

Birdville Independent School District
Holiday Heights Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Holiday Heights Elementary, located in North Richland Hills, Texas, is a PK-5 Title1 Campus in Birdville ISD that serves approximately 531 students. Holiday Heights' demographic information indicates a population that is approximately 35% White, 35% Hispanic, 18% African American, 6% Asian American, 5% Multiracial, and 1% Pacific Islander.

Additionally, the campus has approximately 50% of students considered to be at-risk and 66% of students are considered economically disadvantaged. The other student groups for Holiday Heights Elementary include approximately 12% Limited English Proficient, 7% Dyslexic, 16% Special Education and 7% Gifted and Talented.

The campus is predominately a neighborhood school, where most students reside within the community, with only one district bus serving Holiday Heights.

Demographics Strengths

Holiday Heights has a good sense of community between our staff and our families. We have a great deal of parent involvement and good rapport with the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus has approximately 50% of students identified as At-Risk. **Root Cause:** Need to strengthen Tier 1 Priorities in order to close learning gaps.

Problem Statement 2: Student behavior has escalated over the past two years. **Root Cause:** Students SEL is low due to inconsistent attendance (Covid) and other factors.

Student Learning

Student Learning Summary

Students at Holiday Heights are making steady growth in all grade levels. STAAR scores were comparable to district average; however the majority of all students showed growth on their scale scores from the previous year.

TEST	LEVEL	DISTRICT	HHE
3RD READING	APPROACHES	79%	76%
	MEETS	55%	55%
	MASTERS	35%	36%
3RD MATH	APPROACHES	71%	74%
	MEETS	44%	46%
	MASTERS	23%	18%
4TH READING	APPROACHES	80%	83%
	MEETS	55%	64%
	MASTERS	29%	23%
4TH MATH	APPROACHES	71%	73%
	MEETS	41%	44%
	MASTERS	20%	14%
5TH READING	APPROACHES	84%	76%
	MEETS	60%	56%
	MASTERS	40%	38%
5TH MATH	APPROACHES	78%	67%
	MEETS	47%	42%
	MASTERS	24%	22%
5TH SCIENCE	APPROACHES	70%	62%
	MEETS	42%	31%
	MASTERS	19%	20%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Holiday Heights Elementary School met the target with a TELPAS progress rate of 36%. In 2021-2022 Holiday Heights Elementary School again met the target with a TELPAS progress rate of 48%. In comparing the progress rate

from 2021 and 2022, Holiday Heights Elementary School demonstrated a 12% point increase in students' English language development.

Student Learning Strengths

Holiday Heights has a process of intervention in place to ensure that students' academics/emotional needs are met; including ddistrict personnel who have been on campus to support Tier 1 instruction/priorities. Holiday Heights also offers multiple opportunities for family and community involvement that support student learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Not all staff has been trained in Continuous Improvement. **Root Cause:** Changes in staffing and new employees need proper training from district officials.

School Processes & Programs

School Processes & Programs Summary

Students at Holiday Heights Elementary are served through a variety of programs related to individual student needs. 66% of our students are served by the free and reduced lunch program. 12% of our students are considered Limited English, 16% special education, 7% dyslexic, and 7% gifted and talented.

Holiday Heights Elementary has two Pre-Kindergarten classrooms (one Coteach Programs that serve children who are four years old, some identified Special Education and one three year old/four year old Special Education Self-Contained Program). The Pre-K program provides intervention with a focus on cognitive, social-emotional, language and communication, and physical skills in an effort to allow children to learn skills that they can further utilize as they transition into the elementary setting.

Holiday Heights Elementary has a kindergarten through second grade AABLE program on campus. The Academic and Adaptive Behavior Learning Environment (AABLE) program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills.

The RTI program serves students in grades K-5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year - beginning, middle, and end of the year. Collaborative teams also meet to discuss student progress and plan intervention based on student need with a goal of closing the learning gap. We also provide tutoring to our struggling students with staff, including Title 1 Tutors and Interventionists.

School Processes & Programs Strengths

Holiday Heights staff uses PLC (Professional Learning Communities) meetings to address student needs using anecdotal records, observations and data.

The campus schedule and classroom schedules are made with an effort at maximizing instructional time and are based on best practices. Holiday Heights uses Vertical Teams to align curriculum, strategies and common vocabulary. Also, all staff is trained in Capturing Kids' Hearts, which has all staff on same page - social contracts, greeting students, affirmations, good things.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause:** Student SEL is low due to inconsistent attendance (Covid) and other factors.

Perceptions

Perceptions Summary

The focus of Holiday Heights Elementary is on individual student needs. Our leadership, curriculum, support services, teaching styles, general school environment and community form the foundation for student success. We strive to show #HuskyPride in and out of the school setting.

Mission Statement:

Holiday Heights Elementary is a community of lifelong learners where everyone learns in a safe, kind, and nurturing environment.

Vision:

Staff and students will grow and develop, not only academically, but socially for a future they create.

Perceptions Strengths

Holiday Heights is welcoming, warm and supportive to students and parents. Students feel and see that teachers work hard and have their best interests at heart. School communication: Parents appreciate the communication on social media as well as class newsletters.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Since Covid, grade level teams feel isolated and not in touch with other teams. **Root Cause:** Since Covid, Holiday Heights has not had many cross-grade level/team opportunities for students and teachers to interact with each other.

Problem Statement 2: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause:** Student SEL is low due to inconsistent attendance (Covid) and other factors

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- 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
- 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
- Gifted and talented data
- 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

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

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

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy 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

Elementary: Elementary: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity to implement the district literacy plan at our campus level.</p> <p>Actions: (A) Provide ongoing professional learning opportunities for all staff needs to build their capacity to implement the district literacy plan at our campus level. (B) Continue to utilize campus LOL team to lead the implementation of the literacy plan. (C) Provide necessary resources, support, and coaching to implement our campus literacy plan.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, Interventionists, Special Education Staff, LOL Members, Classroom Teachers</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the literacy plan with a focus on responsive teaching and continuous improvement.</p> <p>Actions: a) Provide staff the necessary coaching and training to continue the implementation of district and state literacy requirements. b) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among principals and central office staff. c) Infuse literacy-focused professional learning and discussions into PLCs. d) Review components of continuous improvement and demonstrate classroom examples. e) Monitor campus implementation of the district literacy plan through ongoing professional learning and coaching. f) Implement training to support general education and all special program teachers with instructional practices that aligns to the new STAAR redesign. g) Utilize instructional coaches to support teachers in literacy instruction.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers, Central Office Staff</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Support staff in implementing data informed and responsive teaching.</p> <p>Actions: a) Deepen the understanding and implementation of data driven responsive instruction. b) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement. c) Discuss data from multiple assessments (Circle, mClass, Istation, Star Renaissance and Interims) to inform instruction. e) Strengthen school-wide formative assessments and how to capture the data in Eduphoria. f) Train staff on 2.0 tier one priorities.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers, Central Office Staff</p> <p>Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: Coaches and Interventionists - 199 - General Funds: SCE - \$14,245</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: Assist teachers in developing, administering, and collecting student performance data to validate student growth.</p> <p>Actions: a) Provide professional development for all teachers in analyzing and use of a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction). b) Track student performance to determine progress toward success on STAAR assessments. c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. d) Use PLC Data Talks to determine best practices and student growth needs. e) Use Title I Staff to support student learning and growth in both reading and math.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers, Title I Staff</p> <p>Problem Statements: Demographics 1, 2 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Campus Personnel - 211 - Title I - \$24,000, Instructional resources - 211 - Title I - \$32,787, - 199 - General Funds: SCE, Campus Personnel - 211 - Title I - \$38,000, ESSER Tutors - ESSER - \$21,785, Title I Tutors - 211 - Title I - \$30,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>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 examples during campus walkthroughs. d) Model examples of goal setting and digital data folders during PLCs, Staff Meetings and Newsletters.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process and improving student learning.</p> <p>Actions: a) Host Meet the Teacher Event. b) Conduct Parent Curriculum Nights to give parents information on how to support their child in/out of the school . c) Host Information Nights/Counselor Sessions d) Host the Annual Title 1 Information Night to explain programs and services available to our families. e) Develop and distribute a Family and Parent Engagement Policy. f) Host Academic Nights such as Science Night, Literacy Night, Math Night to support student learning. g) Host Open House to show parents academic growth h) Conduct fall and spring parent conferences to improve student learning.</p> <p>Staff Responsible for Monitoring: All Holiday Heights Staff</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 Funding Sources: Family Engagement Resources - 211 - Title I - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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





Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a culture that focuses students' social-emotional well-being.</p> <p>Actions: a) Develop a plan for implementing SEL curriculum into the classroom with consistency. b) Design classroom counseling lessons addressing social-emotional well-being. c) Implement a plan to recognize students and staff that demonstrate citizenship. d) Implement activities and programs that will integrate values into school culture. e) Implement a digital citizenship and safety program. f) Provide training to all staff for Capturing Kids' Hearts. g) Develop Journals for students to use with counseling lessons each week (and as personal journals as needed). h) Utilize SCE-funded Crisis Counselor to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, SEL Committee, Classroom Teachers</p> <p>Problem Statements: School Context and Organization 1</p> <p>Funding Sources: Professional Development - 211 - Title I - \$10,000, - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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





Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
<p>Strategy 1: Align campus expectations for behavior with district behavioral RtI Plan.</p> <p>Actions: a) Ensure that staff is trained in the implementation of the behavior RtI plan with established procedures. b) Conduct PBIS Behavior Meeting with Agendas/Minutes to support campus behavior concerns. c) Continue to implement consistent campus behavioral expectations (The Husky Way) that all stakeholders will follow. d) Use video announcements and short clips to demonstrate appropriate campus behavior. e) All staff will implement strategies learned during Capturing Kids' Hearts training.</p> <p>Staff Responsible for Monitoring: All Holiday Heights Staff</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Create and implement a campus-wide plan to increase student attendance.</p> <p>Actions: a) Grade level attendance data will be displayed and updated routinely. b) Follow truancy guidelines and implement truancy prevention measures (including Open Enrollment Students) c) Use District Weekly Attendance Reports on Announcements and Social Media to encourage better attendance. d) Develop Grade Level and Class Incentives, including individual recognition</p> <p>Staff Responsible for Monitoring: Administrators, Attendance Clerk, Counselor, Classroom Teachers, Attendance Officer</p> <p>Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 on campus.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and deploy continuous improvement processes at the department (area) level.</p> <p>Actions: a) Establish goals for each department to improve efficiency and effectiveness of operations at all levels of the organization. b) Develop and implement department plans to achieve goals, including identification of strategies and specific actions. c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate department successes through newsletters.</p> <p>Staff Responsible for Monitoring: All Holiday Heights Staff</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p>Actions: a) Use district staff (i.e Safety and Security Specialist, counselors, and crisis intervention coordinator) to identify and address safety and social emotional concerns. b) Conduct safety meetings Campus Emergency Response Team to evaluate and problem solve district safety concerns. d) Develop a plan to conduct all safety drills with meetings to assess strengths/weaknesses. e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. g) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. h) Ensure all staff have updated safety trainings throughout the school year.</p> <p>Staff Responsible for Monitoring: All Holiday Heights Staff</p> <p>Problem Statements: Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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





Evaluation Data Sources: Annual report of worker's compensation claims.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a campus-wide safety awareness program.</p> <p>Actions: a) View and complete all components of Safe Schools Training. b) Monitor the implementation of safety procedures throughout the campus (stepladders, extension cords, appliances). c) Review safety procedures and relevant topics during staff meetings.</p> <p>Staff Responsible for Monitoring: All Holiday Heights Staff</p> <p>Problem Statements: Demographics 2 - Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Annual review of improvement plan requirements

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a site-based decision making committee to ensure implementation of campus plan.</p> <p>Actions: a) Complete all action items. b) Conduct four site-based meetings to review the campus improvement plan.</p> <p>Staff Responsible for Monitoring: Administration, Site Base Team</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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:

Lisa Walker	Principal
Kenji Ford	Assistant Principal
Alicia Morrison	Pre-K
Kendall Chamberlain	Kindergarten
Jennifer Docken	First Grade
Karen Mobley	Second Grade
Stephanie Carney	Third Grade
Jessica Cowan	Fourth Grade
Kimberly Hughes	Fifth Grade
Jane Evans	Intervention
Kristie Gray	District
Tina Powell	Parent
Dan Walker	Parent
Gena Morrison	Community
Nicole Hackney	Community
Erecka Miller	Business Rep
Chad Miller	Business Rep

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. 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, 50% 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. grade retention
3. lack of satisfactory performance on state-mandated testing
4. limited English proficiency
5. homelessness

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

2.5: Increased learning time and well-rounded education

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

- Capturing Kids' Hearts
- 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:

Lisa Walker	Principal
Kenji Ford	Assistant Principal
Alicia Morrison	Pre-K
Kendall Chamberlain	Kindergarten
Jennifer Docken	First Grade
Karen Mobley	Second Grade
Stephanie Carney	Third Grade
Jessica Cowan	Fourth Grade
Kimberly Hughes	Fifth Grade
Jane Evans	Intervention
Kristie Gray	District
Tina Powell	Parent
Dan Walker	Parent
Gena Morrison	Community

Lisa Walker	Principal
Nicole Hackney	Community
Erecka Miller	Business Rep
Chad Miller	Business Rep

The Parent and Family Engagement Plan is made available to parents and the public through the campus website. 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 Tuesday or Thursday evenings and Friday mornings 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 Meet the Teacher Night on campus
- Grade Level Curriculum Nights on campus
- September PTA Membership Night on campus
- October Title I Meeting on campus
- October Science Night on campus
- November Music Program on campus
- December PTA Event on campus
- March Open House on campus
- March Discover Birdville Event at Birdville High School
- April Family Engagement Policy and Compact Revision on campus

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lakynn Baker Mason	Educational Assistant	Title I	1.0
Teresa Hudson	Math Interventionist	Title I	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Coaches and Interventionists		\$14,245.00
1	2	1			\$0.00
1	3	1			\$0.00
Sub-Total					\$14,245.00
Budgeted Fund Source Amount					\$14,245.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional resources		\$32,787.00
1	2	1	Campus Personnel		\$24,000.00
1	2	1	Campus Personnel		\$38,000.00
1	2	1	Title I Tutors		\$30,000.00
1	2	3	Family Engagement Resources		\$3,000.00
1	3	1	Professional Development		\$10,000.00
Sub-Total					\$137,787.00
Budgeted Fund Source Amount					\$137,787.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Tutors		\$21,785.00
Sub-Total					\$21,785.00
Budgeted Fund Source Amount					\$21,785.00
+/- Difference					\$0.00
Grand Total Budgeted					\$173,817.00
Grand Total Spent					\$173,817.00
+/- Difference					\$0.00