Birdville Independent School District

Grace E. Hardeman Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hardeman Elementary is a Title I school that served 612 students Pre-k-5th grade during the 2021-2022 school year. Our demographics are displayed in detail below.

- Title I Campus located in north end of Birdville ISD
- Serves approximately 612 students
    - PreK – 5th Grade
    - AABLE and ACCESS Special Education Program
- Student ethnicity
    - 43% White
    - 31% Hispanic/Latino
    - 9% African American
    - 12% Asian
    - 4% Two or more
    - 1% Pacific Islander
- 59% of students are Economically Disadvantaged
- 52% of students are identified as at risk
- 100 students are Limited English Proficient
- 100 students are served in EL Program
- 108 students are served in Special Education
- 30 students are served in Advanced Academic Program
- 50 students are served through dyslexia program
- 48 students are served under section 504
- 100% staff meet federal highly qualified requirements

Demographics Strengths

In looking at the data, Hardeman has seen a decrease in gifted and talented students going from 10% to 5% in the last ten years. Additionally, we have seen an increase in our special education percentages going from 10% to 17% in that same time period. Our teachers have continued to learn and implement instructional strategies that have allowed our students to continue to perform at high levels on the state assessments and in comparison with our comparable schools.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of Asian students reaching the meets expectation level on reading and math STAAR is below the target percentage. In 2022, 68% were at meets or above in reading, where the target is 74%. In 2022, 68% of our Asian students were at the meets level in math, where the target was 82%. **Root Cause:** The majority of students in this subgroup are part of the EL subgroup as well.

Problem Statement 2 (Prioritized): According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of White students reaching the meets expectation level on math STAAR is below the target percentage. In 2022, 56% were at meets or above in math, where the target is 59%. **Root Cause:** Students are recovering from "COVID gaps" but still need time to close the learning gaps.

Problem Statement 3 (Prioritized): According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of Asian students reaching the Student Success Status on STAAR is below the target percentage. In 2022, 64% reached the required STAAR Component Score, where the target is 73%. **Root Cause:** The majority of students in this subgroup are part of the EL subgroup as well.

Student Learning

Student Learning Summary

In reviewing the Fountas and Pinnell BAS assessment to determine the reading level and growth of each student, we saw a dramatic drop of the percentage of students ending the year on level post COVID. However in 2022 we increased the percentage of students ending on grade level by 3% in kindergarten, 18% in 1st grade, and 4% in 2nd grade.

When examining STAAR math data we had a similar drop post COVID. However in 2022 we increased the passing rate by 3% in 3rd grade, 2% in 4th grade, and 10% in 5th grade.

Similarly, in STAAR reading data we had a similar drop post COVID, but in 2022 we increased the passing rate by 11% in 3rd grade, 11% in 4th grade, and 4% in 5th grade.

Our 5th grade STAAR Science data followed the same pattern, and in 2022 we had 84% of students approaching grade level, 62% of students meet grade level, and 36% of student master grade level.

Based on overall STAAR performance our campus received a grade of 89 and 3 distinctions from the state.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Hardeman Elementary School met the target with a TELPAS progress rate of 54%. In 2021-2022 Hardeman Elementary School again met the target with a TELPAS progress rate of 46%. In comparing the progress rate from 2021 and 2022, Hardeman Elementary demonstrated a 8% point decrease in students' English language development.

Student Learning Strengths

Every grade level increased the percentage of students passing STAAR in every subject area, resulting in a grade of 89 for our campus overall and 3 distinctions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th Grade math is an area of weakness based on STAAR results. **Root Cause:** We plan to increase supports in those classrooms through intervention, professional learning, and coaching.

School Processes & Programs

School Processes & Programs Summary

Students at Grace E. Hardeman Elementary are served by a number of specialized programs related to student need. fifty-nine percent of students are served by the free/reduced lunch program and 100 students are English language learners (ELs), served by bilingual PK or English language learner (EL) programs. Currently, 108 students are served through special education which includes four self-contained programs for the cluster, and 30 students are served through the gifted and talented program.

The academic RtI program serves students in grades K through 5 in both reading and mathematics as well as behavior. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific services provided for students on Tiers 2 and 3 are outlined in the district RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions.

Performance data suggest that the RtI program has been successful in moving student off of tiered interventions.

School Processes & Programs Strengths

Student performance has continued to show growth each year based on STAAR scores. We continue utilizing PLC's and RTI meetings to identify student needs and give them the services they need. We have strong committees in place to address and solve problems across the campus. We give all staff input to address strengths and areas of need. We are good at utilizing PLCs and RTI meetings to identify student needs and give them the services they need. We have strong committees in place to address and solve problems across the campus. We give all staff input to address strengths and areas of need.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have seen an increase in need regarding social emotional issues with students due to strains of pandemic. We must address behaviors and concerns through implementation of Conscious Discipline school wide. **Root Cause:** Students and families have struggled emotionally and academically due to missed learning time, struggles at home, and unpredictable times.

Perceptions

Perceptions Summary

The campus collects data on a regular basis from parents and staff regarding their perceptions of campus programs and procedures. The campus is also involved with the district survey on school safety issues. Data collected included perceptions of parent involvement and school safety issues. 91% of parents who responded to the survey reported they feel their child is safe at school. 100% of staff reported that they feel our campus is safe for staff and students.

Our campus offers ample parent engagement opportunities throughout the school year, and we saw an increase in participation this school year.

We will continue surveying parents this year and involving them in the decision making process.

Perceptions Strengths

The Hardeman staff, students, and parents feel like a school family. The majority feel like they are an integral and valued part of our campus. Parents report they are proud to be a part of the Hardeman community and feel that the school meets the needs of their students. They describe the school as having a family feel and caring staff members. We have an active and involved PTA and Watch DOG program from whom we receive regular feedback. We also conduct parent surveys each year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We have a large number of students entering our school with high levels of emotional upset and aggressive behaviors. **Root Cause:** Lack of social emotional and executive skills on the part of students, and lack of direct instruction in those areas.

Priority Problem Statements

Problem Statement 2: According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of Asian students reaching the meets expectation level on reading and math STAAR is below the target percentage. In 2022, 68% were at meets or above in reading, where the target is 74%. In 2022, 68% of our Asian students were at the meets level in math, where the target was 82%.

Root Cause 2: The majority of students in this subgroup are part of the EL subgroup as well.

Problem Statement 2 Areas: Demographics

Problem Statement 1: 4th Grade math is an area of weakness based on STAAR results.

Root Cause 1: We plan to increase supports in those classrooms through intervention, professional learning, and coaching.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of White students reaching the meets expectation level on math STAAR is below the target percentage. In 2022, 56% were at meets or above in math, where the target is 59%.

Root Cause 3: Students are recovering from "COVID gaps" but still need time to close the learning gaps.

Problem Statement 3 Areas: Demographics

Problem Statement 4: According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of Asian students reaching the Student Success Status on STAAR is below the target percentage. In 2022, 64% reached the required STAAR Component Score, where the target is 73%.

Root Cause 4: The majority of students in this subgroup are part of the EL subgroup as well.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

- Attendance data

Employee 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 between the beginning and end of year.

HB3 Goal

Evaluation Data Sources: Fountas & Pinnell reading levels, STAR math assessment, mClass assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide quality Tier 1 instruction for every student by maximizing district resources and implementing Tier 1 priorities in Pre-k through 5th grade. **Actions:** -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. **Staff Responsible for Monitoring:** Principal, Assistant Principal, LOL team, RLA vertical team **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Align processes that encourage and facilitate personalized learning for students in reading and math in order to close achievement gaps in core content areas. **Actions:** -Utilize Continuous improvement rubrics to strengthen instruction and assist teachers in supporting learning for all students including EL population. -Implement RTI processes to ensure alignment with district protocol and make adjustments as needed. -Utilize district resources with tier 1, 2, and 3 students during intervention time. -Utilize bilingual ESL EA and other staff to facilitate small group intervention with EL students. -Provide enrichment for tier 1 groups based on individual data. -Utilize Title 1 tutor, ESSER tutor, and interventionists to provide intervention for targeted students identified through the RTI process to decrease learning gaps and increase student performance. -Utilize ESSR funds for Accelerated Instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, RTI team, campus blended learning team **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1 **Funding Sources:** Tutorials - 211 - Title I - $15,000, Intervention Personnel - 211 - Title I - $113,763, Instructional Materials - 211 - Title I - $3,693, ESSER Tutors - ESSER - $22,815, Campus Personnel - 199 - General Funds: SCE - $171,751				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of Asian students reaching the meets expectation level on reading and math STAAR is below the target percentage. In 2022, 68% were at meets or above in reading, where the target is 74%. In 2022, 68% of our Asian students were at the meets level in math, where the target was 82%. **Root Cause**: The majority of students in this subgroup are part of the EL subgroup as well.
Problem Statement 2: According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of White students reaching the meets expectation level on math STAAR is below the target percentage. In 2022, 56% were at meets or above in math, where the target is 59%. **Root Cause**: Students are recovering from "COVID gaps" but still need time to close the learning gaps.
Problem Statement 3: According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of Asian students reaching the Student Success Status on STAAR is below the target percentage. In 2022, 64% reached the required STAAR Component Score, where the target is 73%. **Root Cause**: The majority of students in this subgroup are part of the EL subgroup as well.
Student Learning
Problem Statement 1: 4th Grade math is an area of weakness based on STAAR results. **Root Cause**: We plan to increase supports in those classrooms through intervention, professional learning, and coaching.

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

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, district assessments and screeners, and campus/grade level common assessments.

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Deepen implementation of the district continuous improvement process including use of mission statements, goal setting, PDSA process, and data folders in the classroom **Actions:** -Deliver clear expectations on 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) **Staff Responsible for Monitoring:** Campus Administration, academic coach, vertical teams, staff **Title I:** 2.4, 2.5, 2.6, 4.2 **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need **Actions:** -Collaborate with PTA to schedule and host school wide events to support students and families. -Identify and communicate the needs of student populations and their families with community organizations such as Sertoma. -Develop and distribute a Family and Parent Engagement Policy -Conduct campus events to engage families including math and science family nights. **Staff Responsible for Monitoring:** Campus Administration, Counselor **Title I:** 4.1, 4.2 **Funding Sources:** Family Engagement - 211 - Title I - $1,288				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement PDSA process through grade level and vertical PLCs to ensure growth and performance of all students including groups identified through additional targeted supports. **Actions:** -Review expectations for teachers regarding PDSA process and best practices during campus PD and grade level meetings. - Utilize PLC time to review STAAR data, CFA data, interim data, student grades, F&P reading levels, and STAR 360 math benchmark data, mClass data as well as additional targeted support areas, then create plans based on said data. - Utilize RTI collaboratives to review assessment data listed above and create tiered plans for all students based on individual needs. -Provide tier 1 instruction as well as interventions based on data above to provide for individual student needs. - Meet regularly in grade level and vertical PLCs to continue the PDSA cycle. -Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels **Staff Responsible for Monitoring:** campus administration & academic coach **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1 **Funding Sources:** Academic Coaches - 199 - General Funds: SCE				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of Asian students reaching the meets expectation level on reading and math STAAR is below the target percentage. In 2022, 68% were at meets or above in reading, where the target is 74%. In 2022, 68% of our Asian students were at the meets level in math, where the target was 82%. **Root Cause**: The majority of students in this subgroup are part of the EL subgroup as well.
Problem Statement 2: According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of White students reaching the meets expectation level on math STAAR is below the target percentage. In 2022, 56% were at meets or above in math, where the target is 59%. **Root Cause**: Students are recovering from "COVID gaps" but still need time to close the learning gaps.
Problem Statement 3: According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of Asian students reaching the Student Success Status on STAAR is below the target percentage. In 2022, 64% reached the required STAAR Component Score, where the target is 73%. **Root Cause**: The majority of students in this subgroup are part of the EL subgroup as well.
Student Learning
Problem Statement 1: 4th Grade math is an area of weakness based on STAAR results. **Root Cause**: We plan to increase supports in those classrooms through intervention, professional learning, and coaching.

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
Strategy 1: Utilize Conscious Discipline at the campus level to teach social-emotional skills. **Actions:** -Provide professional learning for all staff regarding Conscious Discipline. -Provide monthly training for new hires regarding CD practices and implementation in the classroom. -Utilize the campus Conscious Discipline team to assist with implementing Conscious Discipline skills and strategies. -Conduct walk-throughs & follow-up discussions to provide feedback to teachers as they implement skills and strategies. -Counselor will conduct guidance lessons and RTI behavior groups throughout the school year. -Teachers will utilize the Character Strong SEL program throughout the school year. -Continue training staff in Conscious Discipline through campus PD, outside trainings, and coaching. -Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Behavior Team **Title I:** 2.5, 2.6 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE				

 No Progress Accomplished Continue/Modify Discontinue

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 assigned to behavioral RTI tiers 2 and 3.

Evaluation Data Sources: Behavior RTI collaborative meeting notes and data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district behavioral RtI plan. **Actions:** -Follow district protocols and procedures. -Utilize conscious Discipline strategies to support students through behavior interventions. -Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Behavior RTI team **Title I:** 2.5, 2.6 **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE				

 No Progress Accomplished Continue/Modify Discontinue

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: At least 80% of the pre-k students will be "On Track" by EOY assessment based on the data from the Circle assessment.

HB3 Goal

Evaluation Data Sources: Circle Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Include all pre-k students and families in campus programs. **Actions:** -include pre-k students in all campus programs. -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. **Staff Responsible for Monitoring:** Pre-K team **Funding Sources:** Prekindergarten - 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.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance. **Actions:** -Review current campus plan for attendance incentives. -Communicate campus attendance plan with all stakeholders -Monitor and make adjustments to the attendance plan throughout the year as needed -Track student and staff attendance -Provide incentives that encourage staff and student attendance **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.6				

 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 campus operations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes at the campus level. **Actions:** -Develop SMART goals for T-TESS, attendance and safety -Track data for these areas throughout the school year. -Meet with safety team regularly and conduct "plus/deltas" to guide improvement. **Staff Responsible for Monitoring:** Principal Assistant Principal				

 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: Student and staff surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** -Follow all district procedures related to safety and security. -Utilize Conscious Discipline strategies in all classrooms daily. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Behavior Team Safety Team				

 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 over the previous year.

Evaluation Data Sources: district report

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:** -Conduct facility reviews to locate and address facility issues and needs -Provide training for campus staff -Provide safety equipment as needed -Continue to monitor the implementation of safety procedures -All employees will complete Safe Schools Training **Staff Responsible for Monitoring:** Campus admin & all staff				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure the implementation of the district-wide coordinated health programs. **Actions:** Continue to implement health related plans at the campus level including Play It Safe, Dental and Vision Screenings, Fitness Grams and Safe Haven. **Staff Responsible for Monitoring:** Campus Admin & staff				

 No Progress Accomplished Continue/Modify Discontinue

Title I

1. Comprehensive Needs Assessment (CNA)

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. 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:

Katie Moran - Principal

Jed Carletonn - Assistant Principal

Diana Lewis, Melissa Tate, Melissa Garner, Chris Pool, Megan Gant, Alyssa Butler, Lauren Tidwell, and Shannon Bragg - Teachers

Jaclyn Riski - Instructional Coach and District Professional

Carolyn Ezell and Luvert Hollis - parents

Brent Johnson and Jack Bailey - community members

Jeremy Garner and Amy Teplow - 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, 64.95% 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
- Conscious Discipline
- Workshop Model

- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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

3. Annual Evaluation

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, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

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:

Katie Moran - Principal

Jed Carletonn - Assistant Principal

Diana Lewis, Melissa Tate, Melissa Garner, Chris Pool, Megan Gant, Alyssa Butler, Lauren Tidwell, and Shannon Bragg - Teachers

Jaclyn Riski - Instructional Coach and District Professional

Carolyn Ezell and Luvert Hollis - parents

Brent Johnson and Jack Bailey - community members

Jeremy Garner and Amy Teplow - 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 (Friday 9:00-1:00) at WG Thomas Coliseum
- August Back to School Bash through Sertoma - August 6th, 10-1pm
- August 15th - Meet the Teacher Night on campus
- August 23-September 3 - grade level curriculum nights
- September 15th - Title 1 Meeting and family STEAM night
- September 26-30 Book Fair on campus
- September 28 - Grandparents Day Celebration
- Awards and data days at the end of each nine week's grading period
- October 4th - national family PE night at the park
- Grade level performances for families throughout the school year
- February 1st - World Read Aloud Day
- WatchDog program
- March 4 - Discover Birdville
- March 3-10 - Spring Book Fair
- March 9 - Open House
- April 6th - volunteer appreciation breakfast and parent engagement policy/compact review
- April 13 - 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

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Amy Shupp	Reading Interventionist	Title I	1
Marsha Knowles	Math Interventionist	Title I	.5

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		$113,763.00
1	1	2	Tutorials		$15,000.00
1	1	2	Instructional Materials		$3,693.00
1	2	2	Family Engagement		$1,288.00
				Sub-Total	$133,744.00
				Budgeted Fund Source Amount	$133,744.00
				+/- Difference	$0.00

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	$328,310.00
				Grand Total Spent	$328,310.00
				+/- Difference	$0.00