

**Birdville Independent School District**  
**North Ridge Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

*We at North Ridge Elementary are committed to building a strong foundation for all children as we collaborate and foster learning, promoting student success and core values.*

# Vision

*Aiming for excellence \* Building character \* Creating leaders*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Ridge Elementary is located in North Richland Hills, Texas, Northeast Tarrant County. North Ridge serves 490 students in pre-kindergarten through fifth grade based on the Fall 2023 PEIMS report. North Ridge has two special education self-contained classrooms, serving a total of 25 Kindergarten-5th grade students. North Ridge Elementary has been identified as a Title 1 campus for the 2024-2025 school year.

Student ethnicity distribution includes 7.96% (39) African American, 29.2% (143) Hispanic, 53.3% (261) White, 5.5% (27) Asian, and 2% (10) Two or More Races. A total of 41.4% (203) North Ridge Elementary students qualify as Economically Disadvantaged. 5.9% (29) are Emergent Bilingual and 44% (216) of the students have met the criteria for a Student At-Risk. 8.8% (4) of students qualify to receive Gifted and Talented support and 17% (82) of the student population is served through Special Education. Data is collected from the 2023-24 Texas Academic Performance Report.

Of the 51 faculty members, 91% are White, 6% are Asian and 3% are African American. Of the 51 faculty members, the average years of experience is 14 years.

Student average attendance rate for the 2023-2024 school year was 96.1%. The mobility rate of our students is 10%.

### Demographics Strengths

North Ridge Elementary is growing increasingly diverse in the population that we serve. This diversity helps stakeholders develop an understanding of students, staff and families from various backgrounds as we learn in a multicultural environment. With two full sections of Pre Kindergarten, more of our students are exposed to school before Kindergarten. North Ridge serves students outside it's attendance zone through two self-contained special education classrooms. The North Ridge family has created an inclusive school community for all students.

Texas English language Proficiency (TELPAS) data indicated growth. During the 2023-24 school year, 22.4% students progressed 1 level and 9% progressed 2 or more levels.

North Ridge Elementary had the highest attendance rate in the district increasing from 95.2% to 96.1% last school year. Our African American students' attendance rate rose to 97.4%. Fifth grade students had the highest attendance rate at 96.7%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The Gifted and Talented population percentage has not shown adequate growth. **Root Cause:** There is a lack of adequate information and guidance provided to both parents and teachers regarding the identification and support of Gifted and Talented students, which hinders the effective recognition and development of these students.

**Problem Statement 2 (Prioritized):** At the end of last school year, 15% of first graders were below grade level in Reading. **Root Cause:** The implementation of a new Phonics program in its inaugural year was marked by inconsistent instructional strategies, which contributed to the observed shortfall in student reading proficiency.

**Problem Statement 3 (Prioritized):** TELPAS data indicates that only 8.6% of Emergent Bilingual students grew 2 or more instructional levels within a single year. **Root Cause:** There is a need for enhanced monitoring and support to ensure that Emergent Bilingual students are making adequate progress in their language development.

# Student Learning

## Student Learning Summary

### 2023-2024 State of Texas Assessments of Academic Achievement (STAAR) Data

#### Third Grade State Assessment

STAAR Reading Language Arts: 84% (64) of student scored approaching grade level and 24% (18) scored at the mastered level.

STAAR Math: 84% (64) of students scored approaching grade level and 21% (16) scored at the mastered level.

STAAR Alternate 2 Reading: (2) Satisfactory

STAAR Alternate 2 Math: (2) Satisfactory

#### Fourth Grade State Assessment

STAAR Reading Language Arts: 87% (59) of students scored approaching grade level and 19% (13) scored at the mastered level.

STAAR Math: 74% (51) of students scored approaching grade level and 22% (15) scored at the mastered level.

STAAR Alternate 2 Reading: (3) Satisfactory

STAAR Alternate 2 Math: (3) Satisfactory

#### Fifth Grade State Assessment

STAAR Reading Language Arts: 94% (78) of students scored approaching grade level and 53% (44) scored at the mastered level.

STAAR Math: 90% (73) of students scored approaching grade level and 23% (19) scored at the mastered level.

STAAR Science: 94% (78) of students scored approaching grade level and 46% (38) scored at the mastered level.

STAAR Alternate 2 Reading: (6) Satisfactory and (1) Accomplished

STAAR Alternate 2 Math: (4) Satisfactory and (3) Accomplished

STAAR Alternate 2 Science: (2) Satisfactory and (5) Accomplished

#### MClass Reading

Kindergarten: 16% above benchmark, 36% at benchmark, 23% below benchmark, 25% well below benchmark

First Grade: 33% above benchmark, 38% at benchmark, 9% below benchmark, 25% well below benchmark

Second Grade: 36% above benchmark, 35% at benchmark, 9% below benchmark, 13% well below benchmark

**MClass Math**

Kindergarten: 42% benchmark, 42% strategic, 16% intensive

**Renaissance Math**

Second Grade: 40% approaches, 18% meets, 22% masters

Third Grade: 34% approaches, 25% meets, 20% masters

Fourth Grade: 26% approaches, 32% meets, 12% masters

Fifth Grade: 33% approaches, 13% meets, 28% masters

**Tier Placements Math**

Kindergarten: Tier 1: 97% Tier 2: 2% Tier 3: 1%

First Grade: Tier 1: 78% Tier 2: 15% Tier 3: 6%

Second Grade: Tier 1: 75% Tier 2: 16% Tier 3: 9%

**Tier Placements Reading**

Kindergarten: Tier 1: 98% Tier 2: 1% Tier 3: 1%

First Grade: Tier 1: 70% Tier 2: 15% Tier 3: 15%

Second Grade: Tier 1: 74% Tier 2: 12% Tier 3: 14%

**Student Learning Strengths**

North Ridge Elementary demonstrates strong student performance across assessments for the 2023-2024 school year. Significant gains were observed, including a four-point increase in fifth-grade STAAR Science percentages and a two-point rise in third-grade STAAR Math percentages. Fifth-grade STAAR Reading saw a two-point increase in both meeting and mastering grade levels. Early grade data also reflects a solid foundation in Reading and Math, with notable percentages of students performing at or above benchmarks in MClass Reading and Renaissance Math. Additionally, the high percentage of students in Tier 1 for Reading and Math highlights the effectiveness of early intervention and support.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** STAAR scores for 3rd grade Reading lowered by three percentages points. **Root Cause:** The decline is attributed to inconsistencies in the application of instructional strategies and targeted interventions, which hindered the effectiveness of reading instruction.

**Problem Statement 2 (Prioritized):** STAAR scores for 4th grade Math in the "approaches grade level" category for economically disadvantaged students lowered by two percentage

points. **Root Cause:** The decline is due to inconsistencies in implementing instructional strategies and targeted interventions for economically disadvantaged students, which impacted their performance in Math.



# School Processes & Programs

## School Processes & Programs Summary

Students at North Ridge Elementary are served through specialized programs related to student need. Our free/reduced price lunch program serves 41.4% (203) of the students enrolled. Certified English as a Second Language (ESL) Teachers serve 5.7% (28) of the student population. The Gifted and Talented Interventionist and Certified Teachers serve 8.8% (43) of students. The North Ridge Special Education Program serves 17% (82) of our Kindergarten-5th grade students. Our self-contained special education student count is 24 and are included in the 17% of students served in special education. Currently, 4% (18) students have been identified as dyslexic are served by the Reading Interventionist. Tier two and three reading and math students are served by their Classroom Teacher. Students served with 504 services total 6.3% (31). This school year, we serve 38 Pre-Kindergarten students.

The Response to Intervention (RTI) Team meets five times a year to progress monitor students. Students are identified for tiered intervention services using data from universal screeners and other data collected by a collaborative conference committee. This committee also works together to plan small groups and appropriate interventions.

Attendance rose from 95% to 96.1%. Our goal is to increase attendance to 97%. An Attendance Plan is in place to support our goal.

Teachers are lead in Professional Learning Communities throughout the year to map curriculum, design instruction, design assessments and monitor student progress.

We have designed vertical target teams focused on: Attendance, Family Engagement, Student Data Folders, Positive Behavior Supports and Professional Learning Committees.

## School Processes & Programs Strengths

The Response to Intervention (RTI) Collaborative team has developed a tight process for managing the five data meetings per year. Meeting five times a year, the RTI Team reviews every student's academic and behavioral progress and determines supportive interventions.

Resource Staff conducts an additional Special Education RTI meeting with all stakeholders to monitor the progress of students in special programs.

The Campus Leaders of Learners Team meets on a regular basis to monitor the Campus Improvement Plan and the Campus Professional Learning Plan. This team identifies areas of concern and areas of strength. When this team identifies an area of academic concern, it is brought to the appropriate Campus Vertical Team.

This year we have designed vertical target teams focused on: Attendance, Family Engagement, Student Data Folders, Positive Behavior Supports and Professional Learning Committees.

After school clubs are provided to enhance student's educational outcomes. (Choir, Gardening Club, F.L.A.G. Program, Kindness Club, Battle of the Books and Book Club)

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause:** Our Response to Intervention collaborative meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.

**Problem Statement 2 (Prioritized):** Data shows there is a rise in the number of students needing emotional support. **Root Cause:** Students are displaying behaviors due to social

challenges, family issues, mental health conditions and a lack of social skills.

# Perceptions

## Perceptions Summary

We believe learning starts in the heart of our students. Building positive relationships with our students and families are top priority. We have implemented Capturing Kids Hearts to increase positive student-teacher-home relationships. We have also adopted a Positive Behavior System and implement Character Strong practices in which students are involved in creating classroom mission statements, social contracts and classroom agreements. Parent involvement is a target focus of our school and PTA this year. The fully-staffed Parent Teacher (PTA) Association Board plans family events throughout the school year to encourage community involvement. Our Watch D.O.G.S. (Dads of Great Students) program involves an average of 60 fathers/ father figures who volunteer during the school year. Staff is retained yearly due to a strong and positive school culture.

Safety and Capturing Kids Hearts surveys are used to gain stakeholder feedback.

## Perceptions Strengths

The Watch D.O.G.S. program participant rate continues to grow each year and also increases volunteerism at North Ridge Elementary.

North Ridge Elementary Parent Teacher Association meetings involve student performances to encourage attendance.

School and PTA events: Grandparents Luncheon, Back to School Picnic, Trunk or Treat, Cookies with Santa, Idea Explosion and End of Year Bash promotes community involvement.

Our school discipline referral rates stay at low numbers due to the implementation of Capturing Kids Hearts and Character Strong.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. **Root Cause:** North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

**Problem Statement 2 (Prioritized):** Survey results reveal inadequate communication between classroom teachers and home. **Root Cause:** The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

# Priority Problem Statements

**Problem Statement 1:** The Gifted and Talented population percentage has not shown adequate growth.

**Root Cause 1:** There is a lack of adequate information and guidance provided to both parents and teachers regarding the identification and support of Gifted and Talented students, which hinders the effective recognition and development of these students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** STAAR scores for 3rd grade Reading lowered by three percentages points.

**Root Cause 2:** The decline is attributed to inconsistencies in the application of instructional strategies and targeted interventions, which hindered the effectiveness of reading instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** STAAR scores for 4th grade Math in the "approaches grade level" category for economically disadvantaged students lowered by two percentage points.

**Root Cause 3:** The decline is due to inconsistencies in implementing instructional strategies and targeted interventions for economically disadvantaged students, which impacted their performance in Math.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Targeted interventions are inconsistently applied and do not attain expected results.

**Root Cause 4:** Our Response to Intervention collaborative meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results.

**Root Cause 5:** North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** TELPAS data indicates that only 8.6% of Emergent Bilingual students grew 2 or more instructional levels within a single year.

**Root Cause 6:** There is a need for enhanced monitoring and support to ensure that Emergent Bilingual students are making adequate progress in their language development.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Data shows there is a rise in the number of students needing emotional support.

**Root Cause 7:** Students are displaying behaviors due to social challenges, family issues, mental health conditions and a lack of social skills.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Survey results reveal inadequate communication between classroom teachers and home.

**Root Cause 8:** The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** At the end of last school year, 15% of first graders were below grade level in Reading.

**Root Cause 9:** The implementation of a new Phonics program in its inaugural year was marked by inconsistent instructional strategies, which contributed to the observed shortfall in student reading proficiency.

**Problem Statement 9 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

# 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 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:** Fountas & Pinnell Benchmark Assessment System (BAS)

Running Records

Renaissance

Circle Assessment

Interims

Curriculum Based Assessments (CBAs)

M-Class

Teacher Student Learning Objective Goals

Teacher Professional Goals

Student Data Folders

Individual Education Plan (IEP) Progress Data

Report Cards

### Strategy 1 Details

**Strategy 1:** All teachers will implement TIER 1 Priorities, follow district content standards, and plan with a focus on targeted instructional practices to improve student learning utilizing district aligned resources.

**Actions:** A) Implementation of district curriculum and literacy strategies.

B) Vertical Teams will use the district's expectations rubric and fish bone model to align and guide instruction.

C) Grade level teams will meet in a Professional Learning Community (PLC) to monitor student progress and plan for learning.

D) Utilize our Academic Coach and Digital Learning Specialist for support of the implementation of Tier 1 priorities and district curriculum.

E) All students will have access to a Student Data Folder and will use the data to monitor their progress and set goals.

F) Teachers will meet in Super PLC meetings before each quarter to design curriculum and assessments.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Leaders of Learners

Vertical Team Members

Academic Coach

Digital Learning Specialist

**Title I:**

2.4, 2.5, 2.6

**Problem Statements:** Student Learning 2

**Funding Sources:** Instructional Facilitator - 211 - Title I - \$37,315

### Strategy 2 Details

**Strategy 2:** Provide embedded professional learning opportunities that support district initiatives and increase student engagement with TIER 1 instruction through PLCs, Coaching Cycle, Texas Teacher Evaluation & Support Systems (T-TESS) Coaching Sessions and professional learning.

**Actions:** A) Complete a needs assessment to identify professional learning needs of teachers and paraprofessionals.

B) Provide professional development opportunities to meet the needs of all teachers and educational paraprofessionals.

C) Utilize District Content Coordinators, Digital Learning Specialist and Academic Coach as an instructional support.

D) Utilize our Academic Coach for MClass training and reading instructional support.

E) Teachers will complete a Teaching Cycle with the Academic Coach.

F) Teachers will assist in identifying students for accelerated instruction as well as those needing interventions.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Academic Coach

Digital Learning Specialist

District Content Coordinators

Leaders of Learners

Vertical Team Members

Teaching Staff

**Title I:**

2.4, 2.6

**Problem Statements:** Student Learning 1



### Strategy 3 Details

**Strategy 3:** Enhance and support the implementation of system-wide instructional practices to support specialized programs.

- Actions:** A) Special Education Teachers will receive instructional support from the Special Education Academic Coach.  
B) The Special Education Team will attend grade level Response to Intervention (RTI) Collaboratives.  
C) Provide specialized training for teachers and educational assistants through professional learning.  
D) Include the Special Education Teachers on Vertical Teams and Leaders of Learners (LOL) Team.  
E) Provide additional tutoring before and after school for the special education population.  
F) Special Education Teachers will meet in PLCs with like programs from other Birdville Independent School District (BISD) campuses to plan for learning.  
G) Resource Staff will hold RTI Collaboratives after each benchmark testing window to monitor student and plan for instructional support.  
H) Students in specialized programs will receive Tier 1 priority structures and strategies.  
I) Students in specialized programs will receive inclusion services based on their IEP goals to participate in the general education learning environment.  
J) Full day Pre-Kindergarten provided to build foundational skills and early intervention.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Academic Coach

Special Education Academic Coach

Campus Special Education Team Leader

**Title I:**

2.4, 2.5, 2.6

**Problem Statements:** School Processes & Programs 1

### Strategy 4 Details

**Strategy 4:** Review and monitor data at all grade levels and develop action plans for targeted interventions following all assessments using data tracking systems during the PLC/RTI processes.

- Actions:** A) Teachers will collect data on students, meet in PLCs to analyze the data and plan for interventions.  
B) Grade level teams will work in PLCs to analyze demographic data and determine plan for interventions.  
C) Principal and Assistant Principal reviews student report cards and failure reports each nine weeks. Student/ Parent conferences are scheduled using this data to discuss student progress concerns.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Counselor

Classroom Teachers

Dyslexia Specialist

Resource Teachers

**Title I:**

2.4, 2.6

**Problem Statements:** Student Learning 2

### Strategy 5 Details

**Strategy 5:** Establish Vertical Teams in the subject areas of Math, RLA, and Science to increase communication across grade levels, allowing teachers to collaboratively develop and implement a vertically aligned curriculum system.

**Actions:** A) Vertical Target Teams will meet three times yearly, using the district expectations rubrics and the system process fish bone model for teaching and learning to guide and align their work towards their written goals.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Vertical Target Team Leads

Teaching Staff

**Title I:**

2.4, 2.6

**Problem Statements:** School Processes & Programs 1

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** STAAR scores for 3rd grade Reading lowered by three percentages points. **Root Cause:** The decline is attributed to inconsistencies in the application of instructional strategies and targeted interventions, which hindered the effectiveness of reading instruction.

**Problem Statement 2:** STAAR scores for 4th grade Math in the "approaches grade level" category for economically disadvantaged students lowered by two percentage points.

**Root Cause:** The decline is due to inconsistencies in implementing instructional strategies and targeted interventions for economically disadvantaged students, which impacted their performance in Math.

#### School Processes & Programs

**Problem Statement 1:** Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause:** Our Response to Intervention collaborative meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.

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

**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments. 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:** RTI Campus Data  
Interim Data  
CBA Data  
Benchmark Data  
Report Cards  
On Data Suite (ODS) Reports  
STAAR (State of Texas Assessments of Academic Readiness) Data

Strategy 1 Details
<p><b>Strategy 1:</b> All teachers will implement continuous improvement strategies to monitor student progress of identified under-performing groups.</p> <p><b>Actions:</b> A) Administrators, Academic Coach, and Teachers will identify and monitor progress of under-performing groups during RTI Collaboratives . B) Teachers will implement student data folders to track learning progress and utilize the recorded data to plan intervention. C) Utilize the district continuous improvement expectations rubric and the campus timeline to monitor the implementation of Continuous Improvement in the classrooms and campus-wide.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Leaders of Learners Academic Coach Teaching Staff Special Education Teaching Staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>

### Strategy 2 Details

**Strategy 2:** Review and monitor data of identified under-performing groups and develop action plans for targeted interventions following all assessments using data tracking systems during the PLC/RTI processes.

**Actions:** A) Teachers will analyze data to identify students not making adequate progress and plan interventions.

B) Teachers and Dyslexia Specialist will design interventions during RTI Collaboratives.

C) Resource Teachers will meet with General Education Teachers during Special Education RTI Collaboratives to monitor progress and plan intervention for our special populations.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Academic Coach

**Title I:**

2.4, 2.6

**Problem Statements:** School Processes & Programs 1

**Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - \$119,954

### Performance Objective 2 Problem Statements:

#### Student Learning

**Problem Statement 1:** STAAR scores for 3rd grade Reading lowered by three percentages points. **Root Cause:** The decline is attributed to inconsistencies in the application of instructional strategies and targeted interventions, which hindered the effectiveness of reading instruction.

**Problem Statement 2:** STAAR scores for 4th grade Math in the "approaches grade level" category for economically disadvantaged students lowered by two percentage points.

**Root Cause:** The decline is due to inconsistencies in implementing instructional strategies and targeted interventions for economically disadvantaged students, which impacted their performance in Math.

#### School Processes & Programs

**Problem Statement 1:** Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause:** Our Response to Intervention collaborative meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.

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

**Performance Objective 3:** Students will display an awareness of social-emotional development as measured by a campus and district administered student surveys.

**Evaluation Data Sources:** Behavior RTI Data  
Discipline Referrals/ Reports  
Counseling Referrals/ Reports  
Student Survey Results

#### Strategy 1 Details

**Strategy 1:** The School Counselor and all teachers will implement district curriculum for social - emotional learning.

- Actions:** A) Identify areas in need of improvement as shown from student surveys and Behavior RTI Collaboratives.  
B) Develop interventions and strategies to implement using the perception data.  
C) Counselor classroom lessons will be delivered each month.  
D) Award Longhorn Pride Tickets to students displaying positive behavior and good character.  
E) Recognize Longhorn Pride Ticket winners each Friday on the morning announcements.  
F) Implement Character Strong lessons.  
G) Capturing Kids Hearts will be implemented in all classrooms.  
H) Utilize State Compensatory Education (SCE)-funded Crisis Counselors to provide support to students in areas of social-emotional learning.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Counselor  
Crisis Counselor  
Classroom Teachers

**Title I:**  
2.6

**Problem Statements:** School Processes & Programs 2

#### Strategy 2 Details

**Strategy 2:** Campus-wide implementation of The Ridge Way Campus Behavior Plan.

- Actions:** A) Schedule monthly meetings to monitor and adjust campus behavior system.  
B) Assistant Principal will conference with students moving from a conduct grade of Satisfactory (S) to Needs Improvement (N) and "N" to Unsatisfactory (U) to develop a behavior support plan.

**Staff Responsible for Monitoring:** Assistant Principal  
Campus Safety/Discipline Committee

**Problem Statements:** School Processes & Programs 2

### Strategy 3 Details

**Strategy 3:** Campus-wide implementation of Capturing Kids Hearts.

- Actions:** 1) Provide training and support for new staff members.  
2) The Leaders of Learners will meet to design an implementation plan and monitor campus effectiveness.  
3) Appoint a Process Champion Team and send to additional training.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Counselor

Discipline Committee

Classroom Teachers

**Title I:**

2.6

**Problem Statements:** School Processes & Programs 2

### Performance Objective 3 Problem Statements:

#### School Processes & Programs

**Problem Statement 2:** Data shows there is a rise in the number of students needing emotional support. **Root Cause:** Students are displaying behaviors due to social challenges, family issues, mental health conditions and a lack of social skills.

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

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

**Evaluation Data Sources:** RTI Student Roster Notes  
RTI Grade Level Tier Service Reports  
RTI Success ED Documentation  
Discipline referral reports

Strategy 1 Details
<p><b>Strategy 1:</b> Review, monitor data and plan interventions for identified Tier 2 and 3 behavioral students during the PLC/RTI/MTSS process.</p> <p><b>Actions:</b> A) Review student's conducts sheets and conduct grades and determine Tier placement. B) Design interventions to support each student on a behavioral Tier 2 or 3. C) Assign a mentor to all Tier 3 students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Crisis Counselor Classroom Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3</p>

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The Gifted and Talented population percentage has not shown adequate growth. <b>Root Cause:</b> There is a lack of adequate information and guidance provided to both parents and teachers regarding the identification and support of Gifted and Talented students, which hinders the effective recognition and development of these students.</p> <p><b>Problem Statement 2:</b> At the end of last school year, 15% of first graders were below grade level in Reading. <b>Root Cause:</b> The implementation of a new Phonics program in its inaugural year was marked by inconsistent instructional strategies, which contributed to the observed shortfall in student reading proficiency.</p> <p><b>Problem Statement 3:</b> TELPAS data indicates that only 8.6% of Emergent Bilingual students grew 2 or more instructional levels within a single year. <b>Root Cause:</b> There is a need for enhanced monitoring and support to ensure that Emergent Bilingual students are making adequate progress in their language development.</p>

**Goal 2:** 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 by 2%.

**Evaluation Data Sources:** 2023-2024 ADA: 96.1%  
Nine Week Attendance Reports  
District Weekly Attendance Reports  
Campus Attendance Graph  
FOCUS

Strategy 1 Details
<p><b>Strategy 1:</b> Implement Attendance Incentive Plan.</p> <p><b>Actions:</b> A) Communicate the importance of attendance and share the attendance plan with parents. B) Monitor attendance through nine week attendance reports. C) Plan and implement monthly attendance contests. D) Track, post and celebrate grade level attendance percentages in Longhorn Celebrations each nine weeks. E) Recognize Perfect Attendance in Longhorn Celebrations each nine weeks. F) Send truancy documentation home per district attendance procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Attendance Clerk Truancy Officer</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Perceptions 2</p>

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> Survey results reveal inadequate communication between classroom teachers and home. <b>Root Cause:</b> The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.</p>



**Goal 2:** Utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Organize Campus Leadership Teams to monitor and adjust campus operations and systems.

**Evaluation Data Sources:** Navigate 360  
Discipline Referrals  
Threat Assessment Meeting Data  
Plan4 Learning - Campus Improvement Plan (CIP)

Strategy 1 Details
<p><b>Strategy 1:</b> Campus Leadership Teams meet throughout the year to monitor and improve operations.</p> <p><b>Actions:</b> A) Site-Based Team shall meet at least once each semester to review budget and Campus Improvement Plan (CIP). B) LOL Team shall meet four times a year to monitor, assess and adjust CIP. C) Safety/Discipline Team shall meet monthly to monitor, assess and adjust Safety Plan. D) Administration Team will meet once a quarter to address bullying cases on campus. E) Administration Team will meet weekly to address the Threat Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Leaders of Learners Campus Site-Based Team Principal Assistant Principal Team Leads</p> <p><b>Problem Statements:</b> Perceptions 1</p>

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. <b>Root Cause:</b> North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.</p>

**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 from the previous year.

**Evaluation Data Sources:** Campus Survey  
Counseling Referrals  
Parent Feedback

Strategy 1 Details
<p><b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security and well-being.</p> <p><b>Actions:</b> A) Survey families once each quarter on campus safety. B) Identify areas in need of improvement as shown on the campus surveys. C) Conduct training and distribute materials provided by the district on campus safety. D) Conduct safety drills in compliance of district expectations. E) Nurse will lead regular meetings with the Emergency Response Team.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Nurse</p> <p><b>Problem Statements:</b> Perceptions 1</p>

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. <b>Root Cause:</b> North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.</p>

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

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

**Evaluation Data Sources:** District Workers' Comp Reports  
Campus Safety Walks  
Campus Workers' Comp Reports

Strategy 1 Details
<p><b>Strategy 1:</b> Comply with all training provided by the district addressing employee safety.</p> <p><b>Actions:</b> A) All staff will complete the required Safe Schools training. B) Principal will conduct monthly safety training.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Perceptions 1</p>

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. <b>Root Cause:</b> North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.</p>

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

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

**Evaluation Data Sources:** Formative and Summative Reviews

Strategy 1 Details
<p><b>Strategy 1:</b> Implement the campus plan and all required compliance plans.</p> <p><b>Actions:</b> A) Leaders of Learners meet four times a year to complete formative and summative reviews. B) Develop a plan if progress is not being made or modify plan.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Leaders of Learners</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Targeted interventions are inconsistently applied and do not attain expected results. <b>Root Cause:</b> Our Response to Intervention collaborative meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.</p>

**Goal 4:** North Ridge Elementary will build a strong relationship with all stakeholders.

**Performance Objective 1:** This year, 100% of NRE families will participate in at least two family engagement events this school year.

**Evaluation Data Sources:** North Ridge Elementary Parent Surveys  
Event Attendance

Strategy 1 Details
<p><b>Strategy 1:</b> North Ridge Elementary in partnership with the NRE PTA will plan activities to increase family engagement.</p> <p><b>Actions:</b> A) Hold Parent Teacher Association (PTA)/ Parent meetings to distribute family engagement policy. B) Organize one family engagement event per semester. C) Distribute a bi-weekly NRE Family Newsletter.</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p>

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. <b>Root Cause:</b> North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.</p>

# State Compensatory

## Budget for North Ridge Elementary

**Total SCE Funds:** \$119,954.00

**Total FTEs Funded by SCE:** 2.82

**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 North Ridge Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ariana Hernandez	Teacher	0.33
Emily Sauerwein	Instructional Facilitator	0.5
Kristen Loveless	Educational Assistant	0.33
Laura De La Paz	Student Assistance Counselor	1
Scherry Creech	Educational Assistant	0.33
Seandae Roberts	Teacher	0.33

# Title I

## 1.1: Comprehensive Needs Assessment

*The Comprehensive Needs Assessment was completed in May 2023 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2023.*

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

<b>Parents:</b> <b>Ginnie Reed, Heather Hatfield</b>
<b>Community Members:</b> Kellye Alexander, Forrest Cooper, Cathey Fickes
<b>Teachers:</b> Carey Briggs, Samantha Stewart, Sarah Ford, Nina Lee, Jennifer Paris, Koree Neff, Paige Henderson, Raylene Sampson
<b>Administrators:</b> Deborah Coulson, Dan Burbach
<b>Other Campus and District Staff:</b> Ashly Spencer

## 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 CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The North Ridge Elementary CIP can be found on the campus webpage and is available in the English language.

## 2.4: Opportunities for all children to meet State standards

*Through the Campus Needs Assessment, 47% (233) 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. limited English proficiency*
- 6. custody or care of the Department of Protective and Regulatory Services*
- 7. homelessness*

*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 district curriculum and research-based instructional strategies such as:*

- Workshop Model*
- Sheltered Instruction*
- Leveled Literacy Intervention*
- Capturing Kids Hearts*

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

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

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

## 3.1: Annually evaluate the schoolwide plan

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

*The CNA addresses:*

- 1. Demographics*
- 2. Perceptions*



- 3. Student Learning
- 4. Processes and Programs

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

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Develop jointly with, agree on with, and distribute to parents of participating children the district's written parent involvement policy. The district will incorporate this policy into the district's plan. Title 1, Part A schools will also develop parent and family engagement policies. All policies will be made available to parents to improve the involvement in child's education and academic achievement.

2. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and its program in improving the academic quality of its Title 1, Part A schools, both at the district and campus level. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

Parent Engagement Planning Committee:

Parent Engagement Activities are distributed using these methods: email, school newsletter, grade level newsletter, social media, Class Dojo

Parent Engagement distribution is sent in the English language.

#### **4.2: Offer flexible number of parent involvement meetings**

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Conducting a meaningful consultation with parents of participating children to implement programs, activities, and procedures for the involvement of parents at all of its Title 1, Part A schools. An annual meeting for Title 1, Part A parents will be held each Title 1 campus. The district will provide training for schools on Title 1, Part A and best practices in conducting the Title 1, Part A Annual Meetings where parents are informed on how funds are used on their campus for parental involvement activities.

2. Support its Title 1, Part A schools to build the schools' and parents' capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement. Capacity building activities and training (i.e. Literacy Night, Math and Science events, Homework Help) will be provided to parents to increase academic achievement through district-wide and campus efforts. The district will coordinate these efforts and strategies with other federal and state program in a variety of ways.

3. Birdville ISD is committed to working together with parents, students, the community and other stakeholders to improve student achievement. All school and district activities will promote and encourage parental involvement. Title 1, Part A schools will identify any barriers to greater participation by parents in activities of participating children with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

4. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	SCE Campus Personnel		\$119,954.00
Sub-Total					\$119,954.00
Budgeted Fund Source Amount					\$119,954.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Facilitator		\$37,315.00
Sub-Total					\$37,315.00
Budgeted Fund Source Amount					\$37,315.00
+/- Difference					\$0.00
Grand Total Budgeted					\$157,269.00
Grand Total Spent					\$157,269.00
+/- Difference					\$0.00