

Birdville Independent School District
Grace E. Hardeman Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Reaching our goals and inspiring others in a safe and student-centered environment where everyone is a valued member of our school family.

Vision

Grace E. Hardeman fosters a safe and happy place where everyone is valued, and differences are acknowledged, accepted, and celebrated to create a love of learning.

Value Statement

Roadrunners Respect and Inspire Student Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hardeman Elementary is a Title I school that served 595 students Pre-k-5th grade during the 2023-2024 school year. Our campus demographics are displayed in detail below.

- Title I campus located in the north end of Birdville ISD
- Serves approximately 595 students
 - PreK – 5th Grade
 - AABLE and ACCESS Special Education Program
- Student Gender
 - 51% Male
 - 49% Female
- Student ethnicity
 - 38% White
 - 36% Hispanic/Latino
 - 12% African American
 - 9% Asian
 - 3% Two or more
 - 2% Other
- 64% of students are Economically Disadvantaged
- 17% of students are Limited English Proficient
- 17% of students are served in ESL Program
- 26% of students are served in Special Education
- 8% of students are served in Advanced Academic Program
- 100% staff meet federal highly qualified requirements
- Average Daily Attendance for 2023-2024 school year is 94.72%

Grace E. Hardeman Elementary School currently employs 85 individuals. We place a high priority on recruiting and hiring teachers with a passion for working with students. All teachers new to the profession participate in the district new teacher mentor program, and are assigned a campus mentor. One hundred percent of the certified teachers on staff are English as a Second Language certified. Teachers in Kindergarten through third grade and some support staff have been trained or are currently participating in Texas Reading Academy. Grace E. Hardeman uses a Professional Learning Community (PLC) model to provide collaborative opportunities for successful communication of the campus routines, procedures and philosophy for all staff members. Grade level team outlooks are positive and productive. GEH is developing a strong Parent Teacher Association (PTA). The Executive Board of the PTA is made up of parents and staff members who work collaboratively to encourage family engagement and community involvement to enhance the goals of the campus.

Demographics Strengths

Some of the most notable demographic strengths for our students include:

- The male to female ratio at Hardeman Elementary is almost equivalent at 51% (306) male and 49% (294) female.
- Six different ethnicities are represented at Hardeman Elementary. This provides students on our campus the opportunity to learn from and learn with students of diverse cultural and ethnic backgrounds.
- The special education programs available on campus allow our student population to be accepting of those with disabilities.
- Teacher retention for the campus is high.
- The campus PTA is growing.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Gifted and talented students are under identified. **Root Cause:** Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

Problem Statement 2 (Prioritized): Average daily attendance has decreased from previous years. **Root Cause:** Chronic illnesses and lack of reliable transportation for families.

Student Learning

Student Learning Summary

In the 2024 STAAR assessments, performance varied across grades and subjects. For 3rd grade, a majority of students met the *Approaches* standard in both Math (81.33%) and Reading (83.12%), with a significant portion also reaching the *Meets* and *Masters* levels. In 4th grade, Math results were notably lower, with only 57.33% of students meeting *Approaches* and just 12% achieving *Masters*. Reading scores in 4th grade were better, with 83.33% meeting *Approaches* and 45.83% meeting *Meets*. The 5th grade showed strong performance across all subjects, especially in Reading, where 88.64% met *Approaches* and 45.45% reached *Masters*. Math results were also strong, with 89.53% at *Approaches* and 68.6% at *Meets*. Science scores in 5th grade indicated a solid foundation, with 75% meeting *Approaches* and 20.45% reaching *Masters*. Overall, the data highlights strong performance in 5th grade but suggests areas for improvement, particularly in 4th grade Math.

Review of 2024 STAAR data:

Assessment	Approaches	Meets	Masters
3rd Grade Math	81.33%	58.67%	26.67%
3rd Grade Reading	83.12%	53.25%	31.17%
4th Grade Math	57.33%	24.0%	12.0%
4th Grade Reading	83.33%	45.83%	18.06%
5th Grade Math	89.53%	68.6%	30.23%
5th Grade Reading	88.64%	70.45%	45.45%
5th Grade Science	75.0%	40.91%	20.45%

Student Learning Strengths

Third grade students at Grace E. Hardeman Elementary performed above the district average for students meeting standards in all areas on the 2024 State of Texas Assessment of Academic Readiness (STAAR)

Fifth grade students at Grace E. Hardeman Elementary performed above the district average for students meeting standards in all areas on the 2024 STAAR

Fifth grade students at Grace E. Hardeman Elementary performed above the state average in all areas of the 2024 STAAR.

The number of students in grades K-2 meeting benchmark on mClass has increased by 15% from the beginning of the 2023 to the end of the 2024 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fourth grade reading and math STAAR scores have decreased over the past three years. **Root Cause:** Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.

Problem Statement 2 (Prioritized): Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores. **Root Cause:** The rigor

and fidelity of teaching science in grade K-5 needs to be increased.

Problem Statement 3 (Prioritized): Gifted and talented students are under identified. **Root Cause:** Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

Problem Statement 4 (Prioritized): Average daily attendance has decreased from previous years. **Root Cause:** Chronic illnesses and lack of reliable transportation for families.

School Processes & Programs

School Processes & Programs Summary

During the 2023-2024 school year, students at Grace E. Hardeman Elementary are served by a number of specialized programs related to student need. Approximately 17.31% of students are Emergent Bilingual (EB), served by English as a second language (ESL) programs. Currently, 23.19% of students are served through special education which includes four self-contained programs and five percent of students are served through the gifted and talented program.

The curriculum and instruction at Grace E. Hardeman is guided by the Texas Essential Knowledge and Skills (TEKS) and driven by Birdville Independent School District's scope and sequences, unit plans, and curriculum previews. Some critical components of the district curriculum include Common Based Assessments, Campus Formative Assessments, explicit and systematic reading programs that follow the vision of The Science of Teaching Reading, and district math curriculum implemented through a workshop model.

Assessment is a major part of the instructional decision making process at Hardeman Elementary. Pre-Kindergarten through fifth grade uses screeners to help determine student growth over the course of the year. These screeners include; Circle Progress Monitoring, mClass, Star Renaissance Reading, Star Renaissance Math, and Fountas and Pinnell. District interims and State of Texas Assessment of Academic Readiness (STAAR) are assessment focus areas in grades 3 through 5. The Texas English Language Proficiency Assessment System (TELPAS) is an annual assessment given to students that have been identified as Emergent Bilinguals (EB).

Grade level Professional Learning Communities (PLC) are scheduled weekly with the campus instructional coach for the purpose of collaborative planning, creating campus assessments and analyzing student data through the Plan-Do-Study-Act (PDSA) process.

All students and staff at Grace E. Hardeman have access to technology hardware and software. Computers, document cameras, Chromebooks are available in all classrooms. Some classrooms have Smart Boards. Wireless access points have been installed around the building for educational use. There is a computer lab with twenty-five desktop computers. Students are encouraged to use technology programs and applications such as Go Math, Canvas, SeeSaw, Amplify Reading, Progress Learning, and Spatial Temporal Math (STMath). Teachers and staff monitor student computer use using Go Guardian. Teachers use the AWARE applications to create assessments and review student assessment data. The campus also has a digital learning specialist that visits the campus weekly to provide training and support for teachers.

There is a strong focus on social and emotional learning for both students and staff. The school focus for the past three years has been utilizing the program Conscious Discipline. This is a campus wide approach to teaching our students skills to help regulate their emotions. The campus also utilizes Love & Logic as well as CHAMPS (Conversation, help, Activity, Movement, Participation, Success) as a classroom management model to improve student behavior by setting clear expectations. Character Strong, a curriculum focused on fostering the whole child, is used to build student character.

School Processes & Programs Strengths

Grace E. Hardeman has identified the following strengths

- Weekly PLCs with the instructional coach to create common assessments, analyze data,
- Weekly team planning to identify effective instructional strategies and individual student needs.
- MTSS meetings to identify students in need of additional interventions and providing early intervention strategies for those students.
- Comprehensive curriculum provided by Birdville Independent School District that addresses the TEKS
- One to one technology devices are provided to students
- Teachers provide students with instruction geared to their individual needs
- One-to-one devices for all students
- Open computer lab
- Wireless access points throughout the building

- Digital learning specialist available for campus needs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores. **Root Cause:** The rigor and fidelity of teaching science in grade K-5 needs to be increased.

Problem Statement 2 (Prioritized): Fourth grade reading and math STAAR scores have decreased over the past three years. **Root Cause:** Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.

Problem Statement 3 (Prioritized): Our school is facing a challenge in acquiring volunteers. **Root Cause:** Limited volunteer opportunities provided for parents.

Problem Statement 4 (Prioritized): Gifted and talented students are under identified. **Root Cause:** Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

Problem Statement 5 (Prioritized): There is an continued need for purposeful teaching and practicing of appropriate social skills for all students **Root Cause:** Students need direct instruction in social skills necessary to interact with peers or deal with conflict in an appropriate manner.

Problem Statement 6 (Prioritized): There was an increase in workman's compensation claims during the 2024 school year. **Root Cause:** Increase in workman's compensation claims may be due to underlying factors such as changes in workplace conditions, insufficient safety measures, or a rise in incidents that have not been fully addressed.

Perceptions

Perceptions Summary

The involvement of the parents and community at Grace E. Hardeman Elementary is steadily growing. We strive to communicate proactively and provide opportunities for parents to be engaged in the education of their children. We have worked with our Parent Teacher Association to develop a collaborative and positive climate for our families. Through proactive and responsive efforts we have reached out to our community to develop relationships that are friendly and welcoming for all stakeholders. We strive to be culturally sensitive to the needs of families moving into our community by providing opportunities for them to learn about our school. We communicate with families via a monthly principal e-Newsletter, weekly grade level newsletters, and our campus Facebook page. Parents who responded to the district safety survey reported that they feel their child is safe at school. According to the staff safety survey, 100% of our staff reported that they feel our campus is safe for students and staff. Hardeman Elementary maintains a school climate that is inclusive of our diverse population of students and families. The staff, students, and parents have a strong sense of belonging. Parents and staff feel included in the decision making process. Parents report they are proud to be a part of the Hardeman community and feel that the school meets the needs of their students. We have an active and involved PTA and Watch D.O.G. program from whom we receive regular feedback. Parent surveys are conducted each year.

Perceptions Strengths

According to campus and district surveys:

- 100% of staff members feel our campus has a safe and positive climate
- 97% of students feel safe and welcome on campus
- 92% of students feel they have a trusted adult to talk to on campus
- 100% of our parents feel our school is safe
- 96% of parents feel welcome on our campus

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our school is facing a challenge in acquiring volunteers. **Root Cause:** Limited volunteer opportunities provided for parents.

Problem Statement 2 (Prioritized): There is an continued need for purposeful teaching and practicing of appropriate social skills for all students **Root Cause:** Students need direct instruction in social skills necessary to interact with peers or deal with conflict in an appropriate manner.

Problem Statement 3 (Prioritized): There was an increase in workman's compensation claims during the 2024 school year. **Root Cause:** Increase in workman's compensation claims may be due to underlying factors such as changes in workplace conditions, insufficient safety measures, or a rise in incidents that have not been fully addressed.

Priority Problem Statements

Problem Statement 1: Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores.

Root Cause 1: The rigor and fidelity of teaching science in grade K-5 needs to be increased.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Gifted and talented students are under identified.

Root Cause 2: Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Fourth grade reading and math STAAR scores have decreased over the past three years.

Root Cause 3: Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Our school is facing a challenge in acquiring volunteers.

Root Cause 4: Limited volunteer opportunities provided for parents.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: There is an continued need for purposeful teaching and practicing of appropriate social skills for all students

Root Cause 5: Students need direct instruction in social skills necessary to interact with peers or deal with conflict in an appropriate manner.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: Average daily attendance has decreased from previous years.

Root Cause 6: Chronic illnesses and lack of reliable transportation for families.

Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 7: There was an increase in workman's compensation claims during the 2024 school year.

Root Cause 7: Increase in workman's compensation claims may be due to underlying factors such as changes in workplace conditions, insufficient safety measures, or a rise in incidents that have not been fully addressed.

Problem Statement 7 Areas: School Processes & Programs - Perceptions

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Observation Survey results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) 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 mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

HB3 Goal

Evaluation Data Sources: CLI Engage - CIRCLE (prekindergarten reading and math), mCLASS (kindergarten reading and math), mCLASS (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Strategy 1 Details
<p>Strategy 1: Maximize district resources by implement quality Tier 1 instructional priorities for students in grades Pre-K through 5th grade.</p> <p>Actions: -Utilize grade level PLCs in collaboration with instructional facilitator to implement tier 1 priorities.</p> <ul style="list-style-type: none">-Train staff during professional learning sessions after each LOL meeting.-Utilize campus resources including instructional facilitator to provide support for campus and classroom implementation plans.-Utilize RLA vertical teams to increase collaboration system wide on tier 1 priorities and best practices in the classroom. <p>Staff Responsible for Monitoring: Principal, Assistant Principal, LOL team, campus vertical teams</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p>

Strategy 2 Details

Strategy 2: Align processes that facilitate personalized learning to close achievement gaps, in core content areas, for students in grades Pre-K through grade 5.

Actions: -Utilize Continuous improvement rubrics to strengthen instruction and assist teachers in supporting learning for all students including EB population.

-Implement MTSS processes to ensure alignment with district protocol and make adjustments as needed.

-Utilize district resources with tier 1, 2, and 3 students during readers workshop.

-Utilize bilingual ESL EA to facilitate small group intervention with EB students.

-Provide enrichment for tier 1 groups based on individual data.

-Utilize Title 1 tutor, and classroom teachers to provide intervention for targeted students identified through the MTSS process to decrease learning gaps and increase student performance.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator

Title I:

2.4, 2.5, 2.6

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Funding Sources: Tutorials - 211 - Title I - \$37,704, SCE Campus Personnel - 199 - General Funds: SCE - \$116,984

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Fourth grade reading and math STAAR scores have decreased over the past three years. **Root Cause:** Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.

Problem Statement 2: Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores. **Root Cause:** The rigor and fidelity of teaching science in grade K-5 needs to be increased.

School Processes & Programs

Problem Statement 1: Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores. **Root Cause:** The rigor and fidelity of teaching science in grade K-5 needs to be increased.

Problem Statement 2: Fourth grade reading and math STAAR scores have decreased over the past three years. **Root Cause:** Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.

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 student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal
Evaluation Data Sources: STAAR data, interim data, screener data (mclass, renaissance) and campus assessment data

Strategy 1 Details
<p>Strategy 1: Strengthen the understanding and implementation of the district continuous improvement process including the use of mission statements, goal setting, the PDSA process, and data folders in the classroom.</p> <p>Actions: -Deliver clear expectations of 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 nine weeks grading period. -Hold campus content area events to educate families and provide practice opportunities for academic skills. (Science night, math night)</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Facilitator, LOL team, staff</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>
Strategy 2 Details
<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 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, Tree of NorthTexas -Conduct campus events to engage families including math and science family nights.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1</p> <p>Funding Sources: Family Engagement - 211 - Title I - \$1,047</p>

Strategy 3 Details

Strategy 3: Implement PDSA process through grade level and vertical PLCs to ensure growth and performance of all students including those identified through additional targeted supports.

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 Renaissance math and reading benchmark data, mClass data as well as additional targeted support areas, then create plans based on collected data.

- Utilize Care team collaboratives to review assessment data listed above and create intervention plans individual student needs.

-Provide tier 1 instruction as well as interventions based on individual student needs using data above.

- Meet weekly in grade level teams and monthly in vertical PLCs to continue the PDSA cycle.

-Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels

Staff Responsible for Monitoring: campus administration & Instructional Facilitator

Additional Targeted Support Strategy

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 4

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Gifted and talented students are under identified. **Root Cause:** Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

Student Learning

Problem Statement 1: Fourth grade reading and math STAAR scores have decreased over the past three years. **Root Cause:** Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.

Problem Statement 2: Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores. **Root Cause:** The rigor and fidelity of teaching science in grade K-5 needs to be increased.

Problem Statement 3: Gifted and talented students are under identified. **Root Cause:** Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

School Processes & Programs

Problem Statement 1: Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores. **Root Cause:** The rigor and fidelity of teaching science in grade K-5 needs to be increased.

Problem Statement 2: Fourth grade reading and math STAAR scores have decreased over the past three years. **Root Cause:** Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.

Problem Statement 3: Our school is facing a challenge in acquiring volunteers. **Root Cause:** Limited volunteer opportunities provided for parents.

Problem Statement 4: Gifted and talented students are under identified. **Root Cause:** Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

Perceptions

Problem Statement 1: Our school is facing a challenge in acquiring volunteers. **Root Cause:** Limited volunteer opportunities provided for parents.

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.

Evaluation Data Sources: staff self-assessment, walkthrough data and teacher and parent feedback

Strategy 1 Details
<p>Strategy 1: Utilize Social Emotional Learning curriculum (Character Strong) at the campus level to teach social-emotional skills.</p> <p>Actions: -Provide professional development to staff on Love and Logic. -Conduct walk-throughs & follow-up discussions to provide feedback to teachers as they implement Love and Logic skills and strategies. -Counselor will conduct guidance lessons throughout the school year. -Teachers will utilize the Character Strong SEL program throughout the school year. -Continue training staff in Love and Logic through campus PD, outside trainings, and coaching. -Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Discipline Team</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 5 - Perceptions 2</p> <p>Funding Sources: Crisis Counselor - 211 - Title I - \$65,943</p>

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: There is an continued need for purposeful teaching and practicing of appropriate social skills for all students Root Cause: Students need direct instruction in social skills necessary to interact with peers or deal with conflict in an appropriate manner.</p>
Perceptions
<p>Problem Statement 2: There is an continued need for purposeful teaching and practicing of appropriate social skills for all students Root Cause: Students need direct instruction in social skills necessary to interact with peers or deal with conflict in an appropriate manner.</p>

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

Performance Objective 1: Increase the average daily attendance (ADA) for all students and staff by at least .5% as compared to prior year's attendance data.

Evaluation Data Sources: Weekly/monthly attendance reports

Strategy 1 Details
<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: 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 4</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Average daily attendance has decreased from previous years. Root Cause: Chronic illnesses and lack of reliable transportation for families.</p>
Student Learning
<p>Problem Statement 4: Average daily attendance has decreased from previous years. Root Cause: Chronic illnesses and lack of reliable transportation for families.</p>

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
<p>Strategy 1: Develop and deploy continuous improvement processes at the campus level.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Problem Statements: Demographics 2 - Student Learning 4</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: Average daily attendance has decreased from previous years. Root Cause: Chronic illnesses and lack of reliable transportation for families.</p>
Student Learning
<p>Problem Statement 4: Average daily attendance has decreased from previous years. Root Cause: Chronic illnesses and lack of reliable transportation for families.</p>

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

Performance Objective 1: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Evaluation Data Sources: district report

Strategy 1 Details
Strategy 1: Implement the 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 Problem Statements: School Processes & Programs 6 - Perceptions 3

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 6: There was an increase in workman's compensation claims during the 2024 school year. Root Cause: Increase in workman's compensation claims may be due to underlying factors such as changes in workplace conditions, insufficient safety measures, or a rise in incidents that have not been fully addressed.
Perceptions
Problem Statement 3: There was an increase in workman's compensation claims during the 2024 school year. Root Cause: Increase in workman's compensation claims may be due to underlying factors such as changes in workplace conditions, insufficient safety measures, or a rise in incidents that have not been fully addressed.

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

Performance Objective 2: The campus will meet all compliance requirements for improvement planning.

Strategy 1 Details
<p>Strategy 1: Ensure the implementation of the district-wide coordinated health programs.</p> <p>Actions: Continue to implement health related plans at the campus level including Play It Safe, Dental and Vision Screenings, Fitness Grams and Safe Haven.</p> <p>Staff Responsible for Monitoring: Campus Admin & staff</p> <p>Problem Statements: School Processes & Programs 5 - Perceptions 2</p>

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: There is an continued need for purposeful teaching and practicing of appropriate social skills for all students Root Cause: Students need direct instruction in social skills necessary to interact with peers or deal with conflict in an appropriate manner.</p>
Perceptions
<p>Problem Statement 2: There is an continued need for purposeful teaching and practicing of appropriate social skills for all students Root Cause: Students need direct instruction in social skills necessary to interact with peers or deal with conflict in an appropriate manner.</p>

State Compensatory

Budget for Grace E. Hardeman Elementary

Total SCE Funds: \$116,984.00

Total FTEs Funded by SCE: 2.98

Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for Grace E. Hardeman Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Shupp	Reading Intervention	0.33
Claudia Corredor Osuna	Educational Assistant	0.33
Jaclyn Riski	Instructional Facilitator	1
Millisent Winkler	Teacher	0.33
Serena Bunn	Educational Assistant	0.33
Shannon Bragg	Reading Intervention	0.33
Tasha Prunty	Teacher	0.33

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in June 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:

Kenji ford - Principal

Lindsey Jones - Assistant Principal

Diana Lewis, Julie Williams, Caroline Hildebrandt, Lauren Tidwell, Michael Johnson, Julie Meier, and Sharon Cramer - Teachers

Jaclyn Riski - Instructional Coach and District Professional

Kailee Ballew/ Morgan Myer - parents

Brandon Board - community members

Paul A. - business representatives

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, 69.00% 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

2.5: Increased learning time and well-rounded education

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.

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

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

- Whole Child Initiative
- Positive Behavior Interventions and Supports (PBIS)
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention

- Social Skills Training

Increased learning time is provided through workshop model in both reading language arts and math. Tutorials targeted on student need will also be utilized.

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

Kenji ford - Principal

Lindsey Jones - Assistant Principal

Diana Lewis, Julie Williams, Caroline Hildebrandt, Lauren Tidwell, Michael Johnson, Julie Meier, and Sharon Cramer - Teachers

Jaclyn Riski - Instructional Coach and District Professional

Kailee Ballew/ Morgan Myer - Parents

Brandon Board - Community Members

Paul A. - Business Representatives

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.

4.2: 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 2022-23:

- August Refresh Back to School Event at WG Thomas Coliseum
- August Back to School Bash through Sertoma - August 5th, 10-1pm
- August 14th - Meet the Teacher Night on campus
- September 7th - grade level curriculum nights and Title I Meeting
- September 14th - Family STEAM night
- September 22nd - Back to School Bash
- September 25th- 29th Book Fair on campus
- September 27th - Grandparents Day Celebration

- Awards and data days at the end of each nine week grading period
- Parent classes from the multilingual department beginning Sept. 22
- Grade level performances for families throughout the school year
- Family nights throughout the school year
- World Read Aloud Day
- WatchDog program
- Discover Birdville
- Spring Book Fair
- Open House
- April 5th - volunteer appreciation breakfast and parent engagement policy/compact review
- April - Family Science Night through the Science Museum
- April - Kindergarten Round up & Popsicle on the playground
- May - families invited to Field Day
- May - End of year awards and celebrations

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sara Chaney	Crisis Intervention Counselor	Title I	0.7

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SCE Campus Personnel		\$116,984.00
Sub-Total					\$116,984.00
Budgeted Fund Source Amount					\$116,984.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorials		\$37,704.00
1	2	2	Family Engagement		\$1,047.00
1	3	1	Crisis Counselor		\$65,943.00
Sub-Total					\$104,694.00
Budgeted Fund Source Amount					\$104,694.00
+/- Difference					\$0.00
Grand Total Budgeted					\$221,678.00
Grand Total Spent					\$221,678.00
+/- Difference					\$0.00