

Birdville Independent School District

North Ridge Elementary

2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Ridge Elementary is located in North Richland Hills, Texas, Northeast Tarrant County. North Ridge serves 495 students in pre-kindergarten through fifth grade. North Ridge has three special education self-contained classrooms, serving a total of 29 Kindergarten-5th grade students. North Ridge Elementary has been identified as a Title 1 campus for the 2023-2024 school year.

Student ethnicity distribution includes 6.8% (34) African American, 28% (139) Hispanic, 54% (267) White, 3% (15) Asian, and 6.6% (33) Two or More Races. A total of 41.2% (204) North Ridge Elementary students qualify as Economically Disadvantaged. 5.2% (26) are Emergent Bilingual and 47.4% (235) of the students have met the criteria for a Student At-Risk. 8.4% (42) of students qualify to receive Gifted and Talented support and 18% (89) of the student population is served through Special Education. Data is collected from the 2021-22 Texas Academic Performance Report.

Of the 51 faculty members, 97% (50) are female, 94% (48) are White, 6% (3) are Asian. Of the 51 faculty members, 9% (5) have 1-5 years of experience, 6% (3) have 6-11 years of experience, 35% (18) have 11-20 years of experience and 50% (26) have 20 or more years experience.

Student average attendance rate for the 2022-2023 school year was 95%. The mobility rate of our students is 10%.

Demographics Strengths

North Ridge Elementary is growing increasingly diverse in the population that we serve. This diversity helps stakeholders develop an understanding of students, staff and families from various backgrounds as we learn in a multicultural environment. A second section of Pre Kindergarten has been added this year, increasing the number of students attending school before their Kindergarten year. North Ridge serves students outside it's attendance zone through three self-contained special education classrooms. The North Ridge family has created an inclusive school community for all students.

Texas English language Proficiency (TELPAS) data indicated growth. The Advanced rating grew by 22 percentage points from 2022 to 2023. The Advanced High Listening Level grew by 26 percentage points from 2022 to 2023.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students receiving Special Education services has increased to 18% (89). **Root Cause:** North Ridge Elementary serves as a cluster campus for the Academic and Adaptive Behavior Learning Environment (AABLE) and Alternative Curriculum Centered for Exceptional Student Success (ACCESS) self-contained classrooms.

Problem Statement 2 (Prioritized): The Gifted and Talented population percentage fell from 11% (54) to 8.4% (42). **Root Cause:** The 2022-23 fifth grade class had a high percentage of Gifted and Talented Education (GATE) students who have moved to Middle School., causing our percentage to drop.

Student Learning

Student Learning Summary

2022-2023 State of Texas Assessments of Academic Achievement (STAAR) Data

Third Grade State Assessment

STAAR Reading Language Arts: 90.2% (65) of student scored approaching grade level and 25% (18) scored at the mastered level.

STAAR Math: 82% (60) of students scored approaching grade level and 15.2% (11) scored at the mastered level.

STAAR Alternate 2 Reading: 100% (1) Satisfactory and 50% (2) Accomplished

STAAR Alternate 2 Math: 100% (1) Satisfactory and 50% (2) Accomplished

Fourth Grade State Assessment

STAAR Reading Language Arts: 91% (74) of students scored approaching grade level and 37% (30) scored at the mastered level.

STAAR Math: 76% (62) of students scored approaching grade level and 28% (23) scored at the mastered level.

STAAR Alternate 2: 0 students assessed

Fifth Grade State Assessment

STAAR Reading Language Arts: 91.6% (66) of students scored approaching grade level and 39% (28) scored at the mastered level.

STAAR Math: 92% (66) of students scored approaching grade level and 21% (15) scored at the mastered level.

STAAR Science: 90% (65) of students scored approaching grade level and 39% (28) scored at the mastered level.

STAAR Alternate 2 Reading: 100% (2) Satisfactory and 33% (1) Accomplished

STAAR Alternate 2 Math: 100% Satisfactory and 33% Accomplished

MClass Reading

Kindergarten: 16% above benchmark, 36% at benchmark, 23% below benchmark, 25% well below benchmark

First Grade: 33% above benchmark, 38% at benchmark, 9% below benchmark, 25% well below benchmark

Second Grade: 36% above benchmark, 35% at benchmark, 9% below benchmark, 13% well below benchmark

MClass Math

Kindergarten: 42% benchmark, 42% strategic, 16% intensive

Renaissance Math

Second Grade: 40% approaches, 18% meets, 22% masters

Third Grade: 34% approaches, 25% meets, 20% masters

Fourth Grade: 26% approaches, 32% meets, 12% masters

Fifth Grade: 33% approaches, 13% meets, 28% masters

Student Learning Strengths

Third grade Reading Language Arts STAAR scores rose to 91% (66) approaching and 37% (27) masters.

Fifth grade Science score rose to the top score in the district.

Kindergarten math benchmark scores increased by 24 percentage points from beginning of the year, to end of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR 3rd grade Math approaches grade level percentage dropped by 4 percentage points. **Root Cause:** Students receiving special education services are not making the progress needed to indicate growth and the loss of a math teacher mid year.

Problem Statement 2 (Prioritized): STAAR 4th grade Math approaches grade level percentage remained at 76% (62) students with no growth. **Root Cause:** Students receiving special education services are not making the progress needed to indicate growth.

School Processes & Programs

School Processes & Programs Summary

Students at North Ridge Elementary are served through specialized programs related to student need. Our free/reduced price lunch program serves 41.2% (204) of the students enrolled. Certified English as a Second Language (ESL) Teachers serve 5.2% (26) of the student population. 8.4% (42) of students are served by the Gifted and Talented Education (GATE) Interventionist. The North Ridge Special Education Program serves 18% (89) of our Kindergarten-5th grade students. Our self-contained special education students count as 32.2% (159) of our special education population. Resource serves 34.4% (170) of the special education population through pull-out services. Resource supports 17% (84) of the special education population in the general education classroom. Currently, 6% (30) students have been identified as dyslexic are served by the Reading Interventionist. Tier 3 reading and math students are served by their Classroom Teacher. Students served with 504 services total 8.69% (43). This school year, we serve 26 Pre-Kindergarten students.

The Response to Intervention (RTI) Team meets five times a year to progress monitor students. Students are identified for tiered intervention services using data from universal screeners and other data collected by a collaborative conference committee. This committee also works together to plan small groups and appropriate interventions based on the district's Response to Intervention (RTI) manual.

Attendance has remained at 95% for the two past years. Our goal is to increase attendance to 97%. An Attendance Plan is in place to support our goal.

School Processes & Programs Strengths

The Response to Intervention (RTI) Collaborative team has developed a tight process for managing the five data meetings per year. Adding the Resource teacher and Academic Coach to the team has provided resource and instructional support. Meeting five times a year, the RTI Team reviews every student's academic and behavioral progress and determines supportive interventions.

This year, we have restructured intervention time to be held at the end of the reading and math blocks. This change allows for more consistent learning transitions and content connections.

Resource Staff conducts an additional Special Education RTI meeting with all stakeholders to monitor the progress of students in special programs.

The Campus Leaders of Learners Team meets on a regular basis to monitor the Campus Improvement Plan and the Campus Professional Learning Plan. This team identifies areas of concern and areas of strength. When this team identifies an area of academic concern, it is brought to the appropriate Campus Vertical Team.

The Campus Vertical Teams (Math, Reading Language Arts and Science Teams) meet throughout the year to gauge instructional and make adjustments to the curriculum's alignment, resources and instructional practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students with high rates of attendance are not making adequate academic growth. **Root Cause:** Parents allow their children to stay home and miss school. School is not making a home/school connection to increase attendance of students with poor attendance rates.

Perceptions

Perceptions Summary

We believe learning starts in the heart of our students. Building positive relationships with our students and families are top priority. We have implemented Capturing Kids Hearts to increase positive student-teacher-home relationships. We have also adopted a Positive Behavior System and implement Character Strong practices in which students are involved in creating classroom mission statements, social contracts and classroom agreements. Parent involvement is on the rise. The fully-staffed Parent Teacher (PTA) Association Board plans family events throughout the school year to encourage community involvement. Our Watch D.O.G.S. (Dads of Great Students) program involves an average of 100 fathers/father figures who volunteer during the school year. Staff is retained yearly due to a strong and positive school culture.

Perceptions Strengths

The Watch D.O.G.S. program participant rate continues to grow each year and also increases volunteerism at North Ridge Elementary.

North Ridge Elementary Parent Teacher Association meetings involve student performances to encourage attendance.

School and PTA events, Math-Science Night, Back to School Picnic, Trunk or Treat, Cookies with Santa, Idea Explosion and End of Year Bash promotes community involvement.

Our school discipline referral rates stay at low numbers due to the implementation of Capturing Kids Hearts and Character Strong.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The school does not obtain community feedback to gain input from the stakeholders. **Root Cause:** Only one survey was sent to parents last year.

Priority Problem Statements

Problem Statement 1: The number of students receiving Special Education services has increased to 18% (89).

Root Cause 1: North Ridge Elementary serves as a cluster campus for the Academic and Adaptive Behavior Learning Environment (AABLE) and Alternative Curriculum Centered for Exceptional Student Success (ACCESS) self-contained classrooms.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The Gifted and Talented population percentage fell from 11% (54) to 8.4% (42).

Root Cause 2: The 2022-23 fifth grade class had a high percentage of Gifted and Talented Education (GATE) students who have moved to Middle School., causing our percentage to drop.

Problem Statement 2 Areas: Demographics

Problem Statement 3: STAAR 3rd grade Math approaches grade level percentage dropped by 4 percentage points.

Root Cause 3: Students receiving special education services are not making the progress needed to indicate growth and the loss of a math teacher mid year.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: STAAR 4th grade Math approaches grade level percentage remained at 76% (62) students with no growth.

Root Cause 4: Students receiving special education services are not making the progress needed to indicate growth.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students with high rates of attendance are not making adequate academic growth.

Root Cause 5: Parents allow their children to stay home and miss school. School is not making a home/school connection to increase attendance of students with poor attendance rates.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The school does not obtain community feedback to gain input from the stakeholders.

Root Cause 6: Only one survey was sent to parents last year.

Problem Statement 6 Areas: Perceptions

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 growth in reading and math between the beginning and end of year benchmark testing.

Evaluation Data Sources: Fountas & Pinnell Benchmark Assessment System (BAS)

Running Records

Renaissance

Circle Assessment

Interims

Curriculum Based Assessments (CBAs)

M-Class

Teacher Student Learning Objective Goals

Teacher Professional Goals

Student Data Folders

Individual Education Plan (IEP) Progress Data

Report Cards

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: All teachers will implement TIER 1 Priorities, follow district content standards, and plan with a focus on targeted instructional practices to improve student learning utilizing district aligned resources.</p> <p>Actions: A) Implementation of district curriculum and literacy strategies. B) Vertical Teams will use the district's expectations rubric and fish bone model to align and guide instruction. C) Grade level teams will meet in a Professional Learning Community (PLC) to monitor student progress and plan for learning. D) Utilize our Academic Coach and Digital Learning Specialist for support of the implementation of Tier 1 priorities and district curriculum. E) All students will have access to a Student Data Folder and will use the data to monitor their progress and set goals.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Leaders of Learners Vertical Team Members Academic Coach Multi-Tiered Systems of Support (MTSS) Staff Digital Learning Specialist</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Scholastic News - 199 - General Funds: SCE - \$1,678.17</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Provide embedded professional learning opportunities that support district initiatives and increase student engagement with TIER 1 instruction through PLCs, Coaching Cycle, Texas Teacher Evaluation & Support Systems (T-TESS) Coaching Sessions and professional learning.</p> <p>Actions: A) Complete a needs assessment to identify professional learning needs of teachers and paraprofessionals. B) Provide professional development opportunities to meet the needs of all teachers and educational paraprofessionals. C) Utilize District Content Coordinators, Digital Learning Specialist and Academic Coach as an instructional support. D) Utilize our Academic Coach for MClass training and reading instructional support. E) Teachers will complete a Teaching Cycle with the Academic Coach. F) Teachers will assist in identifying students for accelerated instruction as well as those needing interventions.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach MTSS Staff Digital Learning Specialist District Content Coordinators Leaders of Learners Vertical Team Members Teaching Staff</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Targeted Professional Learning - 211 - Title I - \$4,154, CAMT Conference - 199 - General Funds: SCE - \$1,592, Circle Assessment Training - 211 - Title I - \$1,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Enhance and support the implementation of system-wide instructional practices to support specialized programs.</p> <p>Actions: A) Special Education Teachers will receive instructional support from the Special Education Academic Coach. B) The Special Education Team will attend grade level Response to Intervention (RTI) Collaboratives. C) Provide specialized training for teachers and educational assistants through professional learning. D) Include the Special Education Teachers on Vertical Teams and Leaders of Learners (LOL) Team. E) Provide additional tutoring before and after school for the special education population. F) Special Education Teachers will meet in PLCs with like programs from other Birdville Independent School District (BISD) campuses to plan for learning. G) Resource Staff will hold RTI Collaboratives after each benchmark testing window to monitor student and plan for instructional support. H) Students in specialized programs will receive Tier 1 priority structures and strategies. I) Students in specialized programs will receive inclusion services based on their IEP goals to participate in the general education learning environment. J) Full day Pre-Kindergarten provided to build foundational skills and early intervention.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach Special Education Academic Coach Campus Special Education Team Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: ESSER Tutors - ESSER - \$12,045, Substitutes for PLC meetings - 211 - Title I - \$450, Title I Tutors - 211 - Title I - \$12,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 4: Review and monitor data at all grade levels and develop action plans for targeted interventions following all assessments using data tracking systems during the PLC/RTI/MTSS process. Actions: A) Teachers will collect data on students, meet in PLCs to analyze the data and plan for interventions. B) Grade level teams will work in PLCs to analyze demographic data and determine plan for interventions. C) Title 1 Tutors will provide interventions to students not meeting appropriate benchmarks. D) Principal and Assistant Principal reviews student report cards and failure reports each nine weeks. Student/ Parent conferences are scheduled using this data to discuss student progress concerns. Staff Responsible for Monitoring: Principal Assistant Principal MTSS Staff Counselor Classroom Teachers Dyslexia Specialist Resource Teachers Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 2 Funding Sources: Instructional Resources - 211 - Title I - \$10,236, - 199 - General Funds: SCE | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Establish Vertical Teams in the subject areas of Math, RLA, and Science to increase communication across grade levels, allowing teachers to collaboratively develop and implement a vertically aligned curriculum system. Actions: A) Vertical Teams will meet three times yearly in a PLC, using the district expectations rubrics and the system process fish bone model for teaching and learning to guide and align their work towards their written goals. Staff Responsible for Monitoring: Principal Assistant Principal Vertical Team Leads Teaching Staff Problem Statements: Student Learning 1 Funding Sources: Substitutes for Vertical Team Planning - 211 - Title I - \$1,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The number of students receiving Special Education services has increased to 18% (89). **Root Cause:** North Ridge Elementary serves as a cluster campus for the Academic and Adaptive Behavior Learning Environment (AABLE) and Alternative Curriculum Centered for Exceptional Student Success (ACCESS) self-contained classrooms.

Problem Statement 2: The Gifted and Talented population percentage fell from 11% (54) to 8.4% (42). **Root Cause:** The 2022-23 fifth grade class had a high percentage of Gifted and Talented Education (GATE) students who have moved to Middle School., causing our percentage to drop.

Student Learning

Problem Statement 1: STAAR 3rd grade Math approaches grade level percentage dropped by 4 percentage points. **Root Cause:** Students receiving special education services are not making the progress needed to indicate growth and the loss of a math teacher mid year.

Problem Statement 2: STAAR 4th grade Math approaches grade level percentage remained at 76% (62) students with no growth. **Root Cause:** Students receiving special education services are not making the progress needed to indicate growth.

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 groups as measured by campus, district and state assessments.

Evaluation Data Sources: RTI Campus Data

Interim Data

CBA Data

Benchmark Data

Report Cards

On Data Suite (ODS) Reports

STAAR (State of Texas Assessments of Academic Readiness) Data

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: All teachers will implement continuous improvement strategies to monitor student progress of identified under-performing groups. Actions: A) Administrators, Academic Coach, and Teachers will identify and monitor progress of under-performing groups during RTI Collaboratives . B) Teachers will implement student data folders to track learning progress and utilize the recorded data to plan intervention. C) Utilize the district continuous improvement expectations rubric and the campus timeline to monitor the implementation of Continuous Improvement in the classrooms and campus-wide. Staff Responsible for Monitoring: Principal Assistant Principal Leaders of Learners Academic Coach Teaching Staff Special Education Teaching Staff Title I: 2.4, 2.6 Problem Statements: Demographics 2 Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$15,663 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: Review and monitor data of identified under-performing groups and develop action plans for targeted interventions following all assessments using data tracking systems during the PLC/RTI/MTSS process. Actions: A) Teachers and Instructional Support Staff will analyze data to identify students not making adequate progress and plan interventions. B) Teachers, Dyslexia Specialist, MTSS Staff and Title 1 Tutors will design interventions during RTI Collaboratives. D) Resource Teachers will meet with General Education Teachers during Special Education RTI Collaboratives to monitor progress and plan intervention for our special populations. Staff Responsible for Monitoring: Principal Assistant Principal Math Interventionist Reading Interventionist Problem Statements: Demographics 2 Funding Sources: - 199 - General Funds: SCE | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:





| Demographics |
|--|
| Problem Statement 2: The Gifted and Talented population percentage fell from 11% (54) to 8.4% (42). Root Cause: The 2022-23 fifth grade class had a high percentage of Gifted and Talented Education (GATE) students who have moved to Middle School., causing our percentage to drop. |

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 campus and district administered student surveys.

Evaluation Data Sources: Behavior RTI Data
Discipline Referrals/ Reports
Counseling Referrals/ Reports
Student Survey Results

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: The School Counselor and all teachers will implement district curriculum for social - emotional learning. Actions: A) Identify areas in need of improvement as shown from student surveys and Behavior RTI Collaboratives. B) Develop interventions and strategies to implement using the perception data. C) Counselor classroom lessons will be delivered each month. D) Award Longhorn Pride Tickets to students displaying positive behavior and good character. E) Recognize Longhorn Pride Ticket winners each Friday on the morning announcements. F) Implement Character Strong lessons. G) Capturing Kids Hearts will be implemented in all classrooms. H) Utilize State Compensatory Education (SCE)-funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Crisis Counselor Classroom Teachers Title I: 2.6 Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Prizes for Longhorn Ticket Prize Box - 199 - General Funds - \$300, Resource Supplies for Kindness Club - 199 - General Funds - \$300, Crisis Counselor - 199 - General Funds: SCE | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Campus-wide implementation of The Ridge Way Campus Behavior Plan. Actions: A) Schedule monthly meetings to monitor and adjust campus behavior system. B) Assistant Principal will conference with students moving from a conduct grade of Satisfactory (S) to Needs Improvement (N) and "N" to Unsatisfactory (U) to develop a behavior support plan. Staff Responsible for Monitoring: Assistant Principal Campus Safety/Discipline Committee Problem Statements: School Processes & Programs 1 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Campus-wide implementation of Capturing Kids Hearts. Actions: 1) Provide training and support for new staff members. 2) The Leaders of Learners will meet to design an implementation plan and monitor campus effectiveness. 3) Appoint a Process Champion Team and send to additional training. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Discipline Committee Classroom Teachers Title I: 2.6 Problem Statements: School Processes & Programs 1 Funding Sources: Capturing Kids Hearts Training - 199 - General Funds: SCE - \$9,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

Performance Objective 3 Problem Statements:





| Student Learning |
|--|
| Problem Statement 1: STAAR 3rd grade Math approaches grade level percentage dropped by 4 percentage points. Root Cause: Students receiving special education services are not making the progress needed to indicate growth and the loss of a math teacher mid year. |
| School Processes & Programs |
| Problem Statement 1: Students with high rates of attendance are not making adequate academic growth. Root Cause: Parents allow their children to stay home and miss school. School is not making a home/school connection to increase attendance of students with poor attendance rates. |

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 MTSS Tiers 2 and 3.

Evaluation Data Sources: RTI Student Roster Notes
RTI Grade Level Tier Service Reports
RTI Success ED Documentation
Discipline referral reports

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Review, monitor data and plan interventions for identified Tier 2 and 3 behavioral students during the PLC/RTI/MTSS process. Actions: A) Review student's conducts sheets and conduct grades and determine Tier placement. B) Design interventions to support each student on a behavioral Tier 2 or 3. C) Assign a mentor to all Tier 3 students. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Crisis Counselor Classroom Teachers Problem Statements: School Processes & Programs 1 Funding Sources: Intervention Personnel - 199 - General Funds: SCE | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

| School Processes & Programs |
|--|
| Problem Statement 1: Students with high rates of attendance are not making adequate academic growth. Root Cause: Parents allow their children to stay home and miss school. School is not making a home/school connection to increase attendance of students with poor attendance rates. |

Goal 2: 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 by 2%.

Evaluation Data Sources: 2022-2023 ADA: 95%
Nine Week Attendance Reports
District Weekly Attendance Reports
Campus Attendance Graph
FOCUS

| Strategy 1 Details | | Reviews | | | |
|---|--|--|-----|-----|-----------|
| Strategy 1: Implement Attendance Incentive Plan. Actions: A) Communicate the importance of attendance and share the attendance plan with parents. B) Monitor attendance through nine week attendance reports. C) Plan and implement monthly attendance contests. D) Track, post and celebrate grade level attendance percentages in Longhorn Celebrations each nine weeks. E) Recognize Perfect Attendance in Longhorn Celebrations each nine weeks. F) Send truancy documentation home per district attendance procedures. Staff Responsible for Monitoring: Principal Assistant Principal Attendance Clerk Truancy Officer Title I: 2.5 Problem Statements: School Processes & Programs 1 Funding Sources: Attendance Awards - 199 - General Funds: SCE - \$800 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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| | | <div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div> | | | |

Performance Objective 1 Problem Statements:





| School Processes & Programs |
|--|
| Problem Statement 1: Students with high rates of attendance are not making adequate academic growth. Root Cause: Parents allow their children to stay home and miss school. School is not making a home/school connection to increase attendance of students with poor attendance rates. |

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Organize Campus Leadership Teams to monitor and adjust campus operations and systems.

Evaluation Data Sources: Threat Assessment
Discipline Referrals
Navigate 360
Plan4 Learning - Campus Improvement Plan (CIP)

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Campus Leadership Teams meet throughout the year to monitor and improve operations. Actions: A) Site-Based Team shall meet at least once each semester to review budget and Campus Improvement Plan (CIP). B) LOL Team shall meet four times a year to monitor, assess and adjust CIP. C) Safety/Discipline Team shall meet monthly to monitor, assess and adjust Safety Plan. D) Administration Team will meet once a quarter to address bullying cases on campus. E) Administration Team will meet weekly to address the Threat Assessment. Staff Responsible for Monitoring: Leaders of Learners Campus Site-Based Team Principal Assistant Principal Team Leads Problem Statements: Student Learning 2 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2 Problem Statements:

| Student Learning |
|--|
| Problem Statement 2: STAAR 4th grade Math approaches grade level percentage remained at 76% (62) students with no growth. Root Cause: Students receiving special education services are not making the progress needed to indicate growth. |

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 from the previous year.

Evaluation Data Sources: Campus Survey
Counseling Referrals
Parent Feedback

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security and well-being. Actions: A) Survey families once each quarter on campus safety. B) Identify areas in need of improvement as shown on the campus surveys. C) Conduct training and distribute materials provided by the district on campus safety. D) Conduct safety drills in compliance of district expectations. E) Nurse will lead regular meetings with the Emergency Response Team. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Nurse Problem Statements: Perceptions 1 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |





Performance Objective 1 Problem Statements:

| Perceptions |
|--|
| Problem Statement 1: The school does not obtain community feedback to gain input from the stakeholders. Root Cause: Only one survey was sent to parents last year. |

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: District Workers' Comp Reports
Campus Safety Walks
Campus Workers' Comp Reports

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Comply with all training provided by the district addressing employee safety. Actions: A) All staff will complete the required Safe Schools training. B) Principal will conduct monthly safety training. Staff Responsible for Monitoring: Principal Problem Statements: Perceptions 1 | 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:

| Perceptions |
|--|
| Problem Statement 1: The school does not obtain community feedback to gain input from the stakeholders. Root Cause: Only one survey was sent to parents last year. |

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: Formative and Summative Reviews

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Implement the campus plan and all required compliance plans. Actions: A) Leaders of Learners meet four times a year to complete formative and summative reviews. B) Develop a plan if progress is not being made or modify plan. Staff Responsible for Monitoring: Principal Assistant Principal Leaders of Learners Problem Statements: Perceptions 1 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | | |





Performance Objective 3 Problem Statements:

| Perceptions |
|--|
| Problem Statement 1: The school does not obtain community feedback to gain input from the stakeholders. Root Cause: Only one survey was sent to parents last year. |

Goal 4: North Ridge Elementary will build a strong relationship with all stakeholders.

Performance Objective 1: This year, 100% of NRE families will participate in at least two family engagement events this school year.

Evaluation Data Sources: North Ridge Elementary Parent Surveys
Event Attendance

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: North Ridge Elementary in partnership with the NRE PTA will plan activities to increase family engagement. Actions: A) Hold Parent Teacher Association (PTA)/ Parent meetings to distribute family engagement policy. B) Organize one family engagement event per semester. C) Distribute a bi-weekly NRE Family Newsletter. Title I: 4.1, 4.2 Problem Statements: Perceptions 1 Funding Sources: Family Engagement - 211 - Title I - \$5,154 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

Performance Objective 1 Problem Statements:

| Perceptions | |
|--|--|
| Problem Statement 1: The school does not obtain community feedback to gain input from the stakeholders. | |
| Root Cause: Only one survey was sent to parents last year. | |

State Compensatory

Budget for North Ridge Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for North Ridge Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|------------------|-------------------------|------------|
| Bridget Huckabee | Reading Interventionist | 1 |
| Jenna Henderson | MTSS Staff | 1 |

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2023 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2023.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

| |
|--|
| <i>Parents:</i> Mark Alexander, Lindy Harvey |
| <i>Community Members:</i> Laura Mawire |
| <i>Teachers:</i> Carey Briggs, Samantha Stewart, Sarah Ford, Miranda Woodall, Jennifer Paris, Rachel Henderson, Paige Henderson, Raylene Sampson, Ashea Jimenez |
| <i>Administrators:</i> Deborah Coulson, Dan Burbach |
| <i>Other Campus and District Staff:</i> Keri Murrell |

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 CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The North Ridge Elementary CIP can be found on the campus webpage and is available in the English language.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 47% (233) 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. limited English proficiency*
- 6. custody or care of the Department of Protective and Regulatory Services*
- 7. 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 district curriculum and research-based instructional strategies such as:

- Workshop Model*
- Sheltered Instruction*
- Leveled Literacy Intervention*
- Capturing Kids Hearts*

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.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

- 1. Demographics*
- 2. Perceptions*
- 3. Student Learning*

4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Develop jointly with, agree on with, and distribute to parents of participating children the district's written parent involvement policy. The district will incorporate this policy into the district's plan. Title 1, Part A schools will also develop parent and family engagement policies. All policies will be made available to parents to improve the involvement in child's education and academic achievement.

2. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and its program in improving the academic quality of its Title 1, Part A schools, both at the district and campus level. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.

Parent Engagement Planning Committee:

Parent Engagement Activities are distributed using these methods: email, school newsletter, grade level newsletter, social media, Class Dojo

Parent Engagement distribution is sent in the English language.

4.2: Offer flexible number of parent involvement meetings

Birdville ISD will implement the following Every Student Succeeds Act requirements:

1. Conducting a meaningful consultation with parents of participating children to implement programs, activities, and procedures for the involvement of parents at all of its Title 1, Part A schools. An annual meeting for Title 1, Part A parents will be held each Title 1 campus. The district will provide training for schools on Title 1, Part A and best practices in conducting the Title 1, Part A Annual Meetings where parents are informed on how funds are used on their campus for parental involvement activities.

2. Support its Title 1, Part A schools to build the schools' and parents' capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement. Capacity building activities and training (i.e. Literacy Night, Math and Science events, Homework Help) will be provided to parents to increase academic achievement through district-wide and campus efforts. The district will coordinate these efforts and strategies with other federal and state program in a variety of ways.

3. Birdville ISD is committed to working together with parents, students, the community and other stakeholders to improve student achievement. All school and district activities will promote and encourage parental involvement. Title 1, Part A schools will identify any barriers to greater participation by parents in activities of participating children with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.

4. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.

2023-2024 Campus Site-Based Committee

| Committee Role | Name | Position |
|-----------------------------|------------------|------------------------------------|
| Administrator | Deborah Coulson | Principal |
| Administrator | Dan Burbach | Assistant Principal |
| Classroom Teacher | Carey Briggs | Kindergarten Teacher |
| Classroom Teacher | Sarah Ford | First Grade Teacher |
| Classroom Teacher | Miranda Woodall | Second Grade Teacher |
| Classroom Teacher | Jennifer Paris | Third Grade Teacher |
| Classroom Teacher | Rachel Henderson | Fourth Grade Teacher |
| Classroom Teacher | Paige Henderson | Fifth Grade Teacher |
| Classroom Teacher | Sami Stewart | Special Education Teacher |
| Parent | Terri Kibble | PTA President |
| District-level Professional | Keri Murrell | Special Education |
| Non-classroom Professional | Raylene Sampson | Physical Education Teacher |
| Parent | Lindy Harvey | Parent |
| Community Representative | Mark Alexander | Community Representative |
| Business Representative | Laura Mawaire | Business Representative |
| Paraprofessional | Ashlea Jimenez | Special Education Paraprofessional |

Campus Funding Summary

| 199 - General Funds: SCE | | | | | |
|-----------------------------|-----------|----------|--|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Scholastic News | | \$1,678.17 |
| 1 | 1 | 2 | CAMT Conference | | \$1,592.00 |
| 1 | 1 | 4 | | | \$0.00 |
| 1 | 2 | 1 | Intervention Personnel | | \$15,663.00 |
| 1 | 2 | 2 | | | \$0.00 |
| 1 | 3 | 1 | Crisis Counselor | | \$0.00 |
| 1 | 3 | 3 | Capturing Kids Hearts Training | | \$9,000.00 |
| 1 | 4 | 1 | Intervention Personnel | | \$0.00 |
| 2 | 1 | 1 | Attendance Awards | | \$800.00 |
| Sub-Total | | | | | \$28,733.17 |
| Budgeted Fund Source Amount | | | | | \$47,863.00 |
| +/- Difference | | | | | \$19,129.83 |
| 211 - Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Circle Assessment Training | | \$1,000.00 |
| 1 | 1 | 2 | Targeted Professional Learning | | \$4,154.00 |
| 1 | 1 | 3 | Title I Tutors | | \$12,000.00 |
| 1 | 1 | 3 | Substitutes for PLC meetings | | \$450.00 |
| 1 | 1 | 4 | Instructional Resources | | \$10,236.00 |
| 1 | 1 | 5 | Substitutes for Vertical Team Planning | | \$1,000.00 |
| 4 | 1 | 1 | Family Engagement | | \$5,154.00 |
| Sub-Total | | | | | \$33,994.00 |
| Budgeted Fund Source Amount | | | | | \$33,994.00 |
| +/- Difference | | | | | \$0.00 |
| ESSER | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | ESSER Tutors | | \$12,045.00 |

| ESSER | | | | | |
|-----------------------------|-----------|----------|------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Sub-Total | | | | | \$12,045.00 |
| Budgeted Fund Source Amount | | | | | \$12,045.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$93,902.00 |
| Grand Total Spent | | | | | \$74,772.17 |
| +/- Difference | | | | | \$19,129.83 |