

**Birdville Independent School District**  
**Grace E. Hardeman Elementary**  
**2023-2024 Improvement Plan**



# **Mission Statement**

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

## **Vision**

Grace E. Hardeman Elementary School provides learning experiences designed to help each child develop a lifelong love of learning and live an honorable and fulfilling life.

## **Value Statement**

**Roadrunners Respect and Inspire Student Excellence**

# Table of Contents

Reaching our goals and inspiring others in a safe and student-centered environment where everyone is a valued member of our school family.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Students will achieve their full potential through a system that is responsive to the academic and social and emotional needs of the student.	13
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	20
Goal 3: All students and staff will learn and work in a safe and responsive environment.	22
Additional Targeted Support Strategies	25
State Compensatory	26
Budget for Grace E. Hardeman Elementary	27
Personnel for Grace E. Hardeman Elementary	27
Title I	27
1.1: Comprehensive Needs Assessment	28
2.1: Campus Improvement Plan developed with appropriate stakeholders	28
2.2: Regular monitoring and revision	28
2.3: Available to parents and community in an understandable format and language	28
2.4: Opportunities for all children to meet State standards	28
2.5: Increased learning time and well-rounded education	29
2.6: Address needs of all students, particularly at-risk	29
3.1: Annually evaluate the schoolwide plan	30
4.1: Develop and distribute Parent and Family Engagement Policy	30
4.2: Offer flexible number of parent involvement meetings	30
Title I Personnel	31
Campus Funding Summary	32

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Grace E. Hardeman Elementary (GEH) is a Title I campus located in the North end of the Birdville Independent School District (BISD). During the 2022-2023 school year Hardeman served 600 students in Pre-K to 5th grade. Our specific demographics are as follows:

- Student Gender
  - 51% (306) Male
  - 49% (294) Female
- Student ethnicity
  - 44% (264) White
  - 33% (194) Hispanic/Latino
  - 8% (49) African American
  - 10% (62) Asian
  - 4% (22) Two or more
  - 1% (9) Other
- 69% (414) of students are considered At-Risk
- 64% (382) of students are Economically Disadvantaged
- 19% (116) of students are Limited English Proficient
- 19% (116) of students are served in a English as a Second Language (ESL) Program
- 19% (116) of students are served in Special Education
- 4% (24) of students are served in Advanced Academic Program
- 100% (92) of staff meet federal highly qualified requirements

Grace E. Hardeman Elementary School currently employs 92 individuals. We place a high priority on recruiting and hiring teachers with a passion for working with students. All teachers new to the profession participate in the district new teacher mentor program, and are assigned a campus mentor. One hundred percent of the certified teachers on staff are English as a Second Language certified. Teachers in Kindergarten through third grade and some support staff have been trained or are currently participating in Texas Reading Academy. Grace E. Hardeman uses a Professional Learning Community (PLC) model to provide collaborative opportunities for successful communication of the campus routines, procedures and philosophy for all staff members. Grade level team outlooks are positive and productive.

GEH is developing a strong Parent Teacher Association (PTA). The Executive Board of the PTA is made up of parents and staff members who work collaboratively to encourage family engagement and community involvement to enhance the goals of the campus.

### Demographics Strengths

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

- The male to female ratio at Hardeman Elementary is almost equivalent at 51% (306) male and 49% (294) female.
- Six different ethnicities are represented at Hardeman Elementary. This provides students on our campus the opportunity to learn from and learn with students of diverse

cultural and ethnic backgrounds.

- The special education programs available on campus allow our student population to be accepting of those with disabilities.
- Teacher retention for the campus is high.
- The campus PTA is growing.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The overall percentage of students identified as gifted and talented has decreased over the last three years. **Root Cause:** Teachers need additional training in best practices to teach standards at a depth and complexity that will increase critical thinking allowing students to apply knowledge to a variety of concepts.

# Student Learning

## Student Learning Summary

Review of 2023 STAAR data:

Assessment	Approaches	Meets	Masters
3rd Grade Math	85.92	52.11	30.99
3rd Grade Reading	81.69	50.7	22.54
4th Grade Math	72.5	48.75	22.5
4th Grade Reading	83.95	56.79	22.22
5th Grade Math	88.17	73.12	39.78
5th Grade Reading	86.81	75.82	43.35
5th Grade Science	83.52	59.34	27.47

## Student Learning Strengths

Grace E. Hardeman Elementary School students performed above the district average in all areas of the 2023 STAAR, State of Texas Assessment of Academic Readiness.

Intervention is being provided to ensure that all students academic needs are being met.

Compared to 2022 data, Grace E. Hardeman fifth grade students showed growth in the percentage of students mastering standards on STAAR in 2023.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The number of third and fourth grade students achieving masters on STAAR math and reading decreased from 2022 to 2023. **Root Cause:** Capacity needs to be built in teachers when analyzing data to differentiate instruction for our higher achieving students.

**Problem Statement 2 (Prioritized):** A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. **Root Cause:** Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.

**Problem Statement 3 (Prioritized):** The overall percentage of students identified as gifted and talented has decreased over the last three years. **Root Cause:** Teachers need additional training in best practices to teach standards at a depth and complexity that will increase critical thinking allowing students to apply knowledge to a variety of concepts.

**Problem Statement 4 (Prioritized):** There is an increased need for purposeful teaching and practicing of appropriate social skills for all students **Root Cause:** Students do not posses the necessary social skills to interact with peers or deal with conflict in an appropriate manner.

# School Processes & Programs

## School Processes & Programs Summary

During the 2022-2023 school year, students at Grace E. Hardeman Elementary are served by a number of specialized programs related to student need. Approximately sixty-four percent of students are served by the free/reduced lunch program and nineteen percent of students are Emergent Bilingual (EB), served by English as a second language (ESL) programs. Currently, nineteen percent of students are served through special education which includes four self-contained programs and four percent of students are served through the gifted and talented program.

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

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

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

All students and staff at Grace E. Hardeman have access to technology hardware and software. Computers, document cameras, Chromebooks are available in all classrooms. Some classrooms have Smart Boards. Wireless access points have been installed around the building for educational use. There is a computer lab with twenty-five computers run by a computer teacher that all students visit weekly. Students are encouraged to technology programs and applications such as Go Math, Canvas, SeeSaw, Amplify Reading, Progress Learning, and Spatial Temporal Math (STMath). Teachers and staff monitor student computer use using Go Guardian.

The academic Multi-Tiered System of Supports (MTSS) program serves students in grades K through 5 in both reading and mathematics as well as behavior. Students are administered universal screeners three times a year. The results of the screeners and additional performance evidence assists the campus collaborative conference committee in identifying students who will benefit from tiered interventions. The specific services provided for students identified as needing Tier 2 and Tier 3 intervention instruction are outlined in the district Multi-Tiered System of Supports/Response to Intervention Manual. This manual is updated annually to reflect programmatic changes in screening assessments and interventions.

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

## School Processes & Programs Strengths

Grace E. Hardeman has identified the following strengths.

- Weekly PLCs with the instructional coach to create common assessments, analyze data,
- Weekly team planning to identify effective instructional strategies and individual student needs.
- MTSS meetings to identify students in need of additional interventions and providing early intervention strategies for those students.
- Comprehensive curriculum provided by Birdville Independent School District that addresses the TEKS

- One to one technology devices are provided to students
- Teachers provide students with instruction geared to their individual needs.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. **Root Cause:** Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.

**Problem Statement 2 (Prioritized):** There is an increased need for purposeful teaching and practicing of appropriate social skills for all students **Root Cause:** Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner.

**Problem Statement 3 (Prioritized):** The overall percentage of students identified as gifted and talented has decreased over the last three years. **Root Cause:** Teachers need additional training in best practices to teach standards at a depth and complexity that will increase critical thinking allowing students to apply knowledge to a variety of concepts.

**Problem Statement 4 (Prioritized):** The number of third and fourth grade students achieving masters on STAAR math and reading decreased from 2022 to 2023. **Root Cause:** Capacity needs to be built in teachers when analyzing data to differentiate instruction for our higher achieving students.

**Problem Statement 5:** Parent and family involvement of on campus activities has decreased. For example, attendance of grade level curriculum night, family STEAM night, open house, World Read-Aloud Day. **Root Cause:** Due to COVID 19 safety protocols, some families do not feel comfortable participating in fact-to-face activities.

# Perceptions

## Perceptions Summary

The involvement of the parents and community is strong at Grace E. Hardeman Elementary. We strive to communicate proactively and provide opportunities for parents to be engaged in the education of their children. We have worked with our Parent Teacher Association to develop a collaborative and positive climate for our families. Through proactive and responsive efforts we have reached out to our community to develop relationships that are friendly and welcoming for all stakeholders. We strive to be culturally sensitive to the needs of families moving into our community by providing opportunities for them to learn about our school. We communicate with families via a monthly principal e-Newsletter, weekly grade level newsletters, and our campus Facebook page. Parents who responded to the district safety survey reported that they feel their child is safe at school. According to the staff safety survey, 100% of our staff reported that they feel our campus is safe for students and staff.

## Perceptions Strengths

Hardeman Elementary maintains a school climate that is inclusive of our diverse population of students and families. The staff, students, and parents have a strong sense of belonging. Parents and staff feel included in the decision making process. Parents report they are proud to be a part of the Hardeman community and feel that the school meets the needs of their students. We have an active and involved PTA and Watch DOG program from whom we receive regular feedback. Parent surveys are conducted each year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent and family involvement of on campus activities has decreased. For example, attendance of grade level curriculum night, family STEAM night, open house, World Read-Aloud Day. **Root Cause:** Due to COVID 19 safety protocols, some families do not feel comfortable participating in fact-to-face activities.

**Problem Statement 2 (Prioritized):** A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. **Root Cause:** Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.

# Priority Problem Statements

**Problem Statement 1:** The overall percentage of students identified as gifted and talented has decreased over the last three years.

**Root Cause 1:** Teachers need additional training in best practices to teach standards at a depth and complexity that will increase critical thinking allowing students to apply knowledge to a variety of concepts.

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

**Problem Statement 2:** A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals.

**Root Cause 2:** Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.

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

**Problem Statement 3:** The number of third and fourth grade students achieving masters on STAAR math and reading decreased from 2022 to 2023.

**Root Cause 3:** Capacity needs to be built in teachers when analyzing data to differentiate instruction for our higher achieving students.

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

**Problem Statement 4:** There is an increased need for purposeful teaching and practicing of appropriate social skills for all students

**Root Cause 4:** Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner.

**Problem Statement 4 Areas:** Student Learning - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- Discipline records
- School safety data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

**Parent/Community Data**

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

# Goals

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





**Performance Objective 1:** All students will make at least one year's progress in reading and math by the end of the 2023-2024 school year.

## HB3 Goal

**Evaluation Data Sources:** Fountas & Pinnell reading levels, STAR math and reading assessment, mClass assessment, curriculum based assessments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maximize district resources by implement quality Tier 1 instructional priorities for students in grades Pre-K through 5th grade. <b>Actions:</b> -Utilize grade level PLCs in collaboration with academic coach to implement tier 1 priorities. -Train staff during professional learning sessions after each LOL meeting. -Utilize campus resources including coaches to provide support for campus and classroom implementation plans. -Utilize RLA vertical teams to increase collaboration system wide on tier 1 priorities and best practices in the classroom. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, LOL team, campus vertical teams  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3 - School Processes & Programs 3, 4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Align processes that facilitate personalized learning to close achievement gaps, in core content areas, for students in grades Pre-K through grade 5. <b>Actions:</b> -Utilize Continuous improvement rubrics to strengthen instruction and assist teachers in supporting learning for all students including EB population. -Implement MTSS processes to ensure alignment with district protocol and make adjustments as needed. -Utilize district resources with tier 1, 2, and 3 students during readers workshop. -Utilize bilingual ESL EA to facilitate small group intervention with EB students. -Provide enrichment for tier 1 groups based on individual data. -Utilize Title 1 tutor, ESSER tutor, and classroom teachers to provide intervention for targeted students identified through the MTSS process to decrease learning gaps and increase student performance. -Utilize ESSER funds for Accelerated Instruction. -Utilize Title 1 money to purchase Core 5 for supplemental instruction for struggling students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, MTSS Support staff  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 4 <b>Funding Sources:</b> Tutorials - 211 - Title I - \$10,000, Intervention Personnel - 211 - Title I - \$67,254, Instructional Materials- Core 5 - 211 - Title I - \$13,800, ESSER Tutors - ESSER - \$22,815, Campus Personnel - 199 - General Funds: SCE - \$171,751		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> The overall percentage of students identified as gifted and talented has decreased over the last three years. <b>Root Cause:</b> Teachers need additional training in best practices to teach standards at a depth and complexity that will increase critical thinking allowing students to apply knowledge to a variety of concepts.
Student Learning
<b>Problem Statement 1:</b> The number of third and fourth grade students achieving masters on STAAR math and reading decreased from 2022 to 2023. <b>Root Cause:</b> Capacity needs to be built in teachers when analyzing data to differentiate instruction for our higher achieving students. <b>Problem Statement 3:</b> The overall percentage of students identified as gifted and talented has decreased over the last three years. <b>Root Cause:</b> Teachers need additional training in best practices to teach standards at a depth and complexity that will increase critical thinking allowing students to apply knowledge to a variety of concepts.
School Processes & Programs
<b>Problem Statement 3:</b> The overall percentage of students identified as gifted and talented has decreased over the last three years. <b>Root Cause:</b> Teachers need additional training in best practices to teach standards at a depth and complexity that will increase critical thinking allowing students to apply knowledge to a variety of concepts. <b>Problem Statement 4:</b> The number of third and fourth grade students achieving masters on STAAR math and reading decreased from 2022 to 2023. <b>Root Cause:</b> Capacity needs to be built in teachers when analyzing data to differentiate instruction for our higher achieving students.

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

**Performance Objective 2:** Close achievement gaps for all sub-populations as measured by all campus, district and state assessments.

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Strengthen the understanding and implementation of the district continuous improvement process including the use of mission statements, goal setting, the PDSA process, and data folders in the classroom. <b>Actions:</b> -Deliver clear expectations of the implementation of the continuous improvement process throughout the school year based on rubric and BOY data -Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus -Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric -Conduct "data days" where students explain their goals and data to their parents each nine weeks grading period. -Hold campus content area events to educate families and provide practice opportunities for academic skills. (Science night, math night) <b>Staff Responsible for Monitoring:</b> Campus Administration, academic coach, LOL team, staff  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Enlist community and business partners to assist in providing support to students and families who are in need <b>Actions:</b> -Collaborate with PTA to schedule and host school wide events to support students and families. -Identify and communicate the needs of student populations and their families with community organizations such as Sertoma, Tree of NorthTexas -Conduct campus events to engage families including math and science family nights. <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor  <b>Title I:</b> 4.1, 4.2 <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 2 <b>Funding Sources:</b> Family Engagement - 211 - Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Implement PDSA process through grade level and vertical PLCs to ensure growth and performance of all students including those identified through additional targeted supports. <b>Actions:</b> -Review expectations for teachers regarding PDSA process and best practices during campus PD and grade level meetings. - Utilize PLC time to review STAAR data, CFA data, interim data, student grades, F&P reading levels, and Star Renaissance math and reading benchmark data, mClass data as well as additional targeted support areas, then create plans based on collected data. - Utilize MTSS collaboratives to review assessment data listed above and create tiered plans for students based on individual needs. - Provide tier 1 instruction as well as interventions based on individual student needs using data above. - Meet weekly in grade level teams and monthly in vertical PLCs to continue the PDSA cycle. - Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels <b>Staff Responsible for Monitoring:</b> campus administration & academic coach  <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3 - School Processes & Programs 3, 4 <b>Funding Sources:</b> Academic Coaches - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> The overall percentage of students identified as gifted and talented has decreased over the last three years. <b>Root Cause:</b> Teachers need additional training in best practices to teach standards at a depth and complexity that will increase critical thinking allowing students to apply knowledge to a variety of concepts.
Student Learning
<b>Problem Statement 1:</b> The number of third and fourth grade students achieving masters on STAAR math and reading decreased from 2022 to 2023. <b>Root Cause:</b> Capacity needs to be built in teachers when analyzing data to differentiate instruction for our higher achieving students. <b>Problem Statement 3:</b> The overall percentage of students identified as gifted and talented has decreased over the last three years. <b>Root Cause:</b> Teachers need additional training in best practices to teach standards at a depth and complexity that will increase critical thinking allowing students to apply knowledge to a variety of concepts. <b>Problem Statement 4:</b> There is an increased need for purposeful teaching and practicing of appropriate social skills for all students <b>Root Cause:</b> Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner.
School Processes & Programs
<b>Problem Statement 2:</b> There is an increased need for purposeful teaching and practicing of appropriate social skills for all students <b>Root Cause:</b> Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner. <b>Problem Statement 3:</b> The overall percentage of students identified as gifted and talented has decreased over the last three years. <b>Root Cause:</b> Teachers need additional training in best practices to teach standards at a depth and complexity that will increase critical thinking allowing students to apply knowledge to a variety of concepts.

<b>School Processes &amp; Programs</b>
<b>Problem Statement 4:</b> The number of third and fourth grade students achieving masters on STAAR math and reading decreased from 2022 to 2023. <b>Root Cause:</b> Capacity needs to be built in teachers when analyzing data to differentiate instruction for our higher achieving students.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Utilize Social Emotional Learning curriculum (Character Strong) at the campus level to teach social-emotional skills.</p> <p><b>Actions:</b> -Provide professional development to staff on Positive Behavior Interventions and Supports (PBIS) -Conduct walk-throughs &amp; follow-up discussions to provide feedback to teachers as they implement PBIS skills and strategies. -Counselor will conduct guidance lessons throughout the school year. -Teachers will utilize the Character Strong SEL program throughout the school year. -Continue training staff in PBIS through campus PD, outside trainings, and coaching. -Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Discipline Team</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE, Professional Development - 211 - Title I - \$5,000</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 4:</b> There is an increased need for purposeful teaching and practicing of appropriate social skills for all students <b>Root Cause:</b> Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner.
School Processes & Programs
<b>Problem Statement 2:</b> There is an increased need for purposeful teaching and practicing of appropriate social skills for all students <b>Root Cause:</b> Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner.

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

**Performance Objective 4:** Reduce the number of students identified as needing MTSS Tier 2 / Tier 3 behavior interventions .

**Evaluation Data Sources:** MTSS behavior collaborative meeting notes and data  
Focus discipline reports

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement with fidelity the district MTSS behavioral plan. <b>Actions:</b> -Follow district protocols and procedures. -Utilize PBIS strategies to support students through behavior interventions. -Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Campus Discipline team  <b>Title I:</b> 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1 - Perceptions 2 <b>Funding Sources:</b> Crisis Counselor - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Performance Objective 4 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.
School Processes & Programs
<b>Problem Statement 1:</b> A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.
Perceptions
<b>Problem Statement 2:</b> A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.

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

**Performance Objective 5:** Using Circle Assessment data, at least 80% of pre-k students will be identified as "on track." by May 2023.

**HB3 Goal**

**Evaluation Data Sources:** Circle Assessment Data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement with fidelity the district provided pre-k curriculum. <b>Actions:</b> -include all stakeholders in the learning process. -track student growth and create plans for students not meeting targets based on CIRCLE data. -Pre-k teachers will meet with pre-k coordinator and/or coach to review CIRCLE data. -Utilize SCE-funded prekindergarten teachers to provide a foundation to our youngest students based upon academic, social, and emotional needs. <b>Staff Responsible for Monitoring:</b> Pre-K team  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 2 <b>Funding Sources:</b> Prekindergarten - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

**Performance Objective 5 Problem Statements:**

Student Learning
<b>Problem Statement 4:</b> There is an increased need for purposeful teaching and practicing of appropriate social skills for all students <b>Root Cause:</b> Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner.
School Processes & Programs
<b>Problem Statement 2:</b> There is an increased need for purposeful teaching and practicing of appropriate social skills for all students <b>Root Cause:</b> Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner.

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

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

**Evaluation Data Sources:** Weekly/monthly attendance reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and implement a campus-wide program to incentivize student and staff attendance. <b>Actions:</b> -Review current campus plan for attendance incentives. -Communicate campus attendance plan with all stakeholders -Monitor and make adjustments to the attendance plan throughout the year as needed -Track student and staff attendance -Provide incentives that encourage staff and student attendance <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Title I:</b> 2.6 <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify





✗ Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 4:</b> There is an increased need for purposeful teaching and practicing of appropriate social skills for all students <b>Root Cause:</b> Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner.
School Processes & Programs
<b>Problem Statement 2:</b> There is an increased need for purposeful teaching and practicing of appropriate social skills for all students <b>Root Cause:</b> Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner.

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

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Develop and deploy continuous improvement processes at the campus level. <b>Actions:</b> -Develop SMART goals for T-TESS, attendance and safety -Track data for these areas throughout the school year. -Meet with safety team regularly and conduct "plus/deltas" to guide improvement. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1 - Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					





**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.
School Processes & Programs
<b>Problem Statement 1:</b> A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.
Perceptions
<b>Problem Statement 2:</b> A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.

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

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

**Evaluation Data Sources:** Student and staff surveys.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging. <b>Actions:</b> -Follow all district procedures related to safety and security. -Utilize PBIS strategies in all classrooms daily. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor Discipline Team Safety Team  <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 4:</b> There is an increased need for purposeful teaching and practicing of appropriate social skills for all students <b>Root Cause:</b> Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner.
School Processes & Programs
<b>Problem Statement 2:</b> There is an increased need for purposeful teaching and practicing of appropriate social skills for all students <b>Root Cause:</b> Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner.

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

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

**Evaluation Data Sources:** district report





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the district-wide program that promotes an accident-free work environment. <b>Actions:</b> -Conduct facility reviews to locate and address facility issues and needs -Provide training for campus staff -Provide safety equipment as needed -Continue to monitor the implementation of safety procedures -All employees will complete Safe Schools Training <b>Staff Responsible for Monitoring:</b> Campus admin & all staff  <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.
School Processes & Programs
<b>Problem Statement 1:</b> A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.
Perceptions
<b>Problem Statement 2:</b> A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.

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

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Ensure the implementation of the district-wide coordinated health programs. <b>Actions:</b> Continue to implement health related plans at the campus level including Play It Safe, Dental and Vision Screenings, Fitness Grams and Safe Haven. <b>Staff Responsible for Monitoring:</b> Campus Admin & staff  <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1 - Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.
School Processes & Programs
<b>Problem Statement 1:</b> A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.
Perceptions
<b>Problem Statement 2:</b> A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. <b>Root Cause:</b> Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	3	Implement PDSA process through grade level and vertical PLCs to ensure growth and performance of all students including those identified through additional targeted supports.

# State Compensatory

## Budget for Grace E. Hardeman Elementary

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 0.8

**Brief Description of SCE Services and/or Programs**

--

## Personnel for Grace E. Hardeman Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Shupp	Reading Interventionist	0.4
Shannon Bragg	Reading Interventionist	0.4

# Title I

## 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in June 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Kenji ford - Principal

Lindsey Jones - Assistant Principal

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

Jaclyn Riski - Instructional Coach and District Professional

Kailee Ballew/ Morgan Myer - parents

Brandon Board - community members

Paul A. - business representatives

## 2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

## 2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

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

Through the Campus Needs Assessment, 69.00% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument

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

## **2.5: Increased learning time and well-rounded education**

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

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

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

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

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

### **3.1: Annually evaluate the schoolwide plan**

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

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

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

Kenji ford - Principal

Lindsey Jones - Assistant Principal

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

Jaclyn Riski - Instructional Coach and District Professional

Kailee Ballew/ Morgan Myer - Parents

Brandon Board - Community Members

Paul A. - Business Representatives

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

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

Campus family engagement activities are scheduled at various times, including evenings in order to accommodate parents' work schedules. The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event at WG Thomas Coliseum
- August Back to School Bash through Sertoma - August 5th, 10-1pm
- August 14th - Meet the Teacher Night on campus
- September 7th - grade level curriculum nights and Title I Meeting
- September 14th - Family STEAM night
- September 22nd - Back to School Bash
- September 25th- 29th Book Fair on campus
- September 27th - Grandparents Day Celebration
- Awards and data days at the end of each nine week grading period
- Parent classes from the multilingual department beginning Sept. 22

- Grade level performances for families throughout the school year
- Family nights throughout the school year
- World Read Aloud Day
- WatchDog program
- Discover Birdville
- Spring Book Fair
- Open House
- April 5th - volunteer appreciation breakfast and parent engagement policy/compact review
- April - Family Science Night through the Science Museum
- April - Kindergarten Round up & Popsicle on the playground
- May - families invited to Field Day
- May - End of year awards and celebrations

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marsha Knowles	Math Interventionist	Title I	.5
Susan Porter	Educational Assistant	Title I	1

# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Campus Personnel		\$171,751.00
1	2	3	Academic Coaches		\$0.00
1	3	1	Crisis Counselor		\$0.00
1	4	1	Crisis Counselor		\$0.00
1	5	1	Prekindergarten		\$0.00
Sub-Total					\$171,751.00
Budgeted Fund Source Amount					\$171,751.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Personnel		\$67,254.00
1	1	2	Tutorials		\$10,000.00
1	1	2	Instructional Materials- Core 5		\$13,800.00
1	2	2	Family Engagement		\$1,000.00
1	3	1	Professional Development		\$5,000.00
Sub-Total					\$97,054.00
Budgeted Fund Source Amount					\$109,143.00
+/- Difference					\$12,089.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESSER Tutors		\$22,815.00
Sub-Total					\$22,815.00
Budgeted Fund Source Amount					\$22,815.00
+/- Difference					\$0.00
Grand Total Budgeted					\$303,709.00
Grand Total Spent					\$291,620.00
+/- Difference					\$12,089.00