

Birdville Independent School District
Academy at C. F. Thomas
2024-2025 Campus Improvement Plan



Mission Statement

Academy at Carrie Frances Thomas empowers learners to become responsible citizens and use their passions to reach goals and maximize their potential.

Vision

Transform education to ensure learning for ALL!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Angela Limon

Demographics

Demographics Summary

Demographics Summary

ACFT is a Title I campus that served 560 students in grades EE through fifth grade for the 2023-2024 school year.

Students

Our student demographics as of 2023-24 school year were made up of 48% (267 Students) Hispanic, 4% (21 Students) Asian, 19% (107 Students) White, 24% (130 Students) African American, 0.36% (2 Students) American Indian and 3% (17 Students) other races. The percentage of students served by special education was 15% (82 Students) and 4% (22 Students) were served by gifted and talented services. 77% (427 Students) of students were considered At-risk and 85% (468 Students) were considered Economically Disadvantaged. The campus served 26% (145 Students) of students in the Bilingual Program and 39% (216 Students) were identified as EB.

Teachers

A total of 45 teachers served ACFT during the 2023-24 school year. The majority of our teachers have more than 5 years of experience.

Demographics Strengths

- *This following information was current as of 8/27/24*
- 27% (153 Students) are currently enrolled in bilingual classes, which provide them the opportunity to be bi-literate.
- 77% (442 Students) are Economically Disadvantaged which provides free and reduced lunch and federal funding for additional resources and personnel to meet students' needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our 5th grade African American population was significantly lower in both math and reading than our other demographics. In math they are 18 points lower than than our second lowest population and in reading they are 33 points lower than the second lowest population, **Root Cause:** This population is more transient and have attended various schools. The inconsistency of instruction has caused learning gaps.

Problem Statement 2 (Prioritized): Our 4th grade African American population was significantly lower in math and reading than our other grade level demographics in approaches grade level. In math they are 15 points lower than than our second lowest population and in reading they are 19 points lower than the second lowest population, **Root Cause:** This

population is more transient. These students have attended various schools and the inconsistency of instruction has caused learning gaps.

Student Learning

Student Learning Summary

STAAR

Our campus experienced an improvement in approaches on STAAR 3rd and 5th math and also 5th grade reading. Meets was increased in 3rd-5th grade math, 5th grade reading. Masters was experienced an increase in 3rd-5th grade math, 5th grade reading and science.

2024 Results Third Grade

Reading- Approaches 63%, Meets 28% and 4% Masters

Math-Approaches 66%, 36% Meets and 8% Masters

2024 Results Fourth Grade

Reading- Approaches 73%,Meets 45% and 8% Masters

Math- Approaches 65%, Meets 36% and 13% Masters

2024 Results Fifth Grade

Reading- Approaches 80%, Meets 56% and 32% Masters

Math-Approaches 81%, Meets 60% and 34% Masters

Science- Approaches 66%, Meets 31% and 9% Masters

Student Learning Strengths

- Third grade math had an increase of 16% in meets.

- Fourth grade math had an increase of 3% in masters.
- Fifth grade math had an increase of 12% in approaches, 10% in meets and 16% in masters.
- Fifth grade reading had an increase of 10% in approaches, 4% in meets and 2% in masters.
- Fifth grade science had an increase of 10% in approaches.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The overall percentage of 3rd graders performing on the 2024 reading STAAR in comparison to the 2023 reading STAAR decreased by 7% meets . Approaches and masters remained the same. **Root Cause:** Students were not at a proficient level for the written text responses including both short and extended constructed responses. Data shows that 54% of returning students entered 3rd grade on a tier 2 or 3 which indicates they were not reading on grade level.

Problem Statement 2 (Prioritized): The overall percentage of 4th graders performing on the 2023 reading STAAR in comparison to the 2024 reading STAAR decreased by 10% on approaches, 7% meets and 7% masters. **Root Cause:** We had two new reading teachers in the spring. Students in our AABLE 2 class were required to take STAAR instead of STAAR Alt. These students were reading or performing at three or more grade levels below.

School Processes & Programs

School Processes & Programs Summary

The Academy at C.F. Thomas students are served by a variety of programs and processes. 85% of students are receiving free and reduced lunch, 26% are enrolled in our bilingual program and 39% are EB being served by certified ESL teachers. We currently have 15% receiving special education services and 4% qualified for gifted and talented.

At ACFT, we utilize Multi Tiered Systems of Support as a means to establish an individualized plan focused on student needs. In addition, students who did not meet the standard on reading, writing, and math STAAR tests will receive a minimum of 15 to 30 additional hours in accelerated instruction for each test he/she did not meet. Teachers and support staff meet every nine weeks to look at a preponderance of evidence and develop a plan to strengthen tier I, II, and III instruction. We schedule extended MTSS collaborative meetings for students who are moving from tier II to tier III, or have not progressed. During these extended MTSS meetings, we involve additional staff such as the counselor, crisis counselor, speech pathologist, LSSP, etc based on student needs. The team collaborates and develops an individualized plan for the student.

In order to strengthen tier I instruction, professional development opportunities are offered throughout the school year for staff. Instructional facilitators, administration, and district coordinators are utilized during campus professional development training. Furthermore, we regularly conduct Professional Learning Communities to ensure teachers can collaborate on best practices to serve our students.

This year we will continue to implement Conscious Discipline campus-wide. Conscious Discipline is an innovative social-emotional learning and classroom management program with a proven track record of sustainable results. Our counselor will continue to provide social-emotional development lessons as well as teachers will utilize Character Strong on a weekly basis. It is grounded in research and focused on fostering the whole child with vertically-aligned lessons that teaches SCD, side-by-side.

We will continue to use instructional rounds as a process to better understand teaching and learning on our campus in order to improve teacher and student performance.

School Processes & Programs Strengths

- ACFT has bilingual sections in grades Prekindergarten through fifth grade.
- ACFT offers AI support for a minimum of 15/30 hours according to tests not mastered for 3rd-5th STAAR assessments. Each student has an AI Individualized plan according to testing data.
- ACFT has the support of a local business which has provided additional charitable donations to assist with the needs of our students.
- ACFT offers a digital one-to-one opportunity for all students and 2nd-5th teachers have GoGuardian accounts to monitor internet use.
- ACFT has AABLE 1, AABLE 2 and ACCESS classes that provide opportunities for students with deficits. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills.
- All certified teachers have an Newline board installed in their classrooms.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): All Students had a target of 46% for reading 2023-2027 but our preliminary results indicate only 43% met or were above in Spring 2024. **Root Cause:** Overall in grades 4-5 we had 40 students who did not make academic growth, due to a lack of effective Tier 1 instruction in written textual responses.

Problem Statement 2 (Prioritized): All Students had a target of 49% for math 2023-2027 but our preliminary results indicate only 45% met or were above in Spring 2024. **Root Cause:** Overall in grades 4-5 we had 34 students who did not make academic growth, due to a lack of effective Tier 1 and small group targeted instruction.

Perceptions

Perceptions Summary

- 100% of faculty and students have been trained in SRP (Safety Response Protocol) in case of an emergency.
- We have four separate committees to address campus needs. These include; Leaders of Learners who support instructional practices and leadership on campus initiatives, CSI- supports logistical problem-solving team that address campus logistics, Conscious Discipline Action Team who supports our campus implementation of Conscious Discipline, and Spirit Committee-help organize recognitions, and assemblies for staff and students.

Perceptions Strengths

At ACFT, we believe that all of our stakeholders should experience excellent customer service.

- Keep the community informed of school-wide events and information
- Send home monthly calendars highlighting school events
- Various forms of communication in English/Spanish
- School performances are scheduled throughout the school year
- Active PTA
- Inform parents regarding Title I campus funds and information
- Invite the community to participate in school programs and events
- A safety vestibule creates a second barrier of locked doors for the entrance
- SRP drills are performed monthly and twice yearly with our SRO and local PD
- Post regularly on our Social Media with important information and upcoming dates
- 86% of students, 99% of teachers and 82% of parents think that ACFT provides an emotionally and physically safe environment for learning
- Only 13 student received ISS or OSS for the 23-24 school year, which was a significant decrease from 79 in 2022-2023 due to our implementation of Conscious Discipline

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to parent and student surveys administered, mutual kindness to one another has become an issue of concern with 29% of students and 20% parents answering with neutral or lower ratings. **Root Cause:** Students do not understand the difference between disagreement and personal preferences. Students will conclude someone is not being kind instead of acknowledging they feel differently about a situation.

Priority Problem Statements

Problem Statement 1: All Students had a target of 46% for reading 2023-2027 but our preliminary results indicate only 43% met or were above in Spring 2024.

Root Cause 1: Overall in grades 4-5 we had 40 students who did not make academic growth, due to a lack of effective Tier 1 instruction in written textual responses.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: According to parent and student surveys administered, mutual kindness to one another has become an issue of concern with 29% of students and 20% parents answering with neutral or lower ratings.

Root Cause 2: Students do not understand the difference between disagreement and personal preferences. Students will conclude someone is not being kind instead of acknowledging they feel differently about a situation.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The overall percentage of 3rd graders performing on the 2024 reading STAAR in comparison to the 2023 reading STAAR decreased by 7% meets . Approaches and masters remained the same.

Root Cause 3: Students were not at a proficient level for the written text responses including both short and extended constructed responses. Data shows that 54% of returning students entered 3rd grade on a tier 2 or 3 which indicates they were not reading on grade level.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The overall percentage of 4th graders performing on the 2023 reading STAAR in comparison to the 2024 reading STAAR decreased by 10% on approaches, 7% meets and 7% masters.

Root Cause 4: We had two new reading teachers in the spring. Students in our AABLE 2 class were required to take STAAR instead of STAAR Alt. These students were reading or performing at three or more grade levels below.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our 5th grade African American population was significantly lower in both math and reading than our other demographics. In math they are 18 points lower than than our second lowest population and in reading they are 33 points lower than the second lowest population,

Root Cause 5: This population is more transient and have attended various schools. The inconsistency of instruction has caused learning gaps.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Our 4th grade African American population was significantly lower in math and reading than our other grade level demographics in approaches grade level. In math they are 15 points lower than than our second lowest population and in reading they are 19 points lower than the second lowest population,

Root Cause 6: This population is more transient. These students have attended various schools and the inconsistency of instruction has caused learning gaps.

Problem Statement 6 Areas: Demographics

Problem Statement 7: All Students had a target of 49% for math 2023-2027 but our preliminary results indicate only 45% met or were above in Spring 2024.

Root Cause 7: Overall in grades 4-5 we had 34 students who did not make academic growth, due to a lack of effective Tier 1 and small group targeted instruction.

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

Accountability 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
- Observation Survey results

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback



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 by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.





HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5, reading 3-5), mClass (Kinder math) and (K-2 reading) and math TEA Interims

Strategy 1 Details	Reviews			
Strategy 1: Continue to build capacity to implement the district curriculum and state-approved resources with fidelity at the campus level. Actions: a) Provide tiered professional learning opportunities including coaching cycles that are responsive to our staff needs to build their capacity to implement our campus plan. b) Support campus Leaders of Learners team to assist in leading the implementation of the district's curriculum, identified resources, and strategies. c) Use data to provide targeted support and progress monitoring. Staff Responsible for Monitoring: Campus Administration Instructional Coaches Leaders of Learners Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.</p> <p>Actions: a) Continue to support new teachers on the science of teaching reading based on TEA and HB3 requirements. b) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. c) Provide time for staff to conduct campus instructional walks and debriefing sessions. d) Monitor the campus implementation of the district RLA curriculum through ongoing professional learning and coaching. e) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements. f) Integrate the use of proficiency scales for mathematics in PLC's for grades K-8. g) Increase teacher capacity to teach the required K-3 phonics program.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Leaders of Learners Team Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Provide training in data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching. Actions: a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process. b) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance, and Interims) to inform instruction and document student growth. c) Train teachers on providing students with specific feedback on student learning progression. d) Continue to train and require the regular use of continuous improvement processes in the classroom. e) Campus will collect, analyze and use data monitor student progress for the purpose of closing the achievement gaps, achieving HB3 Board goals, and responding to the individual needs of students to ensure all students make expected growth toward the next interim target in the Academic Achievement component of the Closing the Gaps domain, as defined by the Texas Education Agency. Staff Responsible for Monitoring: Campus Administration Instructional Coaches Campus Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1, 2 - Student Learning 1, 2 Funding Sources: Campus Personnel - 211 - Title I - \$154,615		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our 5th grade African American population was significantly lower in both math and reading than our other demographics. In math they are 18 points lower than than our second lowest population and in reading they are 33 points lower than the second lowest population, Root Cause: This population is more transient and have attended various schools. The inconsistency of instruction has caused learning gaps.
Problem Statement 2: Our 4th grade African American population was significantly lower in math and reading than our other grade level demographics in approaches grade level. In math they are 15 points lower than than our second lowest population and in reading they are 19 points lower than the second lowest population, Root Cause: This population is more transient. These students have attended various schools and the inconsistency of instruction has caused learning gaps.
Student Learning
Problem Statement 1: The overall percentage of 3rd graders performing on the 2024 reading STAAR in comparison to the 2023 reading STAAR decreased by 7% meets . Approaches and masters remained the same. Root Cause: Students were not at a proficient level for the written text responses including both short and extended constructed responses. Data shows that 54% of returning students entered 3rd grade on a tier 2 or 3 which indicates they were not reading on grade level.

Student Learning

Problem Statement 2: The overall percentage of 4th graders performing on the 2023 reading STAAR in comparison to the 2024 reading STAAR decreased by 10% on approaches, 7% meets and 7% masters. **Root Cause:** We had two new reading teachers in the spring. Students in our AABLE 2 class were required to take STAAR instead of STAAR Alt. These students were reading or performing at three or more grade levels below.

School Processes & Programs

Problem Statement 1: All Students had a target of 46% for reading 2023-2027 but our preliminary results indicate only 43% met or were above in Spring 2024. **Root Cause:** Overall in grades 4-5 we had 40 students who did not make academic growth, due to a lack of effective Tier 1 instruction in written textual responses.



Problem Statement 2: All Students had a target of 49% for math 2023-2027 but our preliminary results indicate only 45% met or were above in Spring 2024. **Root Cause:** Overall in grades 4-5 we had 34 students who did not make academic growth, due to a lack of effective Tier 1 and small group targeted instruction.





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. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Continue training and implementing the district continuous improvement process and requirements for goal setting, PDSA process and data folders in the classroom and across campus.</p> <p>Actions: a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Support, monitor and provide feedback regarding the implementation of continuous improvement practices across the campus. c) Utilize campus teams to analyze the campus needs and next steps required based on the continuous improvement rubric. d) Teachers will complete an analysis protocol for common assessments and complete PDSAs for core subjects assessed. e) Revisit campus vision and mission statement. f) Grade level teams utilize the PDSA process to monitor progress towards goals. g) Students regularly track individual growth in data folders.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Facilitators Campus Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: Title I Tutors - 211 - Title I - \$14,977</p>				

Strategy 2 Details		Reviews			
Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need. Actions: a) Collaborate with PTA to schedule and host school-wide events to support students and families such as parent education classes. b) Identify and communicate the needs of student populations and their families with community partners. c) Develop parent and family engagement policy and offer flexible opportunities for meetings. Staff Responsible for Monitoring: Campus Administration Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 Funding Sources: Title I Family Engagement - 211 - Title I - \$1,750		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth. Actions: a) Provide professional development for all teachers in analyzing and using a variety of data for the purpose of focused instruction, appropriate interventions, and approved accommodations. b) Track student performance on common assessments, interims and district screeners to determine progress toward success on STAAR assessments during PLCs. Staff Responsible for Monitoring: Campus Administration Instructional Facilitators Campus Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 Funding Sources: Professional Development - 211 - Title I - \$6,700		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
Strategy 4: Implement a multi-tiered system of support (MTSS) for identified students. Actions: a) Hold campus MTSS meetings throughout the year. b) Regularly meet with campus staff to discuss progress, needs, curriculum and resources to develop individualized student plans. Staff Responsible for Monitoring: Campus Administration Campus Facilitators Campus Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1, 2 Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - \$88,352	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Implement and monitor district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators. Actions: a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services. Staff Responsible for Monitoring: Campus Administration Attendance Clerk 504 Coordinator Special Education Staff Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our 5th grade African American population was significantly lower in both math and reading than our other demographics. In math they are 18 points lower than than our second lowest population and in reading they are 33 points lower than the second lowest population, **Root Cause:** This population is more transient and have attended various schools. The inconsistency of instruction has caused learning gaps.

Problem Statement 2: Our 4th grade African American population was significantly lower in math and reading than our other grade level demographics in approaches grade level. In math they are 15 points lower than than our second lowest population and in reading they are 19 points lower than the second lowest population, **Root Cause:** This population is more transient. These students have attended various schools and the inconsistency of instruction has caused learning gaps.

Student Learning

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Problem Statement 2: The overall percentage of 4th graders performing on the 2023 reading STAAR in comparison to the 2024 reading STAAR decreased by 10% on approaches, 7% meets and 7% masters. **Root Cause:** We had two new reading teachers in the spring. Students in our AABLE 2 class were required to take STAAR instead of STAAR Alt. These students were reading or performing at three or more grade levels below.

School Processes & Programs


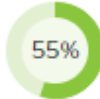




Problem Statement 1: All Students had a target of 46% for reading 2023-2027 but our preliminary results indicate only 43% met or were above in Spring 2024. **Root Cause:** Overall in grades 4-5 we had 40 students who did not make academic growth, due to a lack of effective Tier 1 instruction in written textual responses.

Problem Statement 2: All Students had a target of 49% for math 2023-2027 but our preliminary results indicate only 45% met or were above in Spring 2024. **Root Cause:** Overall in grades 4-5 we had 34 students who did not make academic growth, due to a lack of effective Tier 1 and small group targeted instruction.

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-administered student/staff survey.

Evaluation Data Sources: Observation Data
Social-Emotional Behavior Survey

Strategy 1 Details	Reviews			
Strategy 1: Implement a district-approved program that teaches social character development (SCD). Actions: a) Provide training for all staff utilizing Conscious Discipline as a way to identify campus social and emotional behaviors and collaborate with campus staff to develop a plan and revise our plan throughout the school year. b) Implement and monitor the district provided Character Strong resource throughout the year for SCD. c) Utilize SCD funded Crisis Counselors to provide support to students in areas of SCD. d) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. Staff Responsible for Monitoring: Campus Administration Campus Staff CSI Team Counselor Crisis Counselor Title I: 2.6 - TEA Priorities: Improve low-performing schools 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 3 Problem Statements:

Perceptions
Problem Statement 1: According to parent and student surveys administered, mutual kindness to one another has become an issue of concern with 29% of students and 20% parents answering with neutral or lower ratings. Root Cause: Students do not understand the difference between disagreement and personal preferences. Students will conclude someone is not being kind instead of acknowledging they feel differently about a situation.

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: Behavioral RtI data records

Strategy 1 Details	Reviews			
Strategy 1: Implement the behavioral MTSS plan with fidelity. Actions: a) Provide training on the district behavior MTSS plan. b) Implement Conscious Discipline campus wide. c) Schedule extended behavior MTSS collaboratives and utilize Success Ed or Focus to input behavioral student plans. d) Utilize the behavior facilitator to guide best practices. Staff Responsible for Monitoring: Campus Administration Counselor Crisis Counselor Campus Staff CSI Team Behavior Facilitator Title I: 2.6 - TEA Priorities: Improve low-performing schools 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 4 Problem Statements:

Perceptions
Problem Statement 1: According to parent and student surveys administered, mutual kindness to one another has become an issue of concern with 29% of students and 20% parents answering with neutral or lower ratings. Root Cause: Students do not understand the difference between disagreement and personal preferences. Students will conclude someone is not being kind instead of acknowledging they feel differently about a situation.

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: 2022-2023 Campus Attendance

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement a campus-wide program that increases student attendance. Actions: a) Develop and communicate campus attendance plan with all stakeholders. b) Monitor and make adjustments to the attendance plan throughout the year as needed. c) Track student and staff attendance. d) Provide incentives that encourage student attendance. e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help mitigate student attendance issues. f) Utilize the district tribunal process. Staff Responsible for Monitoring: Campus Administration Campus Staff Attendance Clerk TEA Priorities: Improve low-performing schools Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our 4th grade African American population was significantly lower in math and reading than our other grade level demographics in approaches grade level. In math they are 15 points lower than than our second lowest population and in reading they are 19 points lower than the second lowest population, Root Cause: This population is more transient. These students have attended various schools and the inconsistency of instruction has caused learning gaps.

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: Staff and Student Survey, Accident Reports

Strategy 1 Details		Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. Actions: a) Review perception data from students, staff, and parents to identify strategies to improve campus safety. b) Utilize the campus CSI team to review student and staff safety concerns. c) Take corrective action of findings at the campus by utilizing our CSI Logistics Team. d) Implement and review the district safety protocols. e) Schedule and monitor safety drills through Navigate 360. f) Identify potential school and safety threats using survey data to implement and refine procedures. g) Continue to implement the Anonymous Alerts and Threat Assessment System. h) Conduct monthly safety meetings with the Safety Committee and revise plans as needed. Staff Responsible for Monitoring: Campus Administration Campus Staff Safety Committee 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 1 Problem Statements:

Perceptions
Problem Statement 1: According to parent and student surveys administered, mutual kindness to one another has become an issue of concern with 29% of students and 20% parents answering with neutral or lower ratings. Root Cause: Students do not understand the difference between disagreement and personal preferences. Students will conclude someone is not being kind instead of acknowledging they feel differently about a situation.

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: Campus WC Report

Strategy 1 Details	Reviews			
Strategy 1: Implement the district-wide program that promotes an accident-free work environment. Actions: a) Conduct facility reviews to locate and address issues and needs. b) Provide safety training for campus staff based on district protocols. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe Schools Training. Staff Responsible for Monitoring: Campus Administration Campus Staff 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: According to parent and student surveys administered, mutual kindness to one another has become an issue of concern with 29% of students and 20% parents answering with neutral or lower ratings. Root Cause: Students do not understand the difference between disagreement and personal preferences. Students will conclude someone is not being kind instead of acknowledging they feel differently about a situation.

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: Campus Site-Based Team Meetings

Strategy 1 Details	Reviews			
Strategy 1: Maintain a district-wide coordinated health program. Actions: a) Continue to implement health related plans at the campus level. Examples include: Play It Safe, Vision Screenings, Employee Wellness Challenges, etc. b) Follow district health requirements. c) Students participate in regular pacer and fitness gram tests in physical education class. Staff Responsible for Monitoring: Campus Administration Nurse Campus Staff 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 3 Problem Statements:

Perceptions
Problem Statement 1: According to parent and student surveys administered, mutual kindness to one another has become an issue of concern with 29% of students and 20% parents answering with neutral or lower ratings. Root Cause: Students do not understand the difference between disagreement and personal preferences. Students will conclude someone is not being kind instead of acknowledging they feel differently about a situation.

State Compensatory

Budget for Academy at C. F. Thomas

Total SCE Funds: \$88,352.00

Total FTEs Funded by SCE: 2.66

Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for Academy at C. F. Thomas

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kim Saylor	Reading Interventionist	0.33
Ricardo Alvarez	Teacher	0.5
Rosalynn Schultz	Teacher	0.33
Stephanie Jackson	Instructional Facilitator	1
Veronica Bustamante	Reading Interventionist	0.5

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2024 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents:

- Lucritia Ibarra
- Antonio Armendariz

Community Members:

- David Crook
- Monty Brouse

Business Representatives:

- Vicki Brouse
- Samuel Brous

Campus Professionals:

- Angela Limon
- Allison Crook
- Tatiana Castro
- Kelly Campbell
- Robin Le
- Sarah Ruiz
- Sheila Seaborn-Huff

District Professional:

- Stephanie Jackson

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, 77.36% of students were identified as at-risk based on one or more of the following criteria:

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

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

2.5: Increased learning time and well-rounded education

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

- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Character Development

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

The Parent and Family Engagement Policy is available on our campus website in English and Spanish.

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings to accommodate parents' work schedules unless otherwise noted. The following family engagement activities are planned for 2024-25:

- August Refresh Back to School Event at WG Thomas Coliseum
- August Meet the Teacher Night on campus
- September Grandparents Ice Cream Social
- October Title I Meetings on campus
- October Fall Festival on campus
- November Book Fair (Monday through Thursday on campus with Thursday night extended hours)
- November Veterans' Day Event on campus
- December Chorus Event on campus
- March STEM Night and Open House on campus
- March Book Fair on campus
- March Discover Birdville Event
- April Family Engagement Policy and Compact Revision on campus
- Field Day in May on campus

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Lopez	Title I EA/Parent Liaison	Title I	1.0
Charlene Soto	Title I EA/Parent Liaison	Title I	1.0
Melissa Garner	Instructional Facilitator	Title I	.5
Veronica Bustamante	Reading Interventionist	Title I	.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	SCE Campus Personnel		\$88,352.00
Sub-Total					\$88,352.00
Budgeted Fund Source Amount					\$88,352.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Campus Personnel		\$154,615.00
1	2	1	Title I Tutors		\$14,977.00
1	2	2	Title I Family Engagement		\$1,750.00
1	2	3	Professional Development		\$6,700.00
Sub-Total					\$178,042.00
Budgeted Fund Source Amount					\$178,042.00
+/- Difference					\$0.00
Grand Total Budgeted					\$266,394.00
Grand Total Spent					\$266,394.00
+/- Difference					\$0.00