Birdville Independent School District

Birdville Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: August 16, 2021

Demographics

Demographics Summary

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

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

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

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

4th and 5th grade math scores increased overall from 2018 to 2019. 4th grade approaches increased by 2% from 80% (2018) to 82% (2019); meets grade level expectations increased by 6% from 38% (208) to 44% (2019). There was a significant increase in the first test administration of the 5th grade math in approaches by 15% from 76% (2018) to 91% (2019). The meets grade level expectations increased by 25% from 33% (2018) to 58% (2019). Masters grade level increased overall from 2018 (11%) 2019 (44%). 3rd grade math scores overall decreased in approaches grade level expectations by 6%, and meets grade level expectations declined by 9%. Masters grade level expectations remained the same at 8%.

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

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

Student Learning Strengths

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

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

BES received a distinction for placing in the top quartile for Comparative Academic Growth ranking 6th out of 40 comparable campuses from across the state. BES also received a distinction for Academic Achievement in Science with 26% of students scoring at the Masters level. Additionally, we placed at the top of quartile 2, ranking 11th for a distinction in Closing the Gaps. BES missed being in the top quartile by only 2 points.

Problem Statements Identifying Student Learning Needs

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While our EL students continue to make progress, there is a gap between their overall academic performance and that of their non-EL peers. **Root Cause:** Our district bilingual education program model has changed multiple times in the past 5 years. The previous model was not structured in a way to support DL students transitioning more successfully to English in the upper grade levels when the standards become much more rigorous. It also did not intentionally teach ESL strategies to bilingual students. Teachers have their ESL certification; however, there has not been as much focus on serving EL students within the general ed. classrooms.

Perceptions

Perceptions Summary

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

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

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Goals

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

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

HB3 Goal

Evaluation Data Sources: Fountas & Pinnell reading levels
CLI Engage - CIRCLE (prekindergarten), Renaissance STAR Assessments (mathematics, 1-5), Istation (reading, grades 3-5), M-Class Reading (k-2) TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
Strategy 1: Implement all components of the district literacy plan to including Guided Reading and Fountas & Pinnell Shared Reading.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Provide training for all staff in the implementation of the district literacy initiatives. b) Utilize academic ELAR/SLAR coach in helping to provide on-going training, coaching, and modeling literacy expectations within the classrooms to benefit all students. c) Utilize the Dual Language/ESL Academic Coach to provide on-going training, coaching, and modeling literacy expectations specific to EL students. d) In grades 3-5, each content area teacher will implement a minimum of one reading strategy in collaboration with ELAR/SLAR teacher. e) In grades K-2, the identified reading strategies will be integrated across all content areas. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5 **Funding Sources:** General Funds - 199 - General Funds, Title 1 - 211 - Title I				

Strategy 2 Details	Reviews			
Strategy 2: Provide reading and math intervention for tier 2 and tier 3 students.	**Formative**			**Summative**
Actions: a) New students will be identified who need additional assistance and intervention services will begin by the end of the 1st 6 weeks. b) Returning students on tier 3 will begin receiving intervention by the 4th week of the school year. c) Title 1 tutors will work with classroom teachers to provide additional support for students on all tiers. d) Utilize RTI process to identify and address academic and behavior needs of students throughout the year. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Tutoring - 211 - Title I - $30,000, Professional Development - 211 - Title I - $1,000, Instructional Resources - 211 - Title I - $11,930, Intervention Personnel - 199 - General Funds: SCE, Intervention Personnel - 211 - Title I - $104,874	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Implement the reading academies and coaching model established by TEA based on the HB3 requirements.	**Formative**			**Summative**
Actions: Campus administration, special education teachers, and classroom teachers in second and third grade will participate in Reading Academies established by TEA based on HB3 requirements. **Staff Responsible for Monitoring:** Principal	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Implement system where classroom teachers administer progress monitoring assessments with fidelity for reading and math.	**Formative**			**Summative**
Actions: a) Continue to support and train teachers with the BAS assessment. b) Grade level PLCs will develop common formative assessments to monitor students growth in math and reading. They will utilize the PDSA cycle to analyze data. c) Teachers will work with academic coaches to develop instruction that is responsive to progress monitoring data. d) Train and support teachers with mClass for reading and math in kindergarten and reading in first and second. e) Train teachers and staff on the use of assessment data to inform instructional decisions. f) Monitor the progress of students in prekindergarten through 5th grade through the use of RtI assessments (screeners and progress monitoring data). g) Oversee the implementation of progress monitoring windows. **Staff Responsible for Monitoring:** Principal	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.	**Formative**			**Summative**
Actions: a) conduct campus instructional focus walks and debriefing sessions. b) Infuse literacy-focused discussions into PLCs **Staff Responsible for Monitoring:** Principal	**Nov**	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.	Formative			Summative
	Nov	Jan	Mar	June
Actions: Utilize resources to provide personnel, technology, and instructional materials. **Staff Responsible for Monitoring:** Principal				

Strategy 7 Details	Reviews			
Strategy 7: Provide accelerated instruction to all students who did not meet expectations on the 2021 STAAR assessments.	Formative			Summative
	Nov	Jan	Mar	June
Actions: Students will receive tutoring in small groups for a minimum of 30 hours in all areas of STAAR where they did not meet expectations. Tutoring will target current grade level TEKS. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom teachers. **Funding Sources:** - 211 - Title I, ESSER Tutors - ESSER - $39,672				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

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

Performance Objective 2: All students will make at least one year's progress in writing between the beginning and end of year.

Evaluation Data Sources: Norma Jackson Rubric; STAAR Writing scores;
BOY/EOY District Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Implement all of the components of the district literacy plan specifically targeting writing to include a vertically aligned Writer's Workshop model. As campus we must address not only idea formation but also conventions, revising and editing.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Provide training for all staff in the implementation of the specific pieces within the district literacy plan targeted at writing instruction. b) Utilize academic ELAR/SLAR coach in helping to provide on-going training, coaching, and modeling writing instruction expectations within the classrooms to benefit all students. c) In grades 3-5, each content area teacher will develop strategies during their PLC's in implementing writing within their content in collaboration with ELAR/SLAR teacher. d) In grades K-2, the district identified writing strategies will be integrated across all content areas. e) All staff will be required to attend the writing support meetings after school throughout the year. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

HB3 Goal

Evaluation Data Sources: STAAR, and district CBA assessments

Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Provide all teachers with a timeline of specific expectations for the implementation of the CI components. b) Continue to support and monitor the implementation of the PDSA process and provide appropriate professional learning support. c) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. d) Meet regularly with all grade levels in Wacky WOW PLC's to discuss formative data using the CI process. e) Monitor progress in the implementation of the CI components and provide feedback to teachers. f) Vertically align implementation of Continuous Improvement through Instructional Walks. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Identify and implement instructional strategies for EL students.	**Formative**			**Summative**
Actions: a) Utilize Ellevation to monitor EL students	**Nov**	**Jan**	**Mar**	**June**
b) Utilize the Dual Language/ESL Academic Coach to provide on-going training, coaching, and modeling literacy expectations specific to EL students. Teachers will meet with her weekly. c) Use TELPAS data to determine student status and intervention needs. d) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4				

Strategy 3 Details	Reviews			
Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process.	**Formative**			**Summative**
Actions: a) Parent Curriculum Night to give parents information on how to help their students be more successful.	**Nov**	**Jan**	**Mar**	**June**
b) Provide a Family Science/Language Arts/Math Night (SLAM) where parents can learn about hands-on activities that they can do with their children. d) Provide multiple fine arts showcases/performances throughout the year ensuring that every child has an opportunity to be involved. e) Develop and distribute a campus Parental Involvement Policy. f) Electronically distribute Title I information to further explain the programs and services available to BES students. g) Hold a Kinder Kamp Parent Night for incoming kindergarten students at the end of the year. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.6, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Title I Family Engagement - 211 - Title I - $3,000				

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

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

Performance Objective 4: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
Strategy 1: Implement Sanford Harmony curriculum for social-emotional learning. Utilize TBRI and campus based interventions to address student SEL needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Classroom teachers will follow the Sanford Harmony model. b) The counselor will provide classroom guidance lessons weekly targeting social-emotional skills. c) Identified students will be placed in individual and/or social skills small group counseling to further support their social/emotional needs. d) Integrate the campus theme of a Growth mindset across the campus with the support of the campus counselor. e) Train faculty in TBRI. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Implement the district behavioral RtI plan.	**Formative**			**Summative**
Actions: a) Assemble a behavior RtI campus team.	**Nov**	**Jan**	**Mar**	**June**
b) Utilize Make Your Day, a research-based campus-wide discipline plan, to ensure consistency. c) Provide multiple training opportunities on Make Your Day to ensure it is implemented consistently across the campus. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5, 2.6				
0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue	

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

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

Evaluation Data Sources: PEIMS Attendance Reports; Weekly/6 week/semester attendance rates

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus-wide program to increase student and staff attendance.	**Formative**			**Summative**
Actions: a) Monitor the implementation of the attendance plan. b) Evaluate the effectiveness of the attendance plan by: * Collecting and tracking weekly attendance data provided by Student Services *Reviewing 6 weeks attendance reports provided by the district. c) Work with the district truancy officer to intervene before students accumulate excessive absences. d) Assistant Principal will monitor absences and make contact with families starting at the 3rd absence, **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.5	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.	**Formative**			**Summative**
Actions: a) Assemble a campus Emergency Management Team.	**Nov**	**Jan**	**Mar**	**June**
b) The EMT will review perception data from students, staff and parents to identify and target strategies to improve campus safety. c) Identify and implement steps that would help staff to identify, report, and address concerns about school safety and student well-being. d) Regularly communicate safety procedures to parents throughout the year through various forms of communication such as grade level newsletters, notes home, BbConnect, campus web page, and social media. e) Conduct all required safety drills. f) Implement the Anonymous Alerts and Threat Assessment system. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.5, 3.2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

Strategy 1 Details		Reviews		
Strategy 1: Implement the district-wide program that promotes and accident-free work environment.		**Formative**		**Summative**
Actions: a) All staff will complete the Safe Schools curriculum on-line. b) Mandatory safety training sessions will be conducted per the district plan/time line. c) Perform regular campus safety walks per the district plan. **Staff Responsible for Monitoring:** Principal, Assistant Principal	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Our Comprehensive Needs Assessment process started in April of 2021 when the campus LOL Team and Communication Council began to look at our needs, how we were addressing those needs, and identifying areas to continue to target for the 2021-2022 school year. We started the process of developing our campus improvement plan based on our CNA. We shared the results of this meeting and sought input from the site based committee during the May meeting.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP development process started in April of 2021 and was completed in September of 2021. The campus level stakeholders involved in this process were:

Maria Chaffin - Kindergarten teacher

Janalee Smith - 1st Grade teacher

Angie Morrison - 1st Grade teacher

Kris Fletcher - 2nd Grade teacher

Adela Lee - 2nd Grade teacher

Lauren Lindsay - 3rd Grade teacher

Amanda Dumas - 3rd Grade teacher

Sandra Melendez - 4th Grade teacher

Ricky Pence - 4th Grade teacher

Gabe Nogueras - 5th Grade Bilingual teacher

Mike Bumpas - 5th Grade teacher

Fred Vertrees - Special Education teacher

Kathy Yancey - Special Education teacher

Belinda Stanley - Librarian

Laurie Hindman - Counselor

Jason Winans - Assistant Principal

Tammy Pope - Principal

Rachel Sollid - Parent

Christina Molina - Parent

Brnadon Treadway - Community Representative

Jennifer Linder - Parent

2.2: Regular monitoring and revision

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

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

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

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

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 51% of students were identified as at-risk based on one or more of the following criteria:

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

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

2.5: Increased learning time and well-rounded education

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

- Whole Child Initiative
- Make Your Day
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training
- Sanford Harmony
- TBRI

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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

Tammy Pope, Principal
Dewayna Loomer, 1st Grade Teacher
Carla Cotter, reading interventionist
Laurie Hindman, Counselor
Lidia Donohue, Special Education teacher
Angela Morrison, First Grade teacher
Claire Hillhouse, Math Interventionist
Victoria Cator, PEIMS/Attendance
Rachel Sollid, parent
Christina Molina, parent
Jennifer Linder, parent
Brandon Treadway, Community Representative

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

languages as practicable by request.

3.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2020-21:

- Refresh Back to School Event August 7 at The Plaza
- Meet the Teacher Night August 16
- OctoberCurriculum Night/ Title 1 Meeting
- November SLAM (Science, Language Arts, Math) Night
- March Open House
- March Discover Birdville Event (Saturday)
- April Family Engagement Policy and Compact Revision- time and location TBD
- May Art Show

Title I Personnel

Name	Position	Program	FTE
Claire Hillhouse	Math Interventionist	Title I	0.5
Jennifer Haberer	Reading Interventionist	Title I	1.0

Campus Funding Summary

			199 - General Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Funds		$0.00
				Sub-Total	$0.00

			199 - General Funds: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Intervention Personnel		$0.00
				Sub-Total	$0.00

			211 - Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Title 1		$0.00
1	1	2	Tutoring		$30,000.00
1	1	2	Professional Development		$1,000.00
1	1	2	Instructional Resources		$11,930.00
1	1	2	Intervention Personnel		$104,874.00
1	1	7			$0.00
1	3	3	Title I Family Engagement		$3,000.00
				Sub-Total	$150,804.00

			ESSER		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	ESSER Tutors		$39,672.00
				Sub-Total	$39,672.00
				Grand Total	$190,476.00

Addendums