Birdville Independent School District

Foster Village Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Preparing young minds to become productive members of society while providing a safe environment for growth and success today.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus is primarily made up of White 46% and Hispanic 31%. We have smaller populations of Black students with 11% and Asian moving from 3% last year to 5%. We also have 46% White/Caucasian and 7% Two or More Races. Our numbers have gone down the past few years from the high 400s to 375. Seventy-six students attend other BISD campuses through open enrollment.

Of our 27 identified Dyslexic students, 55% are White, 29% Black, and 3% Hispanic. Based on campus demographics, there are concerns of over identifying Black students and under identifying Hispanic students.

Of are 21 identified gifted students, 60% are White, 23% Hispanic, 14% Asian, and 4% Black. Gifted demographics do not match campus demographics. The Gifted department is revamping the way it identifies students to close these gaps.

Our Special Education populations is made up of 33 Speech students, 14 Resource for students with learning disabilities, and 10 students in our Behavior Unit, PASS.

Students labels At Risk were primarily identified by not making adequate progress on yearly assessments. The At Risk population closely mirrors the campus population.

We have a small number of English Language Learners. Students who speak Spanish attend another campus which offers Bilingual services.

Demographics Strengths

We have a diverse school population. Our campus size has reduced in recent years with the option of the ILT, a local charter school and Open Enrollment. This year many of our families are returning to our campus. We have a strong family atmosphere where generations of family members have ties to our campus and community. Many of our staff members choose to bring their own children to Foster Village Elementary.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36**%. In 2018-2019 Foster Village Elementary School did not meet the target with a TELPAS progress rate of **28%**. In 2020-2021 Foster Village Elementary School met the target with a TELPAS progress rate of **44%.** In comparing the progress rate from 2019 and 2021, Foster Village demonstrated a **16% point increase** in student's English Language Proficiency Status.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our special education population is not making adequate progress in closing the gaps. **Root Cause:** Special education self-contained teachers are responsible for multiple grades and all subjects. They need more time to collaborate with grade levels and provide rigorous instruction that align with the TEKS.

Student Learning

Student Learning Summary

Our campus overall accountability rating increased from a C to a B.

Math

- 4th grade math performed higher than other BISD schools in our comparison group
- 4th and 5th grade showed growth in all tested areas
- 3rd grade meets and masters both increased in math

Reading

- 3rd grade reading performed higher than other BISD schools in our comparison group
- 4th grade reading performed higher than other BISD schools in our comparison group
- 4th and 5th grade showed growth in all tested areas
- 3rd grade meets and masters both increased in reading
- 2nd and 5th grade had more than 50% of students make more than a year's growth in reading

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Foster Village Elementary School met the target with a TELPAS progress rate of 44%. In 2021-2022 Foster Village Elementary School did not meet the target with a TELPAS progress rate of 35%. In comparing the progress rate from 2021 and 2022 Foster Village demonstrated a 9% point decrease in students' English language development.

Student Learning Strengths

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing significant reading gaps in grades third through fifth. **Root Cause:** District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Communities (PLCs): Our teachers meet each three weeks in collaborative groups to discuss strategies for student achievement. They plan lessons, discuss instructional strategies and analyze common assessments. These groups focus on students who struggle and find comprehensive strategies for all students to be successful. In our plan, our teachers will implement continuous improvement strategies during the PLC to evaluate students progress (Goal 1, Performance Objective 1, Strategy 2)."

Collaborative Instructions Review (CIR): The Collaborative Instructional Review, supported by a comprehensive eTool, engages coaches and instructional leaders in a 4-step collaborative model that calibrates observations on teaching and learning based on specific rigor, relevance, student engagement and relationships criteria. The observation practices and rubrics that result are designed to lead to continuous improvement in instructional practice and sustained student achievement.

Response to Intervention (RTI): Our campus uses academic screeners to assess student learning in reading and math. We meet as a collaborative group to target instruction for learners in need. Instruction is differentiated and targets learners missing learning areas.

Continuous Improvement (CI): Is the ongoing improvement of all processes. We monitor student growth and meet throughout the year to evaluate growth of students. A prescription for improvement is developed and implemented throughout the year.

Conscious Discipline is a self-regulation program that offers solutions for social-emotional learning, discipline and self-regulation. The goal is to help parents and schools reach and teach every child. Once instilled, these essential skills will last a lifetime and positively impact generations to come.

School Processes & Programs Strengths

To build capacity, every staff member is a part of a leadership team. Grade level PLCs meet each three weeks to plan and prepare for the following three weeks. RTI committees meet 5 times a year to address student needs.

Perceptions

Perceptions Summary

At this time we have a very positive school climate. Staff treats one another as family and supports those in need. Parents and visitors to the campus comment on the positive school climate. This year our families are excited to get back on campus and participate in campus activities. The PTA is planning several events. The campus leadership team is working with a local church and business to develop a partnership to support students and staff. Last year, our school had a 11% teacher turnover rate. Teachers who left retired or moved out of the area.

At our core, we believe we must prepare young minds to become productive members of society while providing a safe environment for growth and success today. We believe if we provide opportunities for students to grow and the individualized supports that are needed, every child will be successful.

Perceptions Strengths

We have a positive campus culture. Staff members look out for one another and support each other.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Goals

Revised/Approved: June 6, 2022

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 between the beginning and end of year.
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments(mathematics, 1-5), Istation (reading, grades 3-5), TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity to implement the District literacy plan at the campus level. **Actions:** a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plan. b) Provide technical, consulting, and coaching cycles for teachers as they implement the campus plan. c) Infuse literacy-focused discussions into monthly faculty meetings. d) Continue bi-monthly literacy events to promote reading. e) Collect process data to measure the degree of alignment and implementation of district initiatives. **Staff Responsible for Monitoring:** Principal, AP, Academic Coach, LOL Team Members, Reading Vertical Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Academic Coach - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor student progress towards one year's worth of growth in reading and continue implementation of ongoing PDSA to improve instruction and student growth. **Actions:** a) Teachers will evaluate student progress towards one year's worth of growth after each benchmark. b) Utilizing the PDSA cycle, they will develop a plan to improve student learning. c) Create teacher developed Campus Formative Assessments each nine weeks. **Staff Responsible for Monitoring:** Classroom Teachers Interventionist Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE - $47,863				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement literacy plan through established priorities for system-wide literacy practices. **Actions:** a) Schedule monthly meetings with Vertical Teams to grow literacy practices. --Including one BOY extended planning meeting with Vertical Team to assess campus goals and create list of Expectations for FVE classrooms. b) Infuse literacy-focused discussions into monthly campus meetings. c) Conduct campus walks for the purpose of monitoring and collecting artifacts to support literacy implementation (documented through specific walk-thru checklists, following the campus monitoring guide, and the use of CIR practices). d) Identify literacy priorities with leadership teams and model with specificity needed for quality implementation. **Staff Responsible for Monitoring:** Campus Administration Team Leaders LOL Team / Instructional Leads Vertical Teams **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Substitutes for Leadership meeting dates. - 211 - Title I - $1,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. **Actions:** a) Provide Title 1 Tutors to fill administer accelerated instructions and fill learning gaps. b) Provide research-based assessment tools for online learning. c) Provide updated technology devices for classrooms that are not equipped with interactive boards. **Funding Sources:** Instructional Resources - 211 - Title I - $1,000, Tutors - 211 - Title I - $20,000, Technology - 211 - Title I - $2,000				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.
b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide opportunities to develop and train Special Education Teachers in district initiatives and curriculum. **Actions:** a) Purchase curriculum sanctioned by the district that will allow teachers to instruct students at higher levels of comprehension. b) Provide time for Special Education teachers to plan and meet in PLC with regular education teachers. **Staff Responsible for Monitoring:** PASS Teachers Resource Teacher Academic Coaches Administration District Special Education Department representatives **Targeted Support Strategy** **Funding Sources:** Researched curriculum that is approved by the district to use with resource and PASS students that is at the Rigor of STAAR. - 199 - General Funds - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to refine and implement district comprehensive plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework. **Actions:** a) Train all teachers of advanced academics classes in the CIR process. b) Continue to promote writing through campus wide writing share out. c) Identify and arrange so that students who would benefit from telescoping in Math have the opportunity. **Staff Responsible for Monitoring:** Principal School Secretary Librarian Librarian EA Classroom Teachers **Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize the results of the RtI task force to implement a multi-tiered system of support (MTSS) for identified students. **Actions:** a) Continue to structure Intervention so that students are pulled during their small group time. b) Provide additional intervention with Title I tutors for small group intervention for grades Kindergarten - Fifth grade. c) Procure resources to fill gaps in student learning. d) Deliver instruction on Conscious Discipline and other SEL strategies. e) Supply PASS classes with needed rewards and incentives for their store. f) Provide ongoing training for all staff to build their capacity to implement MTSS. **Staff Responsible for Monitoring:** PASS Teams Resource Teacher Reading and Math Interventionist Title I EAs Tutors funded through Title I ARD Committees 504 Committees RTI Committees Campus Administration LOL Team Team Leads **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Outside Title I Tutors - 211 - Title I - $14,000, Tutors - Classroom teachers - 211 - Title I - $6,915, Personnel - 211 - Title I - $36,052, ESSER Tutors - ESSER - $12,045, Intervention Personnel - 199 - General Funds: SCE				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. **Actions:** a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation c) Collect evidence of successful use of continuous improvement. Share these through This Week in Pics. d) Create and deliver a set of CI best practices for new-to-district teachers and teachers through faculty meetings and OPL-Optional Professional Learning. e) Support use of CI by modeling use as a campus administration **Staff Responsible for Monitoring:** Campus Administration, Team Leaders, LOL Team				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide multiple opportunities for parents and the community to be engaged in the educational process. **Actions:** a) Hold an annual Title 1 meeting to further explain the programs and services offered to FVE students. b) Develop and distribute a Family and Parent Engagement Policy. c) Develop, distribute and review the Parent School Compact. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Title I Family Engagement - 211 - Title I - $720				

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: District Survey
District Overcoming Obstacles Curriculum
Overcoming Obstacles Curriculum
CORE Value Curriculum and Celebrations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Conscious Discipline practices throughout the campus. **Actions:** a) Continue to deploy plan for implementing Conscious Discipline curriculum. b) Provide ongoing professional learning to all stakeholders on the Conscious Discipline program c) Identify Conscious Discipline champions to model classrooms using Conscious Discipline strategies. d) Continue to attend Conscious Discipline learning opportunities online and in person. e) Collect data on intervention effectiveness. f) Conduct nine week celebrations recognizing students who exemplify SEL behaviors. g) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Counselor All Classroom Teachers Administration **Funding Sources:** Conscious Discipline professional Learning - 211 - Title I - $2,000, Crisis Counselor - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase socially appropriate behaviors by teaching replacement behaviors and generalizing those across settings and people within the PASS units. **Actions:** a) Implement evidence based strategies and interventions for managing behaviors. b) Implement point system for behavior within the PASS units. c) Provide items for students to purchase using their points. **Staff Responsible for Monitoring:** PASS teachers Behavior Specialist Campus Administration **Funding Sources:** Items for PASS reward store - 199 - General Funds - $500				

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: RtI and ABC Meeting minutes and individual student paperwork.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor the fidelity of implementation of the behavioral RtI plan. **Actions:** a) Provide training on the district behavior RtI plan. b) Identify needed support systems within the campus and educate faculty and staff on best use of such supports. c) Provide clear expectations and modeling of Behavior and Relationship Management system on campus. d) Communicate the Social Emotional Skills and establish a system for regular integration of these key beliefs e) Generate and display positive well-being "propaganda" throughout the school to encourage positive choices and overall school community building. f) Conduct ABC Team meetings each six weeks to review student progress on Behavior Tier 2 and 3 and make needed adjustments to support offered for those students/teachers/classroom. **Staff Responsible for Monitoring:** Assistant Principal Reading and Math Interventionist Classroom Teachers **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE				

 No Progress Accomplished Continue/Modify Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Design and implement improvement plan strategies to increase staff and student attendance. b) Monitor student attendance and review progress with Campus Leadership Team on a nine weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Create a system to celebrate campus attendance. d) Utilize funding from district to provide incentives to improve student attendance. e) Track student attendance and update staff and students in regards to progress on a weekly, and 9 weeks basis. **Staff Responsible for Monitoring:** Classroom Teachers Faculty Student Celebration Committee Students Campus Administration **Funding Sources:** Rewards and incentives - 199 - General Funds: Special Projects - $850				

 No Progress Accomplished Continue/Modify Discontinue

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 all areas.

Evaluation Data Sources: Use continuous improvement to identify and improve operations and outcomes in every aspect of campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes at the campus level. **Actions:** a) Establish grade level, team, and personal SMART goals to improve overall academic performance in at least one subject area. b) Monitor SMART goal progress throughout the year by utilizing the PDSA tool and meeting at least BOY, MOY, and EOY to look at data. c) Monitor the use of data folders for all students to aid in individual data tracking. d) Model use of PDSAs by evaluating effectiveness of campus expectations. **Staff Responsible for Monitoring:** Classroom Teachers Students Campus Administration				

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: District and Campus Surveys

Strategy 1 Details	Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.	Formative			Summative
Actions: a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being. c) Develop procedures documents for teachers, students, and parents to follow in any type of campus emergency situation. d) Use campus and crisis counselor to work with teachers and administrators to identify and address safety and social emotional concerns. e) Conduct safety meetings with Campus Leadership members to evaluate and problem solve campus safety concerns. f) Conduct safety audits to identify security issues on campus. g) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. **Staff Responsible for Monitoring:** Assigned District Personnel Campus Administration Students Classroom Teachers	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Reduce the amount of time students are removed from regular classroom due to disciplinary placements. **Actions:** a) Participate in Conscious Discipline book study utilizing Conscious Discipline videos as a staff. b) Implement Conscious Discipline strategies throughout the campus. c) Insure that all staff have received Trust-Based Relational Interventions (TBRI) training. d) Discuss specific student concerns during weekly administrative meetings and provide input to improve student success. e) Monitor and evaluate the implementation of the behavior RtI plan. f) Review campus disciplinary procedures quarterly and align ourselves in our beliefs and actions. g) Develop positive plans and/or alternative behavior plans for students that need additional support. h) Utilize district general education behavior facilitator to assess needs of students. i) Communicate with a positive phone call or in person conversation with each students' parent prior to the end of the first week of school. **Funding Sources:** Conscious Discipline Online Book Study and Participant Workbooks - 211 - Title I - $3,500				

 No Progress Accomplished Continue/Modify Discontinue

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: Annual report of worker's compensation claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment. **Actions:** a) Continue to review and update the District accident prevention plan and related department safety plans. b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments. d) Continue Safety Committee meetings per district plan. e) Review and report claim information per the district plan. f) Perform campus/building safety walk throughs as required by district plan. g) Monitor the website notification system for Safety Hazard reporting. h) Communicate and recommend action plans to campuses and department heads at least annually. **Staff Responsible for Monitoring:** Assigned District Personnel Campus Administration Classroom teachers				

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: This campus will meet all compliance requirements for state and federal health programs.

Evaluation Data Sources: All state and federal health deadlines are met within the time frame set by the district.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Deliver current and accurate information regarding college admission, financial aid, and the TEXAS grant program opportunities for staff, students, and parents. **Actions:** a) Provide and distribute information and training modules to staff, as received from the district. b) Monitor implementation of training and requirements of the district. **Staff Responsible for Monitoring:** Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and maintain a campus-wide coordinated health program. **Actions:** a) Convene with PE and a health advisory committee to develop a campus wide coordinated health plan and/or to strategically implement the district-wide coordinated health plan. b) Monitor participation of students in physical activity and collection of student fitness assessment data. **Staff Responsible for Monitoring:** Campus Administration Team Leaders/ LOL group				

No Progress

Accomplished

Continue/Modify

Discontinue

State Compensatory

Personnel for Foster Village Elementary

Name	Position	FTE
Rochelle Keehan	Educational Assistant Title 1 Tutor	0

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 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. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents:

Crystal Lenz

Community Members:

Cindy Vickerman

Teachers:

Sheila Toombs, Amy Greene, Mandy Culp, Erin Hoover, Cindy Sawai, Steven Schmauss, Cassandra Money, Craig Roberts

Administrators:

Carrie Welborn, Aaron Sultan

Other Campus and District Staff:

Meredith Konlande, Laura Bean

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, 32% of students were identified as at-risk based on one or more of the following criteria:

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

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

2.5: Increased learning time and well-rounded education

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

- Whole Child Initiative
- Conscious Discipline

- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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

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

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

3. Annual Evaluation

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. Parent and Family Engagement (PFE)

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:

Crystal Lenz

Community Members:

Cindy Vickerman

Teachers:

Sheila Toombs, Amy Greene, Mandy Culp, Erin Hoover, Cindy Sawai, Steven Schmauss, Cassandra Money, Craig Roberts

Administrators:

Carrie Welborn, Aaron Sultan

Other Campus and District Staff:

Meredith Konlande, Laura Bean

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

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- October Title I Meeting (Tuesday) on campus
- November Literacy Event (Thursday/Friday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) on campus
- March Open House (Thursday only) on campus

- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Jessica Nieto Avalos	Educational Assistant	Title I	1.0
Rochelle Keehan	Educational Assistant	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Academic Coach		$0.00
1	1	2	Intervention Personnel		$47,863.00
1	2	3	Intervention Personnel		$0.00
1	3	1	Crisis Counselor		$0.00
1	4	1	Intervention Personnel		$0.00
				Sub-Total	$47,863.00
				Budgeted Fund Source Amount	$47,863.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Substitutes for Leadership meeting dates.		$1,000.00
1	1	4	Technology		$2,000.00
1	1	4	Tutors		$20,000.00
1	1	4	Instructional Resources		$1,000.00
1	2	3	Personnel		$36,052.00
1	2	3	Outside Title I Tutors		$14,000.00
1	2	3	Tutors - Classroom teachers		$6,915.00
1	2	5	Title I Family Engagement		$720.00
1	3	1	Conscious Discipline professional Learning		$2,000.00
3	1	2	Conscious Discipline Online Book Study and Participant Workbooks		$3,500.00
				Sub-Total	$87,187.00
				Budgeted Fund Source Amount	$87,187.00
				+/- Difference	$0.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	ESSER Tutors		$12,045.00
				Sub-Total	$12,045.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$12,045.00
				+/- Difference	$0.00
				Grand Total Budgeted	$147,095.00
				Grand Total Spent	$147,095.00
				+/- Difference	$0.00

Addendums