protocol) in case of an emergency.
- We have three separate committees to address campus needs. These include; Leaders of Learners who support instructional practices and leadership on campus initiatives, CSI- supports logistical problem-solving team that address campus logistics, and Spirit Committee-help organize recognitions, and assemblies for staff and students.

Perceptions Strengths

At ACFT, we believe that all of our stakeholders should experience excellent customer service.

- Keep the community informed of school-wide events and information
- Send home monthly calendars highlighting school events
- Various forms of communication in English/Spanish
- School performances are scheduled throughout the school year
- Active PTA
- Inform parents regarding Title I campus funds and information
- Invite the community to participate in school programs and events
- A safety vestibule creates a second barrier of locked doors for the entrance
- SRP drills are performed monthly and twice yearly with our SRO and local PD
- Post regularly on our Social Media with important information and upcoming dates

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to recent events, there is a heightened concern about school safety. **Root Cause:** Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

Priority Problem Statements

Problem Statement 1: Our 4th grade African American population was significantly lower in math than our other demographics. They were at 33.3% at approaches and 0% for both Meets and Masters.

Root Cause 1: This population is more transient and causes abruption in instruction. These are also students who are at-risk due to homelife.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our 3rd grade African American population was significantly lower in math and reading than our other grade level demographics. In math they are 27 points lower than than our second lowest population and in reading they are 23 points lower than the second lowest population,

Root Cause 2: This population is more transient and truant. These students have attended various schools and the inconsistency of instruction has caused learning gaps.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Some of our students did not make one year's worth of growth in reading according to BOY and EOY Fountas and Pinnell reading levels. In addition, some students did not make a years growth on the math star progress monitor.

Root Cause 3: We need to provide more targeted small group instruction using the BAS, mClass data and STAR Ren data.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Due to recent events, there is a heightened concern about school safety.

Root Cause 4: Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The overall percentage of 3rd graders performing on the 2023 math STAAR in comparison to the 2022 math STAAR decreased by 20% on approaches, 23% meets, 27% masters. and in reading 3rd graders decreased 10% on approaches, 19% meets and 36% for masters.

Root Cause 5: Tier 1 instruction was not proficient due to teacher performance.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The overall percentage of 5th graders performing on the 2023 reading STAAR in comparison to the 2022 reading STAAR decreased by 14% on approaches, 8% meets and 5% masters.

Root Cause 6: Schedule and teacher changes during the year accompanied by a lack of classroom management caused a disruption in learning.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: All students will make at least one year's progress in reading and mathematics between the beginning and end of year.
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group as measured by district approved screeners (BOY, MOY and EOY) in order to achieve the HB3 Board Goals in reading and math.
b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2024 STAAR.

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5, reading 3-5), mClass (Kinder math) and (K-2 reading) and math TEA Interims

Strategy 1 Details		Reviews			
Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level.		**Formative**			**Summative**
Actions: a) Provide ongoing training for all staff to build their capacity to implement the campus literacy plan. b) Support campus Leaders of Learners team to lead the implementation of the District literacy plan. c) Use data to provide targeted support and progress monitoring. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Leaders of Learners Team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Academic Coaches - 199 - General Funds: SCE	**Nov**	**Jan**	**Mar**	**June**	

Strategy 2 Details	Reviews			
Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Actions: a) Provide time for staff to conduct campus instructional walks and debriefing sessions. b) Utilize data from instructional walks and formative assessments to customize campus professional learning. c) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. d) Infuse literacy-focused professional learning and discussions into monthly meetings. e) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements. f) Increase teacher capacity to teach the required K-3 phonics program. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Leaders of Learners Team Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Communicate and assist campus staff in implementing data informed instruction and responsive teaching.	**Formative**			**Summative**
Actions: a)Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessments.	**Nov**	**Jan**	**Mar**	**June**
b) Monitor, support and provide feedback for campus implementation of personalized learning. c) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process. d) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement. e) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance and Interims) to inform instruction. f) Develop professional learning on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth. g) Support teacher training on implementation of tier one priorities. h) Collect, analyze and use data for progress monitoring. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Campus Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Campus Personnel - 211 - Title I - $145,713, Instructional Resources - 211 - Title I - $9,133				

Strategy 4 Details	Reviews			
Strategy 4: Designated staff will participate in the reading academy and utilize the coaching model established by TEA based on the HB3 requirements.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Implement, monitor and support the district plan for Reading Academies. b) New teachers in grades K-3 and special education will participate in this year's Reading Academy. **Staff Responsible for Monitoring:** Campus Administration Reading Academy Coaches Designated Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

Strategy 5 Details			Reviews		
Strategy 5: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**June**
Actions: a) Continue to support and train staff with the BAS/SEL, mClass assessment, and STAR Ren. b) Train teachers and campus staff in grades prekindergarten - 5th on the administration of the TEA math and reading assessments and utilization of progress monitoring data through Eduphoria to make instructional decisions. c) Provide opportunities for instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Monitor progress made by students in grades prekindergarten - 5th based on assessment instruments being used for reading and math. e) Oversee the implementation of progress monitoring assessments within appropriate windows. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Campus Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1						

Strategy 6 Details			Reviews		
Strategy 6: Implement system-wide instructional practices to support Emergent Bilinguals.			**Formative**		**Summative**
			Nov	**Jan**	**Mar**	**June**
Actions: a) Utilize MPL to assist teachers in personalizing learning based on student data. b) Implement district biliteracy framebook and continue to support grade levels as they migrate through the implementation of the redesigned Dual Language Program. **Staff Responsible for Monitoring:** Campus Administration Multilingual Program Lead Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1						

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our 4th grade African American population was significantly lower in math than our other demographics. They were at 33.3% at approaches and 0% for both Meets and Masters.   **Root Cause**: This population is more transient and causes abruption in instruction. These are also students who are at-risk due to homelife.

Problem Statement 2: Our 3rd grade African American population was significantly lower in math and reading than our other grade level demographics. In math they are 27 points lower than than our second lowest population and in reading they are 23 points lower than the second lowest population,   **Root Cause**: This population is more transient and truant. These students have attended various schools and the inconsistency of instruction has caused learning gaps.

Student Learning

Problem Statement 1: The overall percentage of 3rd graders performing on the 2023 math STAAR in comparison to the 2022 math STAAR decreased by 20% on approaches, 23% meets, 27% masters. and in reading 3rd graders decreased 10% on approaches, 19% meets and 36% for masters.   **Root Cause**: Tier 1 instruction was not proficient due to teacher performance.

Problem Statement 2: The overall percentage of 5th graders performing on the 2023 reading STAAR in comparison to the 2022 reading STAAR decreased by 14% on approaches, 8% meets and 5% masters.   **Root Cause**: Schedule and teacher changes during the year accompanied by a lack of classroom management caused a disruption in learning.

School Processes & Programs

Problem Statement 1: Some of our students did not make one year's worth of growth in reading according to BOY and EOY Fountas and Pinnell reading levels. In addition, some students did not make a years growth on the math star progress monitor.   **Root Cause**: We need to provide more targeted small group instruction using the BAS, mClass data and STAR Ren data.

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

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for all student groups as measured by a district approved monitoring instrument.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Continue training and implementing the district continuous improvement process and requirements for goal setting, PDSA process and data folders in the classroom and across campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Support, monitor and provide feedback regarding the implementation of continuous improvement practices across the campus. c) Utilize campus teams to analyze the campus needs and next steps required based on the continuous improvement rubric. d) Teachers will complete an analysis protocol for common assessments and complete PDSAs for core subjects assessed. e) Revisit campus vision and mission statement. f) Grade level teams utilize the PDSA process to monitor progress towards goals. g) Students regularly track individual growth in data folders. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need.	**Formative**			**Summative**
Actions: a) Collaborate with PTA to schedule and host school-wide events to support students and families such as parent education classes. b) Identify and communicate the needs of student populations and their families with community partners. c) Develop parent and family engagement policy and offer flexible opportunities for meetings. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Perceptions 1 **Funding Sources:** Title I Family Engagement - 211 - Title I - $1,584	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth.	**Formative**			**Summative**
Actions: a) Provide professional development for all teachers in analyzing and using a variety of data for the purpose of focused instruction, appropriate interventions, and approved accommodations. b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments during PLCs. c) Provide professional development for all staff in the use of AWARE to build assessments and analyze data to inform instruction. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Campus Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $1,000, Campus Personnel - 199 - General Funds: SCE - $33,482	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Implement and monitor an ESSER plan that is approved by TEA and supported by the district. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** ESSER Tutors - ESSER - $11,480				

Strategy 5 Details	Reviews			
Strategy 5: Implement a multi-tiered system of support (MTSS) for identified students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Hold campus MTSS meetings throughout the year. b) Develop time within the master schedule that allows time for each grade level to have designated intervention time. c) Regularly meet with campus interventionist to discuss progress, needs, curriculum and resources. d) Implement district SEL curriculum and resources along with Conscious Discipline. e) Continue to provide professional learning for Conscious Discipline and tiered behavior interventions. f) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE				

Strategy 6 Details	Reviews			
Strategy 6: Implement district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services. **Staff Responsible for Monitoring:** Campus Administration Attendance Clerk 504 Coordinator Special Education Staff **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 **Funding Sources:** - 199 - General Funds: SCE				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our 4th grade African American population was significantly lower in math than our other demographics. They were at 33.3% at approaches and 0% for both Meets and Masters.   **Root Cause**: This population is more transient and causes abruption in instruction. These are also students who are at-risk due to homelife.
Problem Statement 2: Our 3rd grade African American population was significantly lower in math and reading than our other grade level demographics. In math they are 27 points lower than than our second lowest population and in reading they are 23 points lower than the second lowest population,   **Root Cause**: This population is more transient and truant. These students have attended various schools and the inconsistency of instruction has caused learning gaps.
Student Learning
Problem Statement 1: The overall percentage of 3rd graders performing on the 2023 math STAAR in comparison to the 2022 math STAAR decreased by 20% on approaches, 23% meets, 27% masters. and in reading 3rd graders decreased 10% on approaches, 19% meets and 36% for masters.   **Root Cause**: Tier 1 instruction was not proficient due to teacher performance.
Problem Statement 2: The overall percentage of 5th graders performing on the 2023 reading STAAR in comparison to the 2022 reading STAAR decreased by 14% on approaches, 8% meets and 5% masters.   **Root Cause**: Schedule and teacher changes during the year accompanied by a lack of classroom management caused a disruption in learning.
School Processes & Programs
Problem Statement 1: Some of our students did not make one year's worth of growth in reading according to BOY and EOY Fountas and Pinnell reading levels. In addition, some students did not make a years growth on the math star progress monitor.   **Root Cause**: We need to provide more targeted small group instruction using the BAS, mClass data and STAR Ren data.

Perceptions

Problem Statement 1: Due to recent events, there is a heightened concern about school safety. **Root Cause**: Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

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

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a campus-administered student/staff survey.

Evaluation Data Sources: Observation Data
Social-Emotional Learning Survey

Strategy 1 Details	Reviews			
Strategy 1: Implement a district-approved program that teaches social-emotional skills.	**Formative**			**Summative**
Actions: a) Provide training for all staff utilizing Conscious Discipline as a way to identify campus social and emotional needs and collaborate with campus staff to develop a plan and revise our plan throughout the school year. b) Implement district provided resource as a SEL curriculum used throughout the year. c) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Campus Administration Campus Staff CSI Team Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Implement the SEL component contained in the district ESSER plan.	**Formative**			**Summative**
Actions: a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Collect data and information from campus staff to determine the needs of families in crisis. **Staff Responsible for Monitoring:** Campus Administration and Campus staff **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Perceptions 1	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our 4th grade African American population was significantly lower in math than our other demographics. They were at 33.3% at approaches and 0% for both Meets and Masters.   **Root Cause**: This population is more transient and causes abruption in instruction. These are also students who are at-risk due to homelife.
Problem Statement 2: Our 3rd grade African American population was significantly lower in math and reading than our other grade level demographics. In math they are 27 points lower than than our second lowest population and in reading they are 23 points lower than the second lowest population,   **Root Cause**: This population is more transient and truant. These students have attended various schools and the inconsistency of instruction has caused learning gaps.
Perceptions
Problem Statement 1: Due to recent events, there is a heightened concern about school safety.   **Root Cause**: Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

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

Performance Objective 4: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3.

    Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details			Reviews		
Strategy 1: Implement the behavioral MTSS plan with fidelity.		**Formative**			**Summative**
Actions: a) Provide training on the district behavior MTSS plan. b) Implement Conscious Discipline campus wide. c) Schedule extended behavior MTSS collaboratives and utilize Success Ed or Focus to input behavioral student plans. d) Utilize the behavior facilitator to guide best practices. **Staff Responsible for Monitoring:** Campus Administration Campus Staff CSI Team Behavior Facilitator **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 2	**Nov**	**Jan**	**Mar**		**June**

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: The overall percentage of 5th graders performing on the 2023 reading STAAR in comparison to the 2022 reading STAAR decreased by 14% on approaches, 8% meets and 5% masters.   **Root Cause**: Schedule and teacher changes during the year accompanied by a lack of classroom management caused a disruption in learning.

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: 2022-2023 Campus Attendance

Strategy 1 Details			Reviews	
Strategy 1: Continue to implement a campus-wide program that increases student attendance.	**Formative**			**Summative**
Actions: a) Develop and communicate campus attendance plan with all stakeholders. b) Monitor and make adjustments to the attendance plan throughout the year as needed. c) Track student and staff attendance. d) Provide incentives that encourage student attendance. e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help mitigate student attendance issues. **Staff Responsible for Monitoring:** Campus Administration Campus Staff Attendance Clerk **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Perceptions 1 **Funding Sources:** - 199 - General Funds	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our 4th grade African American population was significantly lower in math than our other demographics. They were at 33.3% at approaches and 0% for both Meets and Masters.   **Root Cause**: This population is more transient and causes abruption in instruction. These are also students who are at-risk due to homelife.
Problem Statement 2: Our 3rd grade African American population was significantly lower in math and reading than our other grade level demographics. In math they are 27 points lower than than our second lowest population and in reading they are 23 points lower than the second lowest population,   **Root Cause**: This population is more transient and truant. These students have attended various schools and the inconsistency of instruction has caused learning gaps.
Perceptions
Problem Statement 1: Due to recent events, there is a heightened concern about school safety.   **Root Cause**: Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

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

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

    Evaluation Data Sources: Staff and Student Survey, Accident Reports

Strategy 1 Details	Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.	**Formative**			**Summative**
Actions: a) Review perception data from students, staff, and parents to identify strategies to improve campus safety.	**Nov**	**Jan**	**Mar**	**June**
b) Utilize the campus CSI team to review student and staff safety concerns. c) Take corrective action of findings at the campus by utilizing our CSI Logistics Team. d) Implement and review the district safety protocols. e) Schedule and monitor safety drills through Navigate 360. f) Identify potential school and safety threats using survey data to implement and refine procedures. g) Continue to implement the Anonymous Alerts and Threat Assessment System. h) Conduct monthly safety meetings with the Safety Committee and revise plans as needed. **Staff Responsible for Monitoring:** Campus Administration Campus Staff Safety Committee **Problem Statements:** Perceptions 1				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Due to recent events, there is a heightened concern about school safety.   **Root Cause**: Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

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

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Evaluation Data Sources: Campus WC Report

Strategy 1 Details	Reviews			
Strategy 1: Implement the district-wide program that promotes an accident-free work environment.	**Formative**			**Summative**
Actions: a) Conduct facility reviews to locate and address issues and needs. b) Provide safety training for campus staff based on district protocols. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe Schools Training. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **Problem Statements:** Student Learning 2 - Perceptions 1	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: The overall percentage of 5th graders performing on the 2023 reading STAAR in comparison to the 2022 reading STAAR decreased by 14% on approaches, 8% meets and 5% masters.   **Root Cause**: Schedule and teacher changes during the year accompanied by a lack of classroom management caused a disruption in learning.
Perceptions
Problem Statement 1: Due to recent events, there is a heightened concern about school safety.   **Root Cause**: Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

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

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

Evaluation Data Sources: Campus Site-Based Team Meetings

Strategy 1 Details	Reviews			
Strategy 1: Maintain a district-wide coordinated health program.	**Formative**			**Summative**
Actions: a) Continue to implement health related plans at the campus level. Examples include: Play It Safe, Vision Screenings, Employee Wellness Challenges, etc. b) Follow district health requirements. c) Students participate in regular pacers and fitness gram tests in physical education class. **Staff Responsible for Monitoring:** Campus Administration Nurse Campus Staff **Problem Statements:** Demographics 1, 2 - Perceptions 1	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our 4th grade African American population was significantly lower in math than our other demographics. They were at 33.3% at approaches and 0% for both Meets and Masters.   **Root Cause**: This population is more transient and causes abruption in instruction. These are also students who are at-risk due to homelife.
Problem Statement 2: Our 3rd grade African American population was significantly lower in math and reading than our other grade level demographics. In math they are 27 points lower than than our second lowest population and in reading they are 23 points lower than the second lowest population,   **Root Cause**: This population is more transient and truant. These students have attended various schools and the inconsistency of instruction has caused learning gaps.

Perceptions
Problem Statement 1: Due to recent events, there is a heightened concern about school safety.   **Root Cause**: Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

State Compensatory

Budget for Academy at C. F. Thomas

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2.5
Brief Description of SCE Services and/or Programs

Personnel for Academy at C. F. Thomas

Name	Position	FTE
Kim Saylor	Reading Interventionist	1
Natasia Armendariz	ESL Educational Assistant	1
Veronica Bustamante	Bilingual Reading Interventionist	0.5

Title I

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.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents:

Community Members:

- David Crook
- Jessica Morris

Business Representatives:

- Vicki Brouse
- Monty Brouse

Teachers:

-

District Professional:

- Stephanie Jackson

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:

- Conscious Discipline

- Workshop Model

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- Sheltered Instruction

- Leveled Literacy Intervention

- Social Skills Training

Increased learning time is provided through 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.

3.1: 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.

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings to accommodate parents' work schedules unless otherwise noted. The following family engagement activities are planned for 2023-24:

- August Refresh Back to School Event at WG Thomas Coliseum

- August Meet the Teacher Night on campus

- September Title I Meetings on campus

- September STEM Night (Thursday evening) on campus
- October Fall Festival on campus
- November Book Fair (Monday through Thursday on campus with Thursday night extended hours)

- November Veterans' Day Event on campus

- December Chorus Event on campus

- March STEM Night and Open House on campus

- March Book Fair on campus

- March Discover Birdville Event

- April Family Engagement Policy and Compact Revision on campus

- Field Day in April on campus

Title I Personnel

Name	Position	Program	FTE
Alejandra Lopez	Bilingual Title I EA	Title I	1.0
Charlene Soto	Title I EA/Parent Liaison	Title I	1.0
Gayle Marshall	Math Interventionist	Title I	.5
Veronica Bustamante	Bilingual Reading Interventionist	Title I	.5

Campus Funding Summary

			199 - General Funds: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Academic Coaches		$0.00
1	2	3	Campus Personnel		$33,482.00
1	2	5	Intervention Personnel		$0.00
1	2	6			$0.00
				Sub-Total	$33,482.00
				Budgeted Fund Source Amount	$33,482.00
				+/- Difference	$0.00
			211 - Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Professional Development		$1,000.00
1	1	3	Campus Personnel		$145,713.00
1	1	3	Instructional Resources		$9,133.00
1	2	2	Title I Family Engagement		$1,584.00
1	2	3	Professional Development		$1,000.00
				Sub-Total	$158,430.00
				Budgeted Fund Source Amount	$158,430.00
				+/- Difference	$0.00
			ESSER		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	ESSER Tutors		$11,480.00
				Sub-Total	$11,480.00
				Budgeted Fund Source Amount	$11,480.00
				+/- Difference	$0.00
				Grand Total Budgeted	$203,392.00
				Grand Total Spent	$203,392.00
				+/- Difference	$0.00