Birdville Independent School District

Smithfield Elementary

2024-2025 Campus Improvement Plan

Mission Statement

We the Smithfield family, are committed "to building EXCEL leaders through relationships and a shared love of learning."

Value Statement

Vision: Excellence, Integrity and Service

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Smithfield Elementary School (SES) serves approximately 603 students in grades PK-5th. Of those 603 students, 56% (340 students) are White, 27% (164 students) are Hispanic, 9% (57 students) are African American, 4% (24 students) are Asian and 1% (7 students) are of two or more races. SES is a Title I campus which means that 42% (256 students) of our students are economically disadvantaged. We have 51% (308 students) of our students which are considered to be "At-Risk". 11% (64 students) of our students are Limited English Proficient (LEP). We have 15% (92 students) of our students who receive special education services. We also have 8% (50 of our students) of our students who are identified and served in the Gifted and Talented program. Our student attendance was 95%.

Demographics Strengths

Smithfield Elementary School benefits from a diverse student population, with a significant proportion of students in the Gifted and Talented program (8%) and a high student attendance rate of 95%. The school effectively supports a broad range of student needs, including those in special education (15%) and Limited English Proficient (LEP) students (11%). The school's status as a Title I campus reflects its commitment to addressing the needs of economically disadvantaged students (42%) and those classified as "At-Risk" (51%). The diverse demographics and attendance rate are strengths that provide a solid foundation for targeted interventions and support within the campus improvement plan.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Smithfield Elementary is experiencing a growing emergent bilingual population, increasing from 7% in 2020-2021 to 11% in 2023-2024. This rising trend poses challenges in providing adequate support and resources tailored to the needs of these students, which may impact their overall educational experience and integration. **Root Cause:** The root cause is likely a lack of scalable and adaptive support systems to keep pace with the growing number of emergent bilingual students. The current resources and instructional strategies may not be sufficient to effectively address the expanding needs of this population, leading to potential gaps in language development and academic support.

Student Learning

Student Learning Summary

Based on the Spring 2024 STAAR data for Smithfield Elementary School, the following summary highlights student performance across different accountability groups:

Overall Performance

- 89% of students met the Approaches Grade Level (GL) Standard, 67% met the Meets GL Standard, and 35% achieved the Masters GL Standard.
- Students from the Asian subgroup showed the highest performance across all metrics, with 100% meeting the Approaches GL Standard, 87% meeting the Meets GL Standard, and 57% achieving the Masters GL Standard.
- The High Focus group had lower performance, with 82% at Approaches, 56% at Meets, and 24% at Masters GL Standard.

Reading/Language Arts (RLA)

- 94% of students met the Approaches GL Standard, 75% met the Meets GL Standard, and 48% achieved the Masters GL Standard.
- The Asian and Two or More Races subgroups excelled, with 100% of students meeting the Approaches and Meets GL Standards, and a significant percentage achieving the Masters GL Standard (85% and 100%, respectively).
- The African American subgroup had lower performance, with 84% at Approaches, 58% at Meets, and 21% at Masters GL Standard.

Mathematics

- 88% of students met the Approaches GL Standard, 67% met the Meets GL Standard, and 28% achieved the Masters GL Standard.
- Asian students again performed exceptionally well, with 100% meeting the Approaches and Meets GL Standards, and 46% reaching the Masters GL Standard.
- The African American subgroup had the lowest performance, with 80% at Approaches, 35% at Meets, and 10% at Masters GL Standard.

Science

- 78% of students met the Approaches GL Standard, 40% met the Meets GL Standard, and 15% achieved the Masters GL Standard.
- American Indian and Asian students excelled, with 100% meeting the Approaches GL Standard and high performance at Meets and Masters GL Standards.
- The African American subgroup had 100% Approaches, with no students meeting the Meets or Masters GL Standards.

Student Learning Strengths

The STAAR data reveals that Smithfield Elementary School has significant strengths in student learning, particularly in Reading/Language Arts, Mathematics, and Science. Mastery levels in Reading/Language Arts are notably high, with nearly half of the students achieving the Masters GL Standard. The consistent high performance of the Asian, American Indian, and Two or More Races subgroups across all three subjects—Reading/Language Arts, Mathematics, and Science—further underscores the effectiveness of the school's educational programs. These strengths provide a strong foundation for continued academic success and suggest that Smithfield Elementary is effectively fostering both proficiency and advanced understanding across key academic areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/Language Arts, Mathematics, and Science.   **Root Cause:** These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential.

School Processes & Programs

School Processes & Programs Summary

The academic RtI program at Smithfield Elementary serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. Progress monitoring and collaboratives take place once every 9 weeks to reevaluate where students are. The specific services provided for students on Tiers 2 and 3 are outlined in the district RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions.
Performance data suggest that the RtI program has been moderately successful in moving students off of tiered interventions. There remains a large proportion of students served on Tier 2 and Tier 3, (22% in reading and 13% in math for grades K-5 as of May 2024) which is based in part on universal screener performance.

School Processes & Programs Strengths

We have developed a process for evaluating student progress every 9 weeks through a collaborative meeting between teachers, administration, the instructional facilitator and the dyslexia specialist. Interventions are also discussed during these collaboratives. Our math percentage of tier 2 and 3 students has remained the same over the past 2 years.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Screener assessments for May 2024 indicate that 25% of students are reading below grade level.   **Root Cause:** These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

Perceptions

Perceptions Summary

At Smithfield Elementary we conduct Parent Surveys at the beginning of the year. However, the data that is collected is about expectations that parents have of teachers and their students, in addition to what we can expect from them as parents. We also have a parent survey that asks what they feel are strengths of SES and areas that need improvement. We utilize the data from the district safety survey, as well. The top 2 areas of improvement are:

1. Parking/pick-up and drop off

2. Increase in security officer presence

Perceptions Strengths

One of the consistent responses that parents give is that they feel as though their child is safe at school and that they feel welcomed while they are on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: At our campus, parking and dismissal processes are creating significant challenges for parents. **Root Cause:** The current parking facilities are inadequate to accommodate the number of vehicles, leading to congestion and safety concerns. During dismissal times, the situation exacerbates as traffic flow becomes unpredictable, causing delays and increasing frustration among the school community.

Problem Statement 2 (Prioritized): Survey data indicate that parents believe campus safety is an area of concern, even though they strongly agree that students feel safe at school. **Root Cause:** Limited or unclear communication regarding school safety has contributed to parents' concerns and perceptions about the campus environment.

Priority Problem Statements

Problem Statement 1: Screener assessments for May 2024 indicate that 25% of students are reading below grade level.

Root Cause 1: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/Language Arts, Mathematics, and Science.

Root Cause 2: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Smithfield Elementary is experiencing a growing emergent bilingual population, increasing from 7% in 2020-2021 to 11% in 2023-2024. This rising trend poses challenges in providing adequate support and resources tailored to the needs of these students, which may impact their overall educational experience and integration.

Root Cause 3: The root cause is likely a lack of scalable and adaptive support systems to keep pace with the growing number of emergent bilingual students. The current resources and instructional strategies may not be sufficient to effectively address the expanding needs of this population, leading to potential gaps in language development and academic support.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Survey data indicate that parents believe campus safety is an area of concern, even though they strongly agree that students feel safe at school.

Root Cause 4: Limited or unclear communication regarding school safety has contributed to parents' concerns and perceptions about the campus environment.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Other PreK - 2nd grade assessment data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: All students will make at least one year's progress in reading and mathematics 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: PK: CIRCLE (reading and math)
K-5: Fountas & Pinnell reading levels
K: mClass (reading and math)
1-2: mClass (reading)
3-5: Renaissance STAR Reading
1-5: Renaissance STAR Math
3-5: State Interim Assessments (reading, math)

Strategy 1 Details
Strategy 1: Continue to build capacity of campus staff to implement the district literacy plan..

Actions: a. Utilize the leadership team to train and to lead the implementation of the district plan and strategies.
    b. Provide literacy plan coaching support for teachers.
    c. Use exemplar teachers to model lessons to help other teachers visual practice(s) in action.
    d. Implement "Plan for Learning Protocols" in PLC to design exemplar Tier I lessons
    Staff Responsible for Monitoring: Administrators
Leadership Team
Instructional Facilitator
 	
    Title I:
2.4, 2.5
 - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
    Problem Statements: School Processes & Programs 1
    Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - $183,288

Strategy 2 Details

Strategy 2: Continue to implement the literacy plan with the focus of responsive teaching and continuous improvement.

Actions: a. Schedule and implement instructional rounds based on best practices and responsive teaching.
b. Provide professional development focused on best practices and strategies to help support teachers.
c. Conduct campus walk throughs for the purpose of collecting artifacts to support literacy implementation.
d. Increase teacher capacity to teach the required K-3 phonics program.
e. Purchase "Amplify Boost" to support Core 95 instruction.

Staff Responsible for Monitoring: Administrators
Instructional Coach

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Strategy 3 Details

Strategy 3: Continue to refine and implement a campus-wide plan for gifted and talented (GT) students to provide opportunities for rigorous learning beyond Tier I coursework.

Actions: a. Teachers will continue to refine their practice in the Rigor and Relevance framework.
b. Collaborate with teachers to provide activities during intervention instruction and K-2 push-in to provide enrichment lessons, when possible.

Staff Responsible for Monitoring: Administrators

Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 1

Strategy 4 Details

Strategy 4: Continue to support a full day pre-K program for four year-olds and half-day for three year olds that qualify based on a board approved three-year plan.

Actions: a. Maintain a PK teacher who is certified and has early childhood qualified.
b. Provide PD that is relevant to early childhood both through campus and district resources.
c. Maintain an average ratio of 1 to 11 which includes one certified teachers and one teacher's aide per TEA guidelines.
d. Implement new curriculum in the pre-kindergarten classrooms.

Staff Responsible for Monitoring: Administrators
PK teachers

Problem Statements: School Processes & Programs 1

Strategy 5 Details

Strategy 5: Train staff to administer progress monitoring assessments with fidelity for reading and math in grades PK-5.

Actions: a. Continue to support and train staff on assessments (BAS, mClass, and STAR).

b. Ensure that the instructional facilitator is working with teachers to utilize progress monitoring data to inform instruction/interventions and document student growth.

c. Continue to train and require the use of continuous improvement processes in the classroom.

Staff Responsible for Monitoring: Administrators
Instructional Coach

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
Problem Statements: Student Learning 1

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/Language Arts, Mathematics, and Science.   **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential.

School Processes & Programs
Problem Statement 1: Screener assessments for May 2024 indicate that 25% of students are reading below grade level.   **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

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: Historical performance by student subgroup on state and local assessments

Strategy 1 Details
Strategy 1: Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth.
Actions: a. Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations. b. Track student performance to determine progress towards success on STAAR assessments. c. Provide professional development for teachers for the purpose of developing personalized plans through Success-Ed. d. Provide professional development for all teachers in the use of Aware to build assessments and analyze data to inform instruction. e. Provide "Sheltered "instruction and EB strategies training to support our Tier 2 and second language learners. **Staff Responsible for Monitoring:** Administrators Instructional Facilitator Digital Learning Specialist **Problem Statements:** Student Learning 1 **Funding Sources:** Professional Development - 211 - Title I - $2,500

Strategy 2 Details
Strategy 2: Utilize the results of the RTI evaluation to implement a multi-tiered system of supports (MTSS) for identified students.
Actions: a. Strengthen the RTI process through training and small group PLCs. b. Provide ongoing training for all staff to build their capacity to implement MTSS. c. Monitor math intervention resource for effectiveness. d. Continue to implement SEL curriculum and provide professional learning to support SEL with the use of Capturing Kid's Hearts Premium Program and Character Strong. e. Meet with teacher each quarter to determine which students need MTSS services and who is identified for RTI support. f. Use Educational Aide to support students who need either intervention or accelerated support. **Staff Responsible for Monitoring:** Administration Interventionists Instructional Facilitator **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Tutoring - 211 - Title I - $14,883, Title I Personnel - 211 - Title I - $28,304

Strategy 3 Details

Strategy 3: Continue implementation of continuous improvement processes

    Actions: a. Use walk-through forms to evaluate implementation across campus.

    b. Provide refresher professional learning for those who need it.

    c. Provide new teacher training throughout the year to ensure that the processes are being used and understood.

    Staff Responsible for Monitoring: Administration

    Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Strategy 4 Details

Strategy 4: Develop and implement system-wide practices for the design and delivery of programs and services for English Learners.

    Actions: a. Develop professional learning sessions targeting the competencies necessary to serve the needs of Emergent Bilingual students.

    Staff Responsible for Monitoring: Administration

Instructional Facilitator

Multilingual Program Lead

    Title I:

2.4, 2.6

    Problem Statements: Demographics 1

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Smithfield Elementary is experiencing a growing emergent bilingual population, increasing from 7% in 2020-2021 to 11% in 2023-2024. This rising trend poses challenges in providing adequate support and resources tailored to the needs of these students, which may impact their overall educational experience and integration. **Root Cause**: The root cause is likely a lack of scalable and adaptive support systems to keep pace with the growing number of emergent bilingual students. The current resources and instructional strategies may not be sufficient to effectively address the expanding needs of this population, leading to potential gaps in language development and academic support.

Student Learning
Problem Statement 1: Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/Language Arts, Mathematics, and Science. **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential.

School Processes & Programs
Problem Statement 1: Screener assessments for May 2024 indicate that 25% of students are reading below grade level. **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

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 district-administered student survey.

    Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details
Strategy 1: Implement district curriculum for social-emotional learning (SEL).
Actions: a. Use Guidance lessons to continue to build social emotional support.   b. Develop and distribute a Family Engagement Policy through Title I.   c. Plan and implement events that increase parent and family involvement.   d. Utilize the Capturing Kids' Hearts Premium resources for SEL support in classrooms.   e. Utilize Crisis Counselors to provide support to students in areas of social-emotional learning.   f. Implement Leadworthy Leadership Program (CKH) for intermediate grades.   **Staff Responsible for Monitoring:** Counselors   Administration   Instructional Facilitator   **Title I:**   4.1, 4.2   **Problem Statements:** Perceptions 2   **Funding Sources:** Title I Family Engagement - 211 - Title I - $1,000, Professional Development - 211 - Title I - $2,500

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Survey data indicate that parents believe campus safety is an area of concern, even though they strongly agree that students feel safe at school.   **Root Cause**: Limited or unclear communication regarding school safety has contributed to parents' concerns and perceptions about the campus environment.

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 RtI Tiers 2 and 3.

    Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details
Strategy 1: Monitor the implementation of the behavioral RTI plan.

Actions: a. Monitor behavior RTI in classrooms
 b. Continue to use the behavior RTI team to establish processes for implementation.
 c. Utilize the Behavior Educational Assistant to teach and model strategies to students who need assistance in regulating emotions and decreasing behaviors.
     Staff Responsible for Monitoring: Administration
 Counselor
 	
     Title I:
 2.6
     Problem Statements: School Processes & Programs 1

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Screener assessments for May 2024 indicate that 25% of students are reading below grade level.   **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

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

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

    Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission

Strategy 1 Details

Strategy 1: Refine and implement the campus plan to improve student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.
    Actions: a. Recognize and celebrate staff attendance.
    b. Continue rewards/awards for student attendance utilizing the attendance funds.
    c. Keep parents informed of attendance policies/requirements
    Staff Responsible for Monitoring: Administration
Attendance Clerk
 	
    Problem Statements: School Processes & Programs 1

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Screener assessments for May 2024 indicate that 25% of students are reading below grade level.   **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

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 operations and outcomes in every department and campus.

    Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans

Strategy 1 Details
Strategy 1: Continue to monitor continuous improvement processes at a campus level.

Actions: a. Meet with Leadership and Safety Teams to refine campus processes/systems.
 b. Walkthroughs and debriefs.
 c. Vertical Team collaborations.
     Staff Responsible for Monitoring: Administration
 	
     Problem Statements: Student Learning 1

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/Language Arts, Mathematics, and Science. **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential.

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

Performance Objective 1: Attain a 10% annual increase on a school safety survey that is administered annually to students, staff, and parents.

    Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details
Strategy 1: Establish a safe school community where students, parents, and staff report a sense of belonging, security and well-being.

Actions: a. Utilize Safety Team to discuss safety concerns and safety drills/incidents.
    b. Collaborate with safety officials and community members to ensure a secure campus.
    c. Gather input from students about safety concerns.
    d. Work in collaboration with appropriate staff to ensure CDC standard precautions and guidelines are followed at all times.
    e. Continue to use the Anonymous Alerts and Threat Assessment systems for students, staff, and community to report safety concerns and threats.
    f. Schedule security guard presence at large events.
    Staff Responsible for Monitoring: Administration
Counselor
 	
    Problem Statements: Perceptions 2

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Survey data indicate that parents believe campus safety is an area of concern, even though they strongly agree that students feel safe at school. **Root Cause**: Limited or unclear communication regarding school safety has contributed to parents' concerns and perceptions about the campus environment.

State Compensatory

Budget for Smithfield Elementary

Total SCE Funds: $183,288.00
Total FTEs Funded by SCE: 3.97
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 Smithfield Elementary

Name	Position	FTE
Amy Spurgeon	Teacher	0.33
Cassandra Tarver	Reading Intervention	0.33
Cassandra White	Teacher	0.33
Courtney Files	Educational Assistant	0.33
DIana Kirkwood	Teacher	0.33
Jaye Antwine	Instructional Facilitator	1
Jennifer Moreno	Educational Assistant	0.33
Kerri Thompson	Educational Assistant	0.33
Kristi Puhl	Teacher	0.33
Patricia Smith	Educational Assistant	0.33

Title I

1.1: Comprehensive Needs Assessment

We developed our CNA in May for the upcoming 2023-24 school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Melissa Pellegrino-Principal

Ryan Holzberger-Assistant Principal

Weston Baccus- 5th Grade Teacher

Courtney Maxwell-4th Grade Teacher

Haley Hollis-3rd Grade Teacher

Sarah Smith-2nd Grade Teacher

Heather Bartlett-1st Grade Teacher

Courtney Wilson-Kindergarten Teacher

Maggie Shikany- PE teacher

Carrie Growald-Math Interventionist

Courtney Files-Parent

Abby Stienbrink-Parent

Kyle Fox-Community Member

Andrea Trotter-Business Owner

2.2: Regular monitoring and revision

We will evaluate our CIP 4 times a year. 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, 41% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument

2. semester failure of two or more academic subjects

3. grade retention

4. lack of satisfactory performance on state-mandated testing

5. pregnancy or parenthood

6. placement in an alternative education program

7. expulsion

8. parole, probation, deferred prosecution, or conditional release

9. drop out status

10. limited English proficiency

11. custody or care of the Department of Protective and Regulatory Services

12. homelessness

13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

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

2.5: Increased learning time and well-rounded education

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

- Whole Child Initiative

- Conscious Discipline

- Workshop Model

- Sheltered Instruction

- Leveled Literacy Intervention

- Social Skills Training

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

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.

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

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

Parents:
Diana Kirkwood
Courtney Files
Teachers:
Courtney Wilson
Weston Baccus
Courtney Maxwell
Administrators:
Melissa Pellegrino
Ryan Holzberger
Other Campus and District Staff:
Kat Green

4.2: Offer flexible number of parent involvement meetings

The following family engagement activities are planned for 2023-24:

- August Refresh Back to School Event at WG Thomas Coliseum
- August Meet the Teacher Night Aug. 14 on campus
- Parent Info Night/Title I Meeting Aug. 28th, 29th and 30th
- October Museum Night at FW Museum
- Science Hat Parade Oct. 27th
- Cookies with Santa Dec. 12th
- Fine Arts Day Jan. 31st
- March Open House on campus
- March Discover Birdville Event
- April Family Engagement Policy and Compact Revision May on campus

Title I Personnel

Name	Position	Program	FTE
Lauren Holder	GAPS EA	Title I	1.0

Campus Funding Summary

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
**199 - General Funds: SCE**				
1	1	1	SCE Campus Personnel		$183,288.00
				Sub-Total	$183,288.00
				Budgeted Fund Source Amount	$183,288.00
				+/- Difference	$0.00

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
**211 - Title I**				
1	2	1	Professional Development		$2,500.00
1	2	2	Tutoring		$14,883.00
1	2	2	Title I Personnel		$28,304.00
1	3	1	Title I Family Engagement		$1,000.00
1	3	1	Professional Development		$2,500.00
				Sub-Total	$49,187.00
				Budgeted Fund Source Amount	$49,187.00
				+/- Difference	$0.00
				Grand Total Budgeted	$232,475.00
				Grand Total Spent	$232,475.00
				+/- Difference	$0.00