

Birdville Independent School District
Grace E. Hardeman Elementary
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hardeman Elementary is a Title I school that served 650 students Pre-k-5th grade during the 2020-2021 school year. Our demographics are displayed in detail below.

- Title I Campus located in north end of Birdville ISD
- Serves approximately 650 students
 - PreK – 5th Grade
 - AABLE and ACCESS Special Education Program
- Student ethnicity
 - 39% White
 - 34% Hispanic/Latino
 - 8% African American
 - 12% Asian
 - 6% Two or more
 - 1% Other
- 56% of students are Economically Disadvantaged
- 24% of students are Limited English Proficient
- 18% of students are served in EL Program
- 11% of students are served in Special Education
- 5% of students are served in Advanced Academic Program
- 100% staff meet federal highly qualified requirements

The percentage of Hispanic students has been steadily increasing over the past 15 years, while the percentage of White students has declined. The percentage of students considered to be English language learners (ELs) has nearly doubled over the past 10 years moving from 13% to the current 23% of students are ELs. The overall number of students has decreased by 20% over the past 10 years and the characteristics of the student population has also changed considerably over time with the number of students identified as low income moving from 41% to 56%. Student attendance rate was 96.46 in 2018-2019, 96.11 in 2017-2018, 96.25% in 2016-2017, 96.6% in 2015-2016, 96.3% during the 2014-2015 school year, 96.7% in 2013-2014, and 96.4% in 2012-2013. Campus attendance rates appear to lag behind those of similar campuses across the state. According to data from the 2018 state accountability system, Grace E. Hardeman Elementary was in the second quartile for attendance within a 40-campus comparison group with similar student demographics.

Demographics Strengths

The overall student population has changed with higher rates of subgroup populations and lower income groups while the performance of these groups stays close to the overall campus scores.

Demographic changes in the community over the past 15 years has increased in cultural diversity of the families served by Grace E. Hardeman with an increase in the Hispanic

and Vietnamese populations.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to the 2019 state accountability report, our area for targeted support is the percentage of Asian students reaching the meets expectation level on reading and math STAAR is below the target percentage. In 2019 61% were at meets or above in reading, where the target is 74%. In 2019 74% of our Asian students were at the meets level in math, where the target was 82%. **Root Cause:** All but 1 student in this subgroup are part of the EL subgroup as well.

Problem Statement 2: The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019, Hardeman Elementary School met the target with a TELPAS progress rate of 65%. In 2020-2021 Hardeman Elementary School had a TELPAS progress rate of 54% and did meet the progress rate. In comparing the progress rate from 2019 and 2021, Hardeman demonstrated an 11% point decrease in **Root Cause:** A large percentage of our EL students were virtual learners which means they had less exposure to the English language on a daily basis.

Student Learning

Student Learning Summary

During the 17-18 school year, Grace E. Hardeman began utilizing the Fountas and Pinnell BAS assessment to determine the reading level and growth of each student. For kindergarten through 2nd grade we were able to determine growth based solely on this resource. By combining BAS data with ISIP data for grades 3-5 we were able to determine growth at the end of the year as well. The results were the following: 74% of kindergarten students, 82% of 1st grade students, 74% of second grade students, 69% of third grade students, 54% of 4th grade students, and 71% of 5th grade students achieved at least 1 year's growth in reading over the 17-18 school year.

When examining STAAR math data over the last 5 years, a positive trend is evident in 3rd, 4th, and 5th grades. However, in 2019, there was a slight dip on 3rd and 4th grade math. In 2018 3rd grade had 95% of students approaching grade level, 67% meeting grade level, and 37% mastering grade level. In 2018 4th grade had 90% of students approaching grade level, 70% meeting grade level, and 43% mastering grade level. In 2018 5th grade had 94% of students approaching grade level, 85% meeting grade level, and 60% mastering grade level. In 2019 3rd grade had 93% of students approaching grade level, 65% meeting grade level, and 32% mastering grade level. In 2019 4th grade had 84% of students approaching grade level, 54% meeting grade level, and 33% mastering grade level. In 2019 5th grade had 99% of students approaching grade level, 86% meeting grade level, and 71% mastering grade level. Each of the levels in 5th grade showed an increase in performance.

Our STAAR reading data over the last 5 years has also followed a positive trend in 3rd, 4th, and 5th grades. However, in 2019 there was a dip in 3rd grade. In 2018 3rd grade had 95% of students approaching grade level, 59% meeting grade level, and 38% mastering grade level. In 2018 4th grade had 87% of students approaching grade level, 60% meeting grade level, and 29% mastering grade level. In 2018 5th grade had 88% of students approaching grade level, 72% meeting grade level, and 42% mastering grade level. In 2019 3rd grade had 89% of students approaching grade level, 56% meeting grade level, and 35% mastering grade level. In 2019 4th grade had 89% of students approaching grade level, 55% meeting grade level, and 27% mastering grade level. In 2019 5th grade had 100% of students approaching grade level, 77% meeting grade level, and 41% mastering grade level.

Our 5th grade STAAR Science data has followed a positive trend each year as well. In 2018 95% of students approaching grade level, 70% meeting, and 48% mastering. In 2019 97% of students approaching grade level, 84% meeting, and 54% mastering. This is a significant improvement since 2015 when 88% of students were approaching grade level, 53% were meeting, and 22% were mastering grade level.

4th Grade writing STAAR scores have not shown as much growth as the other areas, over the last 4 years. However in 2019, we showed significant growth in the approaching category with 79% approaching, 30% meeting, and 9% mastering. In 2018 we had 67% of students approaching grade level, 42% meeting, and 9% mastering.

Based on overall STAAR performance our campus received 5 out of 6 distinctions as well as an overall "A" rating.

Student Learning Strengths

Grace E. Hardeman earned an accountability rating of Met Standard under the 2016 and 2017 TEA Accountability System and in 2018 & 2019 was graded at an overall "A". In 2016, 2107, and 2018 Grace E. Hardeman earned 6 out of 6 Distinctions for Academic Achievement. In 2019 Grace E. Hardeman was awarded 5 out of 6 distinctions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Fourth grade writing performance has lagged behind other subject areas in approaches, meets, and masters. **Root Cause:** Teachers need additional support in the area of writing instruction system wide, especially now that reading and writing tests are combined.

School Processes & Programs

School Processes & Programs Summary

Students at Grace E. Hardeman Elementary are served by a number of specialized programs related to student need. fifty-six percent of students are served by the free/reduced lunch program and 23% of students are English language learners (ELs), served by bilingual PK or English language learner (EL) programs. The EL population has almost doubled over the past 10 years. Currently, 11% of students are served through special education which includes four self-contained programs for the cluster, and 5% are served through the gifted and talented program.

The academic RtI program serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific services provided for students on Tiers 2 and 3 are outline in the district RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions.

Performance data suggest that the RtI program has been successful in moving student off of tiered interventions.

School Processes & Programs Strengths

Student performance has continued to show growth each year based on STAAR scores. We continue utilizing PLC's and RTI meetings to identify student needs and give them the services they need. We have strong committees in place to address and solve problems across the campus. We give all staff input to address strengths and areas of need.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have seen an increase in need regarding social emotional issues with students due to strains of pandemic. We must address behaviors and concerns through implementation of Conscious Discipline school wide. **Root Cause:** Students and families have struggled emotionally and academically due to missed learning time, struggles at home, and unpredictable times.

Perceptions

Perceptions Summary

The campus collects data on a regular basis from parents and staff regarding their perceptions of campus programs and procedures. The campus is also involved with the district survey on school safety issues. Data collected included perceptions of parent involvement and school safety issues. Parents recognized the added security of the door buzzer and new fencing. Parents reported they enjoy our campus because of the family feel and the caring staff. Based on the parent survey in Spring of 2021, 94% of parents agreed that staff members build positive relationships with students.

Staff and parents share concerns over the lack of social emotional skills of students, especially with incoming kindergarten students.

We will continue surveying parents this year and involving them in the decision making process.

Perceptions Strengths

Parents report they are proud to be a part of the Hardeman community and feel that the school meets the needs of their students. They describe the school as having a family feel and caring staff members. We have an active and involved PTA and Watch DOG program from whom we receive regular feedback. We also conduct parent surveys each year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We have a large number of students entering our school with high levels of emotional upset and aggressive behaviors. **Root Cause:** Lack of social emotional and executive skills on the part of students, and lack of direct instruction in those areas.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

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

Goals

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

Performance Objective 1: All students will make at least one year's progress in reading and math between the beginning and end of year.

HB3 Goal

Evaluation Data Sources: Fountas & Pinnell reading levels, STAR math assessment, mClass assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Build capacity to implement the district literacy plan at the campus and classroom level.</p> <p>Actions: -Utilize rubric provided by district to assess progress annually. -Train staff during professional learning sessions after each lol meeting. -Utilize campus resources including coaches to provide support for campus and classroom implementation plans. -Utilize reading and writing vertical teams to increase collaboration system wide on literacy plan and best practices.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, LOL team, ELAR vertical team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the literacy plan and Reading Academy Procedures with 2nd and 3rd grade through established priorities for campus-wide literacy practices.</p> <p>Actions: -Follow district provided Reading Academy plan and procedures with second grade, third grade, special education teachers, and principal, and collaborate with reading academy coach to ensure teachers are on track. -Provide time for discussion, reflection, and feedback to teachers based on artifacts and observations. -Utilize data from instructional walks and formative assessments to customize campus professional learning</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, LOL team, reading and writing vertical team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Align processes that encourage and facilitate personalized learning for students in reading and math in order to close achievement gaps in core content areas.</p> <p>Actions: -Utilize Continuous improvement rubrics to strengthen instruction and assist teachers in supporting learning for all students including EL population. -Implement RTI processes to ensure alignment with district protocol and make adjustments as needed. -Utilize district resources with tier 1, 2, and 3 students during intervention time. -Utilize bilingual ESL EA and other staff to facilitate small group intervention with EL students. -Provide enrichment for tier 1 groups based on individual data. -Utilize Title 1 tutor and interventionists to provide intervention for targeted students identified through the RTI process. -Utilize ESSR funds for Accelerated Instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, RTI team, campus blended learning team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Personnel - 211 - Title I - \$108,780, Intervention Personnel - 199 - General Funds: SCE, Tutorials - 211 - Title I - \$15,000, Instructional Materials - 211 - Title I - \$3,693, ESSER Tutors - ESSER - \$22,815</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, district CBA assessments, and six week campus assessments.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom</p> <p>Actions: -Deliver clear expectations on the implementation of the continuous improvement process throughout the school year based on rubric and BOY data -Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus -Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric -Conduct "data days" where students explain their goals and data to their parents each six weeks.</p> <p>Staff Responsible for Monitoring: Campus Administration, academic coach, staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need</p> <p>Actions: -Collaborate with PTA and ASPIRE to schedule and host school wide events to support students and families. -Identify and communicate the needs of student populations and their families with community organizations such as Sertoma. -Develop and distribute a Family and Parent Engagement Policy</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, ASPIRE coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Family Engagement - 211 - Title I - \$1,288</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement PDSA process through grade level and vertical PLCs to ensure growth and performance of all students including groups identified through additional targeted supports.</p> <p>Actions: -Review expectations for teachers regarding PDSA process and best practices during campus PD and grade level meetings. - Utilize PLC time to review STAAR data, CFA data, interim data, student grades, F&P reading levels, and STAR 360 math benchmark data, mClass data as well as additional targeted support areas, then create plans based on said data. - Utilize RTI collaboratives to review assessment data listed above and create tiered plans for all students based on individual needs. -Provide tier 1 instruction as well as interventions based on data above to provide for individual student needs. - Meet regularly in grade level and vertical PLCs to continue the PDSA cycle.</p> <p>Staff Responsible for Monitoring: campus administration & academic coach</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district administered survey of student perceptions.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Conscious Discipline at the campus level to teach social-emotional skills.</p> <p>Actions: -Provide professional learning for all staff regarding Conscious Discipline. -Utilize the campus Conscious Discipline team to assist with implementing Conscious Discipline skills and strategies. -Conduct walk-throughs & follow-up discussions to provide feedback to teachers as they implement skills and strategies. -Counselor will conduct guidance lessons and RTI behavior groups throughout the school year. -Teachers will utilize the Sanford Harmony SEL program throughout the school year. -Continue training staff in Conscious Discipline through campus PD, outside trainings, and coaching.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Behavior Team</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Evaluation Data Sources: Behavior RTI collaborative meeting notes and data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district behavioral RtI plan.</p> <p>Actions: -Follow district protocols and procedures. -Utilize conscious Discipline strategies to support students through behavior interventions.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Behavior RTI team</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: At least 80% of the pre-k students will be "On Track" by EOY assessment based on the data from the Circle assessment.

HB3 Goal

Evaluation Data Sources: Circle Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Pre-K is now full day. Students and families will be included in campus programs. Actions: -include pre-k students in all campus programs. -track students growth and create plans for students not meeting targets based on Circle data. Staff Responsible for Monitoring: Pre-K team</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Attendance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance.</p> <p>Actions: -Review current campus plan for attendance incentives. -Communicate campus attendance plan with all stakeholders -Monitor and make adjustments to the attendance plan throughout the year as needed -Track student and staff attendance -Provide incentives that encourage staff and student attendance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Use continuous improvement to identify and improve campus operations.

Strategy 1 Details	Reviews			
Strategy 1: Develop and deploy continuous improvement processes at the campus level. Actions: -Develop SMART goals for T-TESS, attendance and safety -Track data for these areas throughout the school year. -Meet with safety team regularly and conduct "plus/deltas" to guide improvement. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Student and staff surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p>Actions: -Follow all district procedures related to safety and security. -Utilize Conscious Discipline strategies in all classrooms daily.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Behavior Team Safety Team</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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.

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment. Actions: -Conduct facility reviews to locate and address facility issues and needs -Provide training for campus staff -Provide safety equipment as needed -Continue to monitor the implementation of safety procedures -All employees will complete Safe Schools Training Staff Responsible for Monitoring: Campus admin & all staff	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure the implementation of the district-wide coordinated health programs. Actions: Continue to implement health related plans at the campus level including Play It Safe, Dental and Vision Screenings, Fitness Grams and Safe Haven. Staff Responsible for Monitoring: Campus Admin & staff	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in June 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents:

Kelli Weaver, Lauren Althoff

Community Members:

Mairanne Iverson, Alexis Hines

Teachers:

Melissa Garner, Megan Gant, Melissa Tate, Chris Pool

Administrators:

Katie Moran, Jed Carleton

Other Campus and District Staff:

Sarah Godfrey

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, 64.95% 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
- Conscious Discipline
- 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.

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:

Parents:

Kelli Weaver, Lauren Althoff

Community Members:

Mairanne Iverson, Alexis Hines

Teachers:

Melissa Garner, Megan Gant, Melissa Tate, Chris Pool

Administrators:

Katie Moran, Jed Carleton

Other Campus and District Staff:

Sarah Godfrey

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

3.2: Offer flexible number of parent involvement meetings

Campus family engagement activities are scheduled at various times, including evenings in order to accommodate parents' work schedules. The following family engagement activities are planned for 2021-22:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August 16th - Meet the Teacher Night on campus
- August 24-26 - grade level curriculum nights
- September 29 - Grandparents Day Celebration
- September 30th - Title 1 Meeting
- September 27-30 Book Fair on campus
- At the end of each six weeks - class awards and data days celebrations
- October - National Family PE night at local park
- November - Family Math night
- January - Family Science Night
- March Open House on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marsha Knowles	Math Interventionist	Title I	.5
Rindi Trainer	Reading Interventionist	Title I	1

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$108,780.00
1	1	3	Tutorials		\$15,000.00
1	1	3	Instructional Materials		\$3,693.00
1	2	2	Family Engagement		\$1,288.00
Sub-Total					\$128,761.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESSER Tutors		\$22,815.00
Sub-Total					\$22,815.00
Grand Total					\$151,576.00

Addendums