Birdville Independent School District

District Improvement Plan

2024-2025

Mission Statement

The strategic mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing, global society. Embedded in this mission is the commitment to provide students with innovative and responsive learning environments where graduates are empowered learners, responsible citizens, global competitors and innovative entrepreneurs.

To be prepared for success in college and the workplace, a Birdville ISD graduate is a/an:

Empowered Learner

- Applies knowledge and skills mastered through well-rounded, comprehensive, rigorous and relevant learning experiences
- Communicates effectively for different audiences and purposes through authentic reading, writing, listening and speaking
- Seeks opportunities to learn and grow in response to an ever-changing world

Responsible Citizen

- Collaborates effectively with teams, both as a contributor and a leader, to accomplish a common goal with a commitment to service
- Balances physical, mental and emotional health through reflection, self-evaluation and self-advocacy
- Demonstrates ethical behaviors exhibiting integrity, respect and accountability

Global Competitor

- Demonstrates knowledge of and empathy for cultural, economic, environmental and social issues across the world
- Values the importance of diversity in life and careers
- Exhibits academic, technological and workplace competence within a global environment Innovative

Entrepreneur

- Solves problems through collaboration, critical thinking, creativity and innovation
- Takes calculated risks, learns from mistakes and is resilient in the face of challenges
- Embraces and applies passions to execute plans and accomplish career and life goals

Core Beliefs

We believe that ...

1. Human beings are complex with unique intellectual, social, emotional, and physical needs.

2. Every person is unique by design, with abilities, gifts and talents.

3. Every person has inherent value and unique potential.

4. All people are innately curious.

5. Relationships are an inherent human need.

6. Personal responsibility is essential and noble for all.

7. Family profoundly impacts who we become.

8. Character is developed through life experiences.

9. With a privilege comes responsibility and accountability.

10. A physically and emotionally safe environment encourages learning.

11. learning is not limited by time or space.

12. Freedom is a universal desire to be promoted and preserved.

13. Values drive choices.

14. Change is constant.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Demographics Summary

Birdville ISD is located in northeast Tarrant County and incorporates all or portions of seven municipalities: Haltom City, North Richland Hills, Richland Hills, Watauga, Fort Worth, Hurst, and Colleyville. Neighborhoods served by the district range from urban, low-income to suburban upper-middle-class.

Birdville ISD Demographic Breakdown - 2023-2024 (Fall PEIMS)

Total Students	22,219	
Students by grade level		
Early Education	161	0.72%
Elementary (Grades PK - 5)	10,125	45.56%
Middle School (Grades 6-8)	4,943	22.25%
High School (Grades 9-12)	6,990	31.46%
Student Demographics		
Female	10,727	48.28%
Male	11,492	51.72%
Hispanic-Latino	10,631	47.85%
American Indian	151	0.68%
Asian	1,131	5.09%
African American	2,511	11.30%
Pacific Islander	97	0.44%

White	7,420	33.39%
Two-or-More	278	1.25%
Student Programs		
Dyslexia	1,673	7.53%
Gifted and Talented	1,587	7.14%
Special Education (SPED)	3,157	14.21%
Emergent Bilingual (EB)	5,869	26.41%
Bilingual Education	1,912	8.61%
Student Indicators		
Economically Disadvantaged	13,865	62.40%
At Risk	13,423	60.41%
Homeless Status	128	0.58%
Attendance		
2023-2024 school year	94.3% (OnDataSuite)	

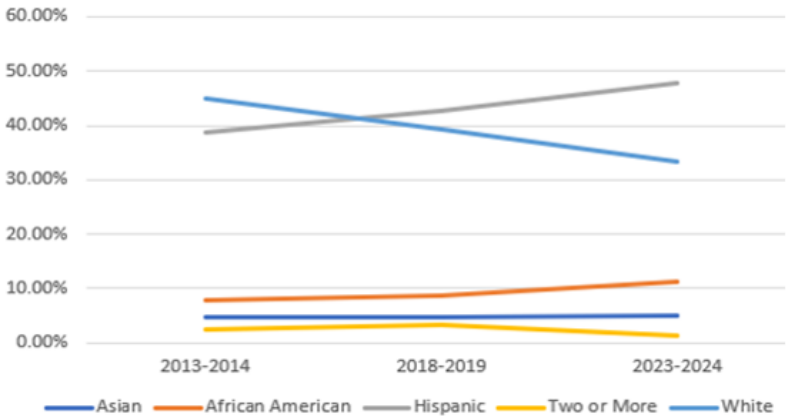
Graduation Rates (lagging data) - TAPR 2023		
All students	4-year	92.90%
African American	4-year	94.60%
Asian	4-year	100%
Hispanic	4-year	91.00%

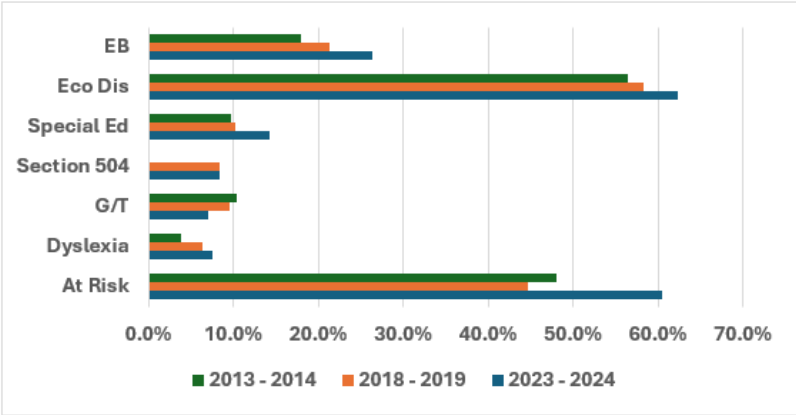
White	4-year	93.90%
Two or More Races	4-year	91.70%
Economically Disadvantaged	4-year	90.90%
Emergent Bilingual	4-year	85.60%
Special Education	4-year	84.70%

Total Staff (employed 2022-2023)	2,991
Staff Information	
Administration and Administrative Support	506
Teachers	1,507
Educational Aide	320
Auxiliary	648
Staff Demographics	
Female	76.80%
Male	23.20%
Hispanic-Latino	16%
American Indian	0.30%
Asian	1.80%
African American	5%

Pacific Islander	0.10%
White	75.30%
Two-or-More	1.50%
Teacher Years of Experience	
Beginning	9.50%
1-5 years experience	23.20%
6-10 years experience	22.70%
11-20 years experience	27.90%
Over 20 years experience	16.70%
Average years experience	11.5
Average years experience in BISD	7.6
Turnover Rate	20.20%
Average Actual Teacher Salaries	$63,500

Over the past decade, BISD has experienced significant demographic and population changes. These changes highlight the evolving diversity and needs within our district.





- **The African American population increased by 3.40%.**
- **The Hispanic population increased by 9.10%.**
- **The White population decreased by 11.60%.**
- **The At-Risk population increased by 12.3%.**
- **The Gifted/Talented population decreased by 3.7%.**
- **The Dyslexia population increased by 3.7%**
- **Students served by Section 504 increased by 8.3%.**
- **Students served by Special Education increased by 4.5%.**
- **The population of Economically Disadvantaged students increased by 6.0%.**
- **The Emergent Bilingual population increased by 8.5%.**

Demographics Strengths

Over the past decade, the district's attendance rates have generally remained stable, with some fluctuations and a noticeable impact from the COVID-19 pandemic. From 2013-2014 through 2018-2019, attendance rates hovered around 95.4% to 95.7%, reflecting consistent student attendance. The COVID-19 pandemic brought significant challenges, particularly evident in the 2021-2022 school year, where attendance dropped to 92.7%. Since then, there has been a gradual recovery, with attendance improving to 93.8% in 2022-2023 and reaching 94.3% in 2023-2024.

Over the past few years, our district has maintained strong 4-year graduation rates, consistently above 90%. In 2018, the graduation rate was 92.6%, slightly decreasing to 92.5% in 2019. There was a slight dip in 2021, with the rate at 91.0%. However, the rate improved to 92.9% in 2022, indicating a positive trend towards maintaining high graduation rates. This is lagging data, however, preliminary data indicate a 4-year graduation rate of 93.0% for 2023.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students. **Root Cause:** Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.

Student Learning

Student Learning Summary

3rd Grade

Course	Performance Level	2022 State	2022 BISD	2023 State	2023 BISD	2024 State	2024 BISD
RLA	Approaches	77	79	77	79	75	74
	Meets	52	55	50	55	49	47
	Masters	31	35	20	35	21	19
Math	Approaches	70	71	72	71	69	71
	Meets	42	45	43	45	41	40
	Masters	21	23	19	23	15	13

4th Grade

Course	Performance Level	2022 State	2022 BISD	2023 State	2023 BISD	2024 State	2024 BISD
RLA	Approaches	77	79	78	80	81	82
	Meets	54	55	47	51	51	48
	Masters	29	29	21	23	23	20
Math	Approaches	69	71	70	69	68	66
	Meets	41	41	47	44	45	41
	Masters	23	20	22	19	21	17

4th Grade

Course	Performance Level	2022 State	2022 BISD	2023 State	2023 BISD	2024 State	2024 BISD
RLA	Approaches	77	79	78	80	81	82
	Meets	54	55	47	51	51	48
	Masters	29	29	21	23	23	20
Math	Approaches	69	71	70	69	68	66
	Meets	41	41	47	44	45	41
	Masters	23	20	22	19	21	17

4th Grade - SPANISH

Course	Performance Level	2022 State	2022 BISD	2023 State	2023 BISD	2024 State	2024 BISD
RLA	Approaches	49	40	51	37	47	39
	Meets	29	16	31	22	29	18
	Masters	15	11	13	3	12	4
Math	Approaches	45	24	47	23	39	31
	Meets	18	5	22	6	19	9
	Masters	8	0	7	0	6	3

5th Grade

Course	Performance Level	2022 State	2022 BISD	2023 State	2023 BISD	2024 State	2024 BISD
RLA	Approaches	80	84	81	82	78	82
	Meets	57	60	56	60	54	58
	Masters	37	40	28	32	29	31
Math	Approaches	76	78	79	80	76	79
	Meets	47	47	50	50	49	52
	Masters	24	24	21	21	19	20
Science	Approaches	66	70	64	67	57	62
	Meets	37	42	34	40	26	31
	Masters	17	19	15	18	11	13

5th Grade - SPANISH

Course	Performance Level	2022 State	2022 BISD	2023 State	2023 BISD	2024 State	2024 BISD
RLA	Approaches	64	61	62	56	61	66
	Meets	33	30	33	29	27	26
	Masters	13	7	14	8	8	11
Math	Approaches	49	46	57	33	48	47
	Meets	20	12	23	18	19	16
	Masters	7	2	5	0	3	3
Science	Approaches	33	26	33	21	21	13
	Meets	11	2	9	3	5	0
	Masters	3	2	2	0	1	0

6th Grade

Course	Performance Level	2022		2023		2024	
		State	BISD	State	BISD	State	BISD
RLA	Approaches	69	69	75	75	75	74
	Meets	42	41	50	51	54	54
	Masters	22	22	21	22	25	24
Math	Approaches	72	77	74	76	69	68
	Meets	37	40	37	39	37	38
	Masters	15	15	15	14	13	13

7th Grade

Course	Performance Level	2022		2023		2024	
		State	BISD	State	BISD	State	BISD
RLA	Approaches	78	80	77	79	72	72
	Meets	54	56	52	56	52	55
	Masters	37	36	26	27	28	30
Math	Approaches	59	69	61	70	53	59
	Meets	29	42	35	45	32	39
	Masters	12	21	10	17	10	13

8th Grade

Course	Performance Level	2022		2023		2024	
		State	BISD	State	BISD	State	BISD
RLA	Approaches	82	81	82	83	79	78
	Meets	56	53	56	56	54	53
	Masters	37	34	27	25	28	27
Math	Approaches	70	67	74	70	70	69
	Meets	38	35	44	39	40	38
	Masters	13	13	16	12	15	12
Science	Approaches	73	76	72	77	68	69
	Meets	43	44	45	51	42	42
	Masters	22	22	16	19	16	16
Social Studies	Approaches	59	56	60	64	57	56
	Meets	29	25	31	33	31	28
	Masters	17	14	15	15	16	14

Course	Performance Level	2022		2023		2024	
		State	BISD	State	BISD	State	BISD
Algebra	Approaches	74	77	78	81	79	81
	Meets	46	46	45	50	45	47
	Masters	30	29	24	26	25	23
Biology	Approaches	82	84	89	92	91	93
	Meets	57	63	57	64	57	64
	Masters	23	30	22	28	19	23
English 1	Approaches	63	64	71	75	67	69
	Meets	48	48	54	59	54	56
	Masters	11	10	14	16	17	17
English 2	Approaches	71	73	74	77	74	78
	Meets	57	60	56	59	60	64
	Masters	9	10	9	9	9	10
US History	Approaches	89	90	95	97	95	96
	Meets	71	74	71	79	69	73
	Masters	44	50	39	47	37	43

BISD holds high academic standards for all students to reach their fullest potential, with high expectations in every content area across the district. Based on student performance on STAAR, our students have consistently outperformed or grown more than the state in multiple subjects at all performance levels during the last three years.

Key Take Aways

- Scored at/or above the state and regional levels in RLA for 4th, 5th, and 7th grade.
- Continuously scored at/or above the state and regional levels in Math for 3rd and 5th grade, surpassing the state's performance for three consecutive years, a testament to the district's commitment to academic excellence.
- Scored at/or above the state and regional levels in Science for 5th and 8th grade.
- Scored at/or above the state and regional levels in Algebra, Biology, English I, English 2, and U.S. History EOCs.
- Outperformed the State for three consecutive years in EOC performance.

Special Education Highlights

- Outperformed the State in 3rd grade Math (English) in all 3 performance measures. Outperformed the State and Region 11 in Approaches & Meets in 3rd Math (Spanish)
- Performed 1% better than the State in Masters on both 4th grade Math and Reading STAAR. BISD scored 1% higher than Region 11 in 4th grade Reading (Spanish)
- Outperformed the State and Region 11 in all 3 performance measures in all 3 of the 5th grade STAAR tests (English). BISD outscored Region 11 in approaches grade level on 5th Reading (Spanish) & 5th Math (Spanish)
- 6th grade Math outperformed the State and Region 11 in Meets Grade Level.
- BISD scored higher than the State and Region 11 in Approaches & Meets in 8th grade Math and in all 3 performance categories in 8th grade Science
- ALGEBRA 1:, BISD outperformed the State in Meets and Masters, and Region 11 in Approaches, Meets, & Masters
- BIOLOGY: BISD outperformed State and Region 11 in all 3 performance categories
- ENGLISH 1: BISD outperformed the State and Region 11 in Approaches grade level
- U.S. HISTORY: BISD outperformed the State in Masters grade level

Graduation (The following is lagging data based on the 2023 TAPR report)

- The 4-year graduation rate (2023) was 92.9% This was an increase of almost 2% from 2022.
- College, Career, or Military Ready (CCMR) 58.3% of all graduates in 2023, graduated with CCMR credits.
- AP Met Criteria in Any Subject: 23% of all graduates in 2023.
- 15% of all 2023 graduates earned Dual Course Credit.
- 2% of all 2023 graduates earned an Associate's Degree while still in high school.
- Eleven students enlisted in the Armed Forces or Texas National Guard (Military Indicator)

Student Learning Strengths

BISD has demonstrated exceptional academic performance across various subjects and grade levels, consistently surpassing state and regional benchmarks.

In Reading/Language Arts (RLA), students in the 4th, 5th, and 7th grades have scored at or above state and regional levels, showcasing strong literacy skills. Similarly, our 3rd and 5th grade students have consistently excelled in Math, surpassing state performance for three consecutive years, reflecting our commitment to maintaining high academic standards in numeracy.

Science achievements are also commendable, with 5th and 8th grade students scoring at or above state and regional levels, indicating a solid foundation in scientific knowledge and inquiry. Additionally, our students have excelled in End-of-Course (EOC) exams in Algebra, Biology, English I, English II, and U.S. History, with scores consistently at or above state and regional levels. Notably, our district has outperformed the state in EOC performance for three consecutive years, underscoring the effectiveness of our instructional strategies and support systems.

Special education students have also shown remarkable progress. Our 3rd graders outperformed the state in Math (English) across all performance measures and excelled in Math (Spanish) by surpassing both state and Region 11 levels in Approaches and Meets. In 4th grade, our students performed 1% better than the state in Masters for both Math and Reading STAAR, and outscored Region 11 in 4th grade Reading (Spanish). Our 5th graders outperformed the state and Region 11 in all three performance measures across all STAAR tests (English) and excelled in Reading and Math (Spanish).

In 6th grade, our students outperformed the state and Region 11 in Meets Grade Level for Math. Our 8th graders also achieved higher scores than the state and Region 11 in Approaches and Meets for Math and in all performance categories for Science.

The district's excellence is further highlighted by our EOC performance. In Algebra 1, Biology, and English I, our students outperformed the state and Region 11 across all performance categories. In U.S. History, our students surpassed the state in Masters grade level.

Our graduation and college readiness indicators are equally impressive. The 4-year graduation rate increased to 92.9% in 2023, reflecting a nearly 2% improvement from the previous year. Additionally, 58.3% of our graduates in 2023 were College, Career, or Military Ready (CCMR), with 23% meeting AP criteria in any subject, 15% earning Dual Course Credit, and 2% obtaining an Associate's Degree while still in high school. Furthermore, eleven students enlisted in the Armed Forces or Texas National Guard, demonstrating the diverse pathways our graduates pursue.

These achievements highlight the district’s strengths in fostering academic excellence, providing robust support for special education, and preparing students for post-secondary success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. **Root Cause:** Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.

District Processes & Programs

District Processes & Programs Summary

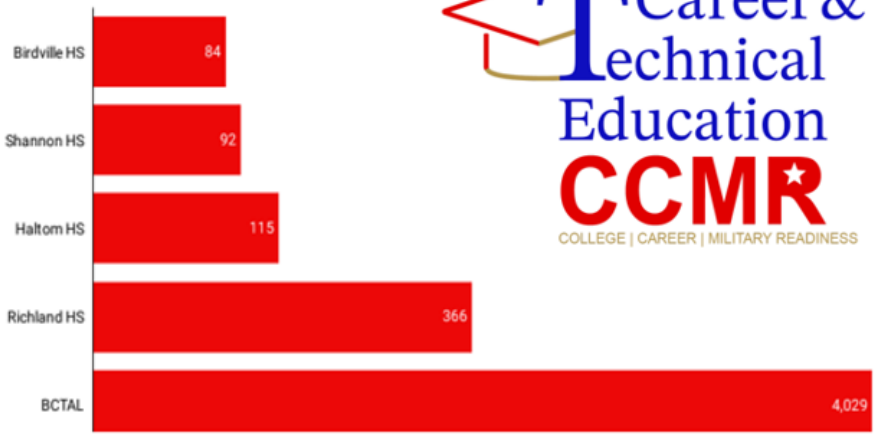
BISD has extensive curricular programs for all students. Beginning in Pre-Kindergarten, students are assessed in reading and math using universal screening methods that allow teachers and campuses to best meet the needs of all students. In addition, BISD departments including Counseling Services, Advanced Academics, Career and Technical Education (CTE), and Multilingual provide various resources to allow students to individualize their learning experiences.

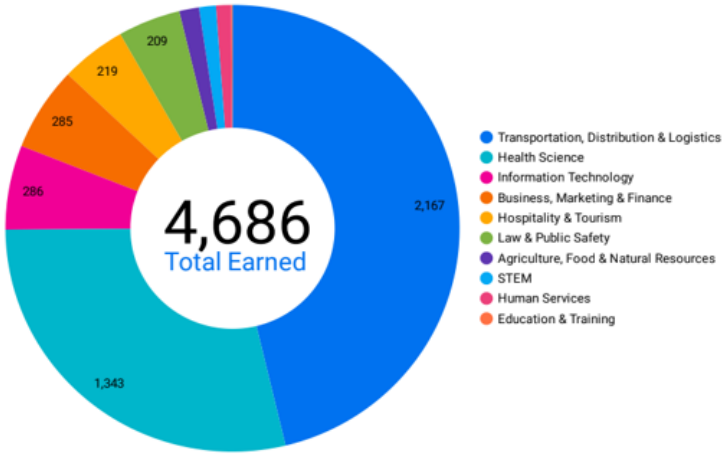
While most students participate in the general curriculum, BISD has support systems in place for students behind their peers. A wide range of support systems are provided to students, which may include:

- Full Day Pre-K
- Dyslexia support
- EB support (Bilingual classrooms PK-5th, ESL support PK - 12)
- Special Education services
- Intervention
- Accelerated Instruction
- Credit Recovery programs

In addition, the district offers systems for students who are performing ahead of their peers such as/but not limited to:

- Math acceleration (by grade level)
- Pre-AP and AP courses
- Dual Credit College opportunities
- AVID





District Processes & Programs Strengths

The Birdville Center of Technology and Advanced Learning (BCTL) invites students to learn in 12 programs of study, which include Health Science, Hospitality and Tourism, Transportation, Business and Marketing, Law and Public Safety, Agriculture, Human Services, Information Technology, Construction, Audio-Visual Technology, Education and Training, as well as STEM (Science, Technology, Engineering, Mathematics) In 2023-2024 BISD students earned a total of 4,686 certifications across those fields. This was a resounding increase from 2022-2023 total of 2,679 certifications earned. enabling them to move into the workplace and post-secondary education easily. Students can earn dual credit in three areas. For a complete listing of Programs of Study offered, please see the district website: https://www.birdvilleschools.net/Page/66425

Perceptions

Perceptions Summary

In the spring of 2024, the district collected data regarding school safety issues from approximately 9950 students, 2400 parents, and 1700 staff members using an online survey. Data collected included perceptions of the overall safety environment of schools, safety issues that respondents indicated were most important, and recognition of several procedural, equipment, and structural changes that have been made over the past several years to improve campus security, such as the increase in security officers at secondary campuses, surveillance cameras, and use of security vestibules to limit access to facilities.

Students considered these to be the top 5 safety issues of concern: substance abuse, bullying, violence, weapons, and the need for more security officers/police officers.

Staff considered these to be the top 5 safety issues on campus: Communication, School Discipline, Bullying, Substance Abuse, and Building Security.

Survey results also indicate the following regarding perceptions of school safety:

- 76% of students and 94% of staff members reported always feeling safe at school
- 74% of students indicated that they have a trusting relationship with at least one meaningful adult on campus.

Perceptions Strengths

Birdville ISD has a well-developed safety plan that teachers and students understand. The district continues to strengthen our plan by having scheduled trainings and drills throughout the year which involve local governmental organizations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A concern of students, staff, and parents in our survey was on general building and overall campus safety and security. **Root Cause:** Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.

Priority Problem Statements

Problem Statement 1: Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students.

Root Cause 1: Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards.

Root Cause 2: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: A concern of students, staff, and parents in our survey was on general building and overall campus safety and security.

Root Cause 3: Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Goals

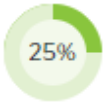
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of the 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.

High Priority

HB3 Goal

Evaluation Data Sources: Elementary: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)
Secondary: Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading) and State Interim Assessments for EOC tested subjects
Alignment to Strategic Plan, Strategy 1, Objective 1.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity of campus staff to implement the District curriculum and state-approved resources with fidelity at the campus level. **Actions:** a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity to implement campus plans. b) Support campus leadership teams to lead the implementation of the District curriculum, identified resources, and strategies. c) Provide technical, consulting, and coaching support for campus implementation plans. d) Provide training resources which support the district curriculum and state-approved resources. e) Use data to provide targeted support and progress monitoring. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction, Executive Directors of Campus Support **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement. **Actions:** a) Continue to provide elementary new teachers and administration training on the science of teaching reading based on TEA and HB3 requirements through the implementation of the reading academies and coaching model. b) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. c) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among principals and central office staff. d) Infuse lessons and research-based best practices from state-approved resources into regularly scheduled Instructional Leadership Team and Leaders of Learners Team meetings. e) Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading. f) Collect process data to measure the degree of alignment and implementation of district initiatives. g) Assist campus administrators in the monitoring of campus implementation of the district RLA curriculum through ongoing professional learning and coaching. h) Implement training to support general education and all special program teachers with instructional practices that align to the district curriculum and assessment requirements. i) Build the capacity of instructional facilitators to support teachers in meeting STAAR and HB3 performance measures. j) Integrate the use of proficiency scales for mathematics grades K - 8. k) Increase teacher capacity to teach the required K-3 phonics program. l) Integrate the Research-Based Instructional Strategies for literacy and mathematics instruction. **Staff Responsible for Monitoring:** Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum and Instruction, Executive Directors of Campus Support **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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) Use the Quarterly Review Protocol process and campus walks that are specific to instruction and program implementation for the purpose of improving student performance. c) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance, and Interims) to inform instruction and document student growth. d) Develop and conduct professional learning on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth. e) Support teacher training on the implementation of tier-one priorities. f) Train instructional facilitators and teachers on providing students with specific feedback on student learning progression. g) Continue to train and require the regular use of continuous improvement processes in the classroom. h) Campuses 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. i) Prepare Performance Measures for each campus aligned to the TEA's definition of expected growth in Academic Achievement - STAAR performance status at the Meets Grade Level or above standard in reading/language arts (RLA) and mathematics. **Staff Responsible for Monitoring:** Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum and Instruction, Executive Director of Campus Support, Director of Planning, Assessment, and Accountability **Problem Statements:** Student Learning 1	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Review and refine the district-wide comprehensive plan for students participating in advanced studies, including identified gifted and talented (GT) students, for the purpose of broadening the opportunities for rigorous learning. **Actions:** a) Provide professional learning on College Board resources for Advanced Academics teachers with a focus on teachers who are new to AP and the applicable content coordinators. b) Investigate and design options for high school enrichment, including college coursework. c) Review and refine the GATE services based on the Texas State Plan for Gifted Education. d) Increase the participation of UIL academic events and other competitions such as Destination Imagination. e) Increase the number of students completing and receiving an Associate's Degree from the Early College High School. f) Increase the number of students who meet qualifications on college entrance exams. **Staff Responsible for Monitoring:** Director of Advanced Academics & CCMR **Problem Statements:** Student Learning 1	35%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

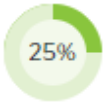
Student Learning
Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. **Root Cause**: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.

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

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.
b) Require all campuses with any under-performing groups to develop a local targeted improvement plan and engage in quarterly data-driven progress monitoring meetings.

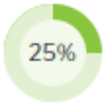
HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments. Alignment to Strategic Plan, Strategy 1, Objectives 1 and 2.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct program evaluations targeting special population groups to ensure program quality, coherency, and efficiency. **Actions:** a) Continue to implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, EBs, dyslexia and other special populations such as homeless). b) Develop and implement a system to monitor and ensure compliance requirements of special programs that address closing achievement gaps. d) Implement processes to collect, analyze, and monitor the effectiveness of special programs that support identified students e) Continue to implement accelerated instruction according to HB1416 f) Investigate different models to assist with accelerating the learning for special education students **Staff Responsible for Monitoring:** Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum and Instruction, Executive Director of Specialized Programs, Behavior Support and Compliance, Executive Director of Specialized Instruction, Evaluations, and Early Childhood, Director of Planning, Assessment, & Accountability **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional learning that assists teachers in the development, administration, and use of student performance data to evaluate the academic growth of under-performing students. **Actions:** a) Provide professional development for all teachers in analyzing and using a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (i.e. state testing and classroom instruction). b) Track student performance to determine progress toward success on meeting grade level standards. c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. d) Implement the comprehensive professional development plan targeting the needs of emergent bilinguals and special education students. **Staff Responsible for Monitoring:** Executive Director of Curriculum, Instruction & Accountability, Executive Director of Curriculum & Instruction, Executive Director of Specialized Instruction, Evaluations, & Early Childhood, Executive Director of Specialized Programs, Behavior Support, and Compliance, Director of Planning, Assessment, & Accountability **Problem Statements:** Student Learning 1	25%	55%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Establish the PDSA process as a standard operating procedure in the district for improving instruction, data analysis, and student growth. **Actions:** a) Provide support, training and coaching in the use of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. c) Highlight campus examples of the PDSA process, goal-setting, and digital data folders during campus walk debriefs. **Staff Responsible for Monitoring:** Associate Superintendent of Curriculum, Instruction, and Accountability, Executive Director of Curriculum & Instruction, the Executive Directors of Campus Support, and the Director of Planning, Assessment, & Accountability **Problem Statements:** Student Learning 1	25%	40%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enlist community and business partners to assist in providing support to students and families. **Actions:** a) Coordinate existing community/business partnerships to create a clearinghouse of resources including people, time, and contributions. b) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff. c) Create new community/business partnerships to enhance the academic, attendance, and personal achievements of students. **Staff Responsible for Monitoring:** Communications Officer **Problem Statements:** Demographics 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement and monitor the district protocol for identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators. **Actions:** a) Provide quarterly reports to monitor services based on coding. b) Ensure completion and alignment of services with appropriate coding prior to each PEIMS submission. c) Strengthen the communication process to all stakeholders responsible for PEIMS data. d) Provide training using OnDataSuite (ODS) to monitor at-risk indicators. e) Develop and implement PEIMS submission time-lines which will include all applicable stakeholders. **Staff Responsible for Monitoring:** Chief Technology Officer **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students. **Root Cause**: Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.

Student Learning
Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. **Root Cause**: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.

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

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

High Priority

Evaluation Data Sources: Social Character Development Learning Survey
Alignment to Strategic Plan, Strategy 3, Objectives 3.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district curriculum for social and character development (SCD). **Actions:** a) Develop a deployment plan for implementing SCD curriculum (Character Strong). b) Utilize the SCD task-force to assess and evaluate the effectiveness of the SCD program. c) Provide ongoing professional learning to all stakeholders, including all teachers, campus administrators, and district administrators on the SCD program. **Staff Responsible for Monitoring:** Director of Counseling Services **Problem Statements:** Demographics 1	15%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and implement the SCD component contained in the district Comprehensive Counseling Plan. **Actions:** a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Conduct surveys to determine the needs of families in crisis. c) Collect data on intervention efficacies. d) Implement Lifelines, a suicide prevention program, for students, parents, district staff and community. e) Implement Trust Based Relational Interventions (TBRI) for trauma-informed practices. **Staff Responsible for Monitoring:** Director of Counseling **Problem Statements:** Demographics 1	35%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

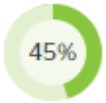
Demographics

Problem Statement 1: Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students. **Root Cause**: Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.

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 who end up in a disciplinary placement.

Evaluation Data Sources: Behavioral MTSS data records
Aligned to Strategic Plan, Strategy 2, Objective 4

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement with fidelity the behavioral MTSS plan. **Actions:** a) Ensure that every campus has trained staff in the implementation of the behavioral MTSS plan with established procedures. b) Audit PBIS agendas and minutes during principal appraisal conferences and campus visits. c) Require each campus to implement a research-based campus discipline management program that aligns with and supports the district behavior MTSS tiered plan. d) Require campuses to use Focus to input behavioral MTSS student plans and then use the data for the assignment of students to DAEP. e) Publish list of approved resources in behavior MTSS handbook. f) Create a venue for campuses to share best practice for implementing the behavior MTSS plan. g) Provide Tier 1 behavior management training for teachers to avoid escalation to Tier 2 and Tier 3. h) Ensure appropriate interventions are in place to support student behavior. i) Increase parental educational opportunities to support student behavior. j) Utilize student survey data to determine effectiveness of DAEP program. k) Review the process for discretionary placement and provide campus administrative staff training to ensure proper DAEP placement for students served by special education. k) Research and develop a plan for implementing programs that address mandatory placement and training for DAEP staff. **Staff Responsible for Monitoring:** Executive Directors of Campus Support, Executive Director of Student Services, Assistant Director of Counseling Services **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students. **Root Cause**: Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.

Student Learning

Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. **Root Cause**: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.

Perceptions

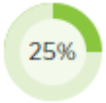
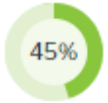
Problem Statement 1: A concern of students, staff, and parents in our survey was on general building and overall campus safety and security. **Root Cause**: Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.

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 5: Increase the number of students meeting college, career, and military readiness (CCMR) requirements in grades 9-12 through establishing yearly progress monitoring targets in alignment with the new state standards. This will, in turn, increase the percent of students meeting CCMR requirements which will impact all domains for high school accountability.

HB3 Goal

Evaluation Data Sources: Number of students meeting TSIA 2, SAT or ACT qualification scores, number of students graduating with a coherent sequence of CTE courses, number of students going into the military (suspended until further notice from TEA), number of students who complete CTE certifications and/or licensees.
Aligns with Strategic Plan, Strategy 4, Objectives 1 and 4.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide equitable access to CTE courses for students at all high schools, with a focus on at-risk students. **Actions:** a) Use the eDynamic course offerings to expand CTE participation. b) Develop and implement communication strategies to educate stakeholders at all levels of all CCMR options for students. c) Investigate the implementation of the OnRamps program. d) Implement test prep support for college readiness exams (SAT, ACT, TSIA2, etc.). e) Coordinate with special education transition specialist to ensure students served by special education are scheduled into CTE courses to meet work force readiness skills. f) Assist in identifying additional businesses who provide work-based opportunities for special needs students. g) Work with TEA to implement a PTECH college program. h) Establish a district-working group to develop strategies to increase CCMR opportunities for students. i) Develop system-wide plans to increase opportunities for emergent bilingual and multilingual students to meet college and career readiness indicators. **Staff Responsible for Monitoring:** Associate Superintendent of Curriculum, Instruction and Accountability, Director of CTE and CCMR, Director of Advanced Academics and CCMR **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide support to all students to help them meet college and career readiness standards. **Actions:** a) Ensure that students are receiving appropriate services to provide pertinent information and support to meet college and career readiness requirements. b) Utilize the 4-year progression plan process to ensure that specific steps are implemented to address student preparation for meeting TSIA 2 passing rates as well as other college and career readiness requirements. c) Progress monitor all identified students that are at risk of not graduating, including but not limited to special education and emergent bilingual students, to ensure they are meeting graduation and CCMR requirements. d) Administer a survey to all high school students to determine post-secondary plans. **Staff Responsible for Monitoring:** Executive Directors of Campus Support, Director of Counseling, Director of CTE & CCMR, Director of Advanced Academics & CCMR **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Expand the opportunities for high school students to meet college, career and military readiness (CCMR) indicators. **Actions:** a) Provide students interested in Dual Credit courses and all seniors the opportunity to take the TSIA 2 at BISD testing sites. b) Offer the SAT School Day at all BISD High Schools for all juniors in the Spring semester and all seniors at no cost to the student. c) Provide test prep for college entrance exams to students through a variety formats, including the resources provided on the advisory choice board. d) Implement an intensive tutorial program for the Collegiate Academy of Birdville students for the TSIA 2 and PSAT. e) Pay for all sophomores and juniors to take the PSAT/NMSQT. f) Pay for all 8th graders to take PSAT 8. g) Utilize the AP potential list to provide individual planning for students. h) Provide campuses with a list of students who need to meet the CCMR requirement. i) Increase industry-based certifications by identifying and removing barriers for certification testing. j) Examine industry-based certifications test data and enter into Focus for PEIMS submission. k) Administer a fall and spring senior survey regarding CCMR intent upon graduation. l) Pay for students to take industry-based certification exams. m) Provide opportunities for students to take the ASVAB. n) Increase participation in development math and English college preparatory courses. o) Communicate the importance CCMR through campus-based activities including the required 8th grade course entitled College and Careers. p) Highlight college opportunities and connections to scholarships, application processes, and planning services as part of the advisory choice board. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction, Director of CTE and CCMR, Director of Advanced Academics & CCMR, and Director of Counseling **Problem Statements:** Student Learning 1	15%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. **Root Cause**: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.

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, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission
Aligns with Strategic Plan, Strategy 4

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Provide funding for campuses to provide incentives to improve student attendance. b) Monitor student attendance and review progress with principals on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Create a system to celebrate campus attendance improvement at district level meetings. d) Audit use of campus attendance incentive funds to determine future allocations for each campus. e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. f) Utilize a third party vendor to support attendance efforts at all campuses through scheduled attendance tribunals. **Staff Responsible for Monitoring:** Executive Director of Student Services, Assistant Director of Student Services **Problem Statements:** Demographics 1 - Perceptions 1	90%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the district's branding and marketing plan. **Actions:** a) Finalize brand development. b) Develop core messaging to drive the BISD brand forward. c) Develop a quarterly digital and social messaging plan. **Staff Responsible for Monitoring:** Communications Officer **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1	25%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students. **Root Cause**: Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.

Student Learning

Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. **Root Cause**: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.

Perceptions

Problem Statement 1: A concern of students, staff, and parents in our survey was on general building and overall campus safety and security. **Root Cause**: Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.

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

Performance Objective 2: Use the district continuous improvement model (PDSA) to identify and improve operations and outcomes in every department and campus.

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.
Aligns with Strategic Plan, Strategies 1 and 2, All Objectives

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes at the district department level. **Actions:** a) Establish goals for each department to improve efficiency and effectiveness of operations at all levels of the organization. b) Develop and implement department plans to achieve goals, including identification of strategies and specific actions. c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate department successes through newsletters that follow the formative review cycles. **Staff Responsible for Monitoring:** Executive Director of Curriculum & Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1	15%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Communicate and implement district standards for classroom improvements and the purchase of furniture, fixtures, and equipment. **Actions:** a) Identify and communicate standards. b) Revise written guidelines and procedures for furniture requests. c) Develop processes and procedures to implement the guidelines. d) Communicate standards to all levels, including the classroom teacher. e) A short-range and long-range replacement cycle needs to be communicated. **Staff Responsible for Monitoring:** Associate Superintendent for Finance, Associate Superintendent for Curriculum and Instruction **Problem Statements:** Perceptions 1	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Recruit, employ and retain quality teaching, administrative, and professional support staff to attain excellence in student performance. **Actions:** a) HR will initiate and distribute a new hire report which includes specific assignment credentials to key stakeholder. b) HR will establish a recruitment schedule for the Fall and Spring recruiting seasons. c) Implement retention through competitive salaries and retention incentives. d) Maintain partnerships with universities and local programs via student teaching alliances. e) Develop a plan for meeting certification requirements and areas of need for current staff. f) Report the number of vacancies in the above areas, weekly. g) Continue to support teachers in successful attainment of national board certification through the BISD national board certification cohort. **Staff Responsible for Monitoring:** Executive Director of Human Resources and Executive Director of Campus Support and Professional Learning **Problem Statements:** Student Learning 1	75%	75%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students. **Root Cause**: Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.
Student Learning
Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. **Root Cause**: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.
Perceptions
Problem Statement 1: A concern of students, staff, and parents in our survey was on general building and overall campus safety and security. **Root Cause**: Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.

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

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

Evaluation Data Sources: District safety survey of students, parents and staff
Aligns to Strategic Plan, Strategy 1

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Use district staff (i.e Safety and Security Specialist, counselors, and Assistant Director of Counseling Services) to work with district and campus administrators to identify and address safety and social emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns. d) Conduct safety audits to identify security issues on campuses and district work sites. e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. g) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. **Staff Responsible for Monitoring:** Executive Director of Student Services **Problem Statements:** Perceptions 1	90%	90%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: A concern of students, staff, and parents in our survey was on general building and overall campus safety and security. **Root Cause**: Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment. **Actions:** a) Continue to review and update the District accident prevention plan and related department safety plans. b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Work with District Supervisors to provide mandatory safety training sessions. d) Facilitate Safety Committee meetings per district plan. e) Review and report claim information to decision makers. f) Perform campus/building safety walk-throughs as required by district plan. g) Monitor the website notification system for Safety Hazard reporting. h) Communicate and recommend action plans to campuses and department heads at least annually. i) Engage Risk Management consultant to work with district staff on monitoring and reporting to Administration, Safety Committee and related district staff. **Staff Responsible for Monitoring:** Executive Director of Finance & Federal Programs **Problem Statements:** Perceptions 1	25%	75%		

No Progress Accomplished Continue/Modify Discontinue

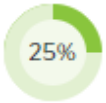
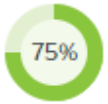
Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: A concern of students, staff, and parents in our survey was on general building and overall campus safety and security. **Root Cause**: Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.

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

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

Evaluation Data Sources: Annual review of district improvement plan requirements
Aligns with Strategic Plan, Strategy One

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Deliver current and accurate information to students, parents, and staff regarding college admission, financial aid, and the TEXAS grant program opportunities. **Actions:** a) Continue to distribute information and provide training modules to counselors. b) Continue to monitor the effectiveness of the delivery of services. c) Work collaboratively with CTE and Advanced Academics to ensure students and families are informed about CCMR. **Staff Responsible for Monitoring:** Director of Counseling Services **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and maintain a district-wide coordinated health program. **Actions:** a) Establish and convene a district health advisory committee to develop or update the district-wide coordinated health plan that includes mental health issues. (Provence) b) Communicate requirements of SB 530 to campus principals and monitor participation of students in physical activity and collection of student fitness assessment data. (Master) **Staff Responsible for Monitoring:** Director of Health Services **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Design and provide services that align and support academic achievement and reduce the dropout rate for at-risk students that meet one or more of the fifteen state criteria. **Actions:** a) Develop a plan for the use of state compensatory education funding. b) Work with campus administration and counseling department to identify and serve students who are in danger of dropping out or not graduating from high school. c) Work collaboratively with district departments to ensure supplemental personnel support state compensatory activities. d) Evaluate expenditures attributed to the state compensatory education program. **Staff Responsible for Monitoring:** Executive Director of Finance and Federal Programs, Director of Counseling **Problem Statements:** Student Learning 1	15%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement. **Actions:** a) Continue to consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title III programs and Title 1, Part A schools. b) Continue to review and update meaningful ways for parents to be involved in their child's education. c) Design, develop and implement a family, parent, and community engagement program to meet the needs of EB students. **Staff Responsible for Monitoring:** Executive Director of Finance and Federal Programs, Executive Director of Curriculum and Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - Perceptions 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Since the onset of the COVID-19 pandemic, the district continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, social-emotional well-being, and increased concerns over social media influence and the dangers of drug use and vaping among students. **Root Cause**: Over 60% of our families are experiencing economic hardship. This economic instability often leads to family instability, limiting parents' ability to actively engage in their children's education and school activities. These challenges are compounded by the added stressors from the COVID-19 pandemic.

Student Learning
Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading/Language Arts and Mathematics have not shown significant growth. This has a direct impact on student success in other core content areas as well as students' ability to meet CCMR standards. **Root Cause**: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of an ever-changing diverse population.

Perceptions

Problem Statement 1: A concern of students, staff, and parents in our survey was on general building and overall campus safety and security. **Root Cause**: Although the district has dedicated substantial time and resources to training students and staff through comprehensive drills and education programs designed to equip everyone with the knowledge and skills needed to respond effectively in emergency situations, nationwide publicity and media coverage of school security concerns have undoubtedly heightened fears among students, parents, and staff.

RDA Strategies

Goal	Objective	Strategy	Description
1	4	1	Implement with fidelity the behavioral MTSS plan.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $2,575,328.00
Total FTEs Funded by SCE: 0
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.

Birdville Independent School District

Haltom High School

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Haltom High School is to commit to ensuring that all students learn to think independently; develop self-confidence; become enthusiastic, lifelong learners; cultivate a respect for diversity of ideas; develop a positive concept of ethics and values; and acquire skills to become healthy, productive citizens.

Haltom High School's goals, objectives, and long-range and annual action plan all reflect the mission and beliefs. Our campus improvement plan is formulated to ensure that every student on our campus has the access and opportunity necessary to achieve their fullest academic potential.

We also recognize that we are part of a larger community whose support is essential to our successfully accomplishing our mission and beliefs. Because of the high expectations from the Haltom High community, we are constantly striving to perform at a level of excellence commensurate with those expectations. Promoting student success is the cornerstone of our belief and guides our daily interaction with students.

Value Statement

We, the faculty at Haltom High School, in accordance with the ideals set forth in our mission statement, believe that:

**** Student learning is the chief priority for the school.***
**** All students possess the inherent drive for learning and are entitled to a positive learning***

environment resulting in the best education possible.
** Each student is a valued individual with unique physical, social, emotional, and intellectual needs.*
** A student's self-esteem is enhanced by positive relationships and mutual respect among and between culturally diverse students and staff creating an appreciation of different peoples and cultures.*
** Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission by promoting opportunities to work together as a community of learners for the success of the school.*
** Students will have the opportunity to participate in a variety of co-curricular and extracurricular activities that enhance character, citizenship, and leadership while developing productive skills necessary for future success.*
**Students are provided competency-based applied learning that contributes to academic knowledge, higher-order thinking skills, problem-solving skills, work attitudes, and general employability skills with an emphasis on technology, occupational awareness, and post-secondary education. Students are provided with numerous opportunities to obtain college credit while in high school.*

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Student Achievement

Student Achievement Strengths

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Family and Community Engagement

Family and Community Engagement Summary

During the 20-21 school year disruptive student behavior incidents increased significantly therefore parent engagement became increasingly important as a means of intervention and support. PTSA, booster organizations, and other parent groups were engaged to hold events on campus designed to engage families throughout the school year despite the challenges of the Omnicron variant and the winter weather that closed school.

Family and Community Engagement Strengths

- PTSA has a FULL officer group of parents and volunteers who are willing to support students and teachers!
- Teacher participation in PTSA for 22-23 tripled in the first round of enrollment from 21-22! Parent enrollment is also up!
- BUFF NIGHT was a tremendous success with 3,000 families and students present!

Demographics

Demographics Summary

Student Demographics

	PEIMS 2023-24 Summer	PEIMS 2023-24 Fall
Student Population	2,903	2,786
9th Grade	896	853
10th Grade	755	721
11th Grade	623	574
12th Grade	629	638
Female	1,403	1,317
Male	1,500	1,469
Hispanic	1,828	1,682
Amer. Indian/Alas.Native	20	10
Asian	179	165
African American/Black	315	268
Hawaiian/Pac. Islander	7	9
White	534	570
Two or More Races	20	82
Special Education	288	251
Econ. Disadvantaged	2,039	1,995
Emergent Bilingual (EB)	911	785
Gifted and Talented	115	160

Staff Demographics

	TAPR 2022-23	TAPR 2021-22
Total Staff	213	260
Teachers	170	202
Professional Support	21	29
Campus Admin	8.6	7
Educational Aides	13	16

Graduation Rates 4-Year Cohort (TAPR)

	2021-22	2018-19	2017-18
Graduation Rate	91.1%	93.1%	93.6%
Drop Out Rate	1.4%	1%	1.9%

Demographics Strengths

- HHS students perform similarly to the state average on STAAR EOC in most areas.
- English 2 and Algebra 1 EOC scores are a strength of HHS.
- HHS graduation rate remains at 90% for the 4-year cohort in spite of a 14.8 mobility rate and reported on TAPR.
- At-risk students students have high support through counseling, academic intervention, Character Strong, and IGC.
- Student attendance has been well above 94% and staff attendance is high.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Some students at Haltom High School have not achieved "meets" grade level in the core content areas. There is a need to focus on grade-level and above performance areas. **Root Cause:** HHS has an increasing population of students who are Emergent Bilingual (EB), Economically Disadvantaged, and/or Special Education (SPED) who need increased opportunities for academic growth.

Student Learning

Student Learning Summary

ALL Testers: Haltom High School

Approaches

	Alg 1	Biology	Eng 1	Eng 2	US Hist
2024*	46.74%	91.73%	65.28%	77.5%	95.85%
2023	71.11%	89.43%	71.41%	73.92%	96.04%
2022	66.16%	61.34%	58.41%	63.21%	66.65%
2019	68%	87%	60%	65%	96%
2018	78%	88%	61%	61%	90%
2017	74%	88%	54%	56%	96%

Meets

	Alg 1	Biology	Eng 1	Eng 2	US Hist
2024*	34.8%	60.5%	47.92%	59.47%	67.61%
2023*	32.06%	58.57%	52.76%	53.54%	73.06%
2022	32.77%	57.18%	41.03%	52.39%	64.39%
2019	27%	63%	44%	49%	79%
2018	36%	66%	40%	41%	74%
2017	27	58%	36%	38%	73%

Masters

	Alg 1	Biology	Eng 1	Eng 2	US Hist
2024*	7.98%	20.08%	11.77%	8.42%	34.39%
2023*	10.79%	22.11%	10.82%	6.08%	37.88%
2022	12.58%	23%	7.27%	6.41%	38.63%
2019	9%	23%	8%	4%	52%
2018	13%	30%	5%	5%	52%
2017	27	58%	36%	38%	73%

High Focus Group: Special Education 2024 EOC*

	Appr.	Meets	Masters
Algebra 1	56.16%	13.7%	1.37%
Biology	69.01%	22.54%	4.23%
English 1	27.63%	9.21%	1.32%
English 2	39.06%	10.94%	0%
US History	76.09%	28.26%	10.87%

High Focus Group: Current Emergent Bilingual 2024 EOC*

	Appr.	Meets	Masters
Algebra 1	72.57%	29.2%	4.87%
Biology	86.27%	42.35%	5.1%
English 1	49.51%	26.21%	0.65%

	Appr.	Meets	Masters
English 2	59.92%	33.76%	0%
US History	90.75%	42.2%	8.67%

African American 2024 EOC*

	Appr.	Meets	Masters
Algebra 1	72.5%	25%	5%
Biology	89.16%	48.19%	12.05%
English 1	61.54%	41.76%	5.49%
English 2	63.77%	52.17%	7.25%
US History	92.65%	61.76%	30.88%

*2023 and 2024 scores are based on campus data.

Student Learning Strengths

- HHS revalidated as an AVID National Demonstration School exemplifying research-based teaching and learning.
- EOC scores are trending back to pre-COVID levels.
- EB students were a strong focus in the social studies area.
- The campus has a culture of teacher involvement and high-quality relationships.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Meets and masters performance for all students EOC tests are not showing significant growth in all areas. **Root Cause:** Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.

School Processes & Programs

School Processes & Programs Summary

Safety and Security Survey Results

District survey results indicate:

- 89.48% of students have a trusting relationship with at least one other person on campus.
- 61.06% of students have a trusting relationship with at least one meaningful adult on campus.
- Students and staff wear badges which increases safety within the building.
- Safety audits and surveys indicate doors are locked and secured at all times.
- Hallways are actively monitored by staff members during the school day.

Campus survey results (April 2024) validate the finding of a safe school environment for students.

Attendance Systems

- 755 attendance contracts in the previous year
- Holistic family attendance plans -- root cause analysis, tutorials, attendance sheets, sibling check-ins, academic monitoring

Instructional Resignations/Retirements

School Year	Resignation/ Retirements
End of year 2024	23

First Year Teachers

2024-2025	2
2023-2024	8
2022-2023:	8
2021-2022	11
2018-2019	14
2017-2018	4
2016-2017	5
2015-2016	9

School Processes & Programs Strengths

- Multiple levels of leadership exist on campus to provide targeted and specialized support to various campus processes and programs (LOL, PLC Facilitators, Herd Facilitators, Department Chairs, the AVID Site Team, and the Campus Site-Based Committee.
- Rich data systems exist at the campus level to analyze various forms of data.
- Intervention and extension systems such as: Homework Help, Acclerated Instruction, Credit Recovery, IGC, PSAT/SAT prep, tutorials, counseling (academic, crisis, and graduation).
- Strong attendance processes are in place to provide support, monitoring, and intervention.
- Character Strong is utilized weekly with all Buff Time teachers.
- Technology support is available through a campus CT and district instructional support.
- All classrooms are outfitted with a NewLine Panel.
- On-campus instruction is supported by an Academic Dean, Instructional Facilitator, content coordinators, and campus/teacher leadership.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Data indicates that there is a need for more uniformity in processes. **Root Cause:** The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.

Perceptions

Perceptions Summary

Haltom High School conducted staff and student surveys in the 2023-2024 school year, revealing several strengths within the school community. The results show that the majority of students feel secure on campus, experience appropriate academic challenges, and believe they are being adequately prepared for post-secondary endeavors. Students also perceive that teachers hold high expectations for their academic performance, reflecting a culture of academic rigor.

Among staff, the survey indicates a clear understanding of workplace expectations, with most staff members feeling equipped with the necessary materials to perform their duties effectively. Staff also report having opportunities to excel in their roles and feel that their contributions are valued. Importantly, there is a strong sense of personal care and encouragement for professional development within the staff community, underscoring a supportive and nurturing work environment.

However, the data also uncovered opportunities for growth, particularly in the areas of celebrating students and staff achievements and providing avenues for staff voice. Recognizing these areas, Haltom High School is committed to enhancing its efforts to celebrate the successes of both students and staff and to creating more structured opportunities for staff input and feedback.

These findings highlight a positive and supportive educational environment at Haltom High School, characterized by student safety, academic rigor, and a strong, engaged staff community. Additionally, the campus was ranked as a US News & World Report Best High School in 2023-24 and is an AVID National Demonstration School campus, further affirming its commitment to excellence.

Perceptions Strengths

Campus Survey Results Students

The majority of students feel:

- Safe while at school
- Academically challenged
- Appropriately prepared for post-secondary life
- Teachers have high expectations

Campus Survey Results Staff

The majority of staff feel they:

- Know what is expected of them at work
- Have the materials to do their work
- Have the opportunity to do what they do best
- Feel someone at work cares about them as person
- Feels someone at work encourages their development

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year. **Root Cause:** There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

Priority Problem Statements

Problem Statement 1: Meets and masters performance for all students EOC tests are not showing significant growth in all areas.

Root Cause 1: Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Some students at Haltom High School have not achieved "meets" grade level in the core content areas. There is a need to focus on grade-level and above performance areas.

Root Cause 2: HHS has an increasing population of students who are Emergent Bilingual (EB), Economically Disadvantaged, and/or Special Education (SPED) who need increased opportunities for academic growth.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Data indicates that there is a need for more uniformity in processes.

Root Cause 3: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year.

Root Cause 4: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- ASPIRE

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

Goals

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

Performance Objective 1: 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

Evaluation Data Sources: Campus and District summative assessment data

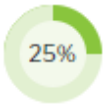
Final STAAR EOC testing data

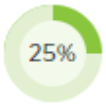
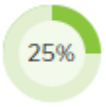
PLC meeting notes

Individual student monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will be re-trained on the PLC process with a focus on the essential questions of PLC. **Actions:** Conduct targeted professional development sessions to re-train teachers on the PLC process, emphasizing the importance and structure of effective collaboration. Incorporate specific training modules that dive deep into the four essential PLC questions addressing learning goals, assessment, intervention, and enrichment. Train facilitators within each PLC to guide discussions and keep the focus on the essential questions. Provide teachers with tools, templates, and resources that support the PLC process, such as data analysis guides, PLC guide(s), and reflection techniques. Implement regular check-ins with PLC teams to monitor progress and ensure that the essential questions are consistently being addressed. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Instructional Facilitator - 211 - Title I - $81,153	55%	75%	N/A	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will conduct weekly classroom observations, providing feedback focused on data-driven instructional priorities aligned with Tier 1 2.0 goals, to support both student and teacher growth. **Actions:** Administrator classroom observations with timely and specific feedback Development of an annual, campus instructional focus plan District learning walks **Staff Responsible for Monitoring:** Administrators, Campus C & I team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	25%	60%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will utilize formative and summative assessment data, adhering to district and campus protocols, to identify and address learning gaps as part of a continuous improvement process. **Actions:** Teachers will collect and analyze formative data weekly to identify and reteach learning gaps. After each summative assessment, teachers will analyze results to determine overall student performance and pinpoint areas needing intervention. Based on data analysis, teachers will plan and implement a targeted response to data utilizing re-teaching strategies to address specific learning gaps. Provide ongoing professional development for teachers on best practices for data-driven instruction and using formative and summative assessments to close learning gaps. Utilize monthly data-driven updates and PLC discussions to monitor and review progress within each tested PLC, with findings presented to school leadership to ensure progress toward goals. **Staff Responsible for Monitoring:** Administrators, Campus C & I team, PLC Lead Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus instructional leaders (including teachers) will engage in the quarterly review process to ensure campus progress toward accomplishing goals related to improved student performance. **Actions:** Establish goals and benchmarks Develop a review schedule Collect data and analyze Provide targeted support through resource allocation and professional development **Staff Responsible for Monitoring:** Campus C & I team, Administrators, Leader 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, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Title I Tutors - 211 - Title I - $20,654, SCE Campus Personnel - 199 - General Funds: SCE - $1,147,113				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
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Student Learning
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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: We will provide increased College Career & Military Readiness (CCMR) opportunities for all students and closely monitor graduation potential of current seniors (providing early interventions as necessary) as evidenced by 90% of the senior class meeting 1 or more performance objectives.

HB3 Goal

Evaluation Data Sources: CCMR End of Year (EOY) data

Individual Graduation Committee (IGC) documentation

Graduation Rate

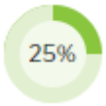
Documentation of military recruiters and college visits (virtual, face-to-face)

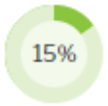
Edgenuity documentation

Other intervention documentation

Parent/Student communication documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will promote and communicate opportunities for 10 - 12th grade students to participate in PSAT & SAT testing, and we will provide multiple opportunities for all students to practice test content. **Actions:** Communication of PSAT & SAT testing to 10 - 12th students through multiple platforms Khan Academy PSAT & SAT practice embedded in Buff Time bi-weekly Individualized communication for testing to students and parents identified through Collegeboard's AP Potential reports 10th - 12th Grade PSAT & SAT participation rates PSAT/SAT boot camps Offer ASVAB testing for students interested in the military **Staff Responsible for Monitoring:** Administrators, Campus C & I team, Counselors, Graduation Counselor **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: AVID seniors (100%) will be accepted to college or military and AVID seniors will be exposed to college and military opportunities on an ongoing basis. **Actions:** AVID teachers will utilize the AVID curriculum to prepare seniors for post-secondary life including mock interviews, college application support, scholarship searches, and post-secondary exploration projects. AVID seniors will participate in face-to-face or virtual college visits Implement a comprehensive plan to promote a 'college-going' atmosphere at HHS, including visual displays, college-themed events, and staff-student engagement initiatives that highlight the importance of post-secondary education AVID teachers will ensure that students fulfill all college entry requirements Invite representatives from various colleges, recruiters, business professionals, and Haltom alumni to speak with AVID seniors about post-graduation opportunities **Staff Responsible for Monitoring:** AVID Coordinator & Site Team, Academic Dean, Graduation Counselor, Counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Perceptions 1 **Funding Sources:** CAB ECHS Counselor - 211 - Title I - $101,738				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: We will identify and provide early interventions for seniors in danger of not graduating and the HHS Graduation Coach will conduct frequent meetings with all students in the current year's cohort who are in a credit deficient. **Actions:** Conduct an early analysis of academic records at the beginning of the school year to identify seniors who are credit deficient or at risk of not graduating. Enroll credit-deficient students in credit recovery programs to help them make up missing credits. Students will be supported and monitored through the Individual Graduation Committee (IGC) process as needed Provide access to tutoring, study sessions, and academic support tailored to the needs of at-risk seniors Offer counseling or social-emotional support services to address non-academic barriers to graduation, such as stress, family issues, or mental health concerns Schedule regular one-on-one meetings between the HHS Graduation Coach and seniors at risk for not graduating to monitor their progress and adjust their graduation plans as needed Conduct mid-semester reviews of each at-risk senior's progress to determine if additional interventions or changes to their graduation plan are necessary **Staff Responsible for Monitoring:** Graduation Coach, Academic Dean, Assistant Principals, Counselors, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Meets and masters performance for all students EOC tests are not showing significant growth in all areas. **Root Cause**: Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.
School Processes & Programs
Problem Statement 1: Data indicates that there is a need for more uniformity in processes. **Root Cause**: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.

Perceptions

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

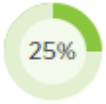
Performance Objective 3: We will reduce the percentage of Special Education students who receive In School Suspension (ISS) and Out of School Suspension (OSS) due to disciplinary issues by 3% in each grading period.

Evaluation Data Sources: Focus Discipline Data reports

Discipline Training agendas from campus professional learning

Discipline Flow Chart

Classroom Walkthrough Data & Checklists

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will use CHAMPS campus-wide and provide student incentive programs in an effort to decrease disciplinary issues for all students including special populations. **Actions:** CHAMPS posted and evidence of use in classrooms Ongoing reinforcement of CHAMPS and other classroom management techniques Campus-wide use of HHS discipline flow-chart Implementation of behavior incentive programs for students **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principals, Department Chairs, Office Support Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will conduct regular data reviews on disciplinary actions involving Special Education students, analyzing trends and identifying areas for improvement. **Actions:** Schedule monthly meetings for a data review team to analyze disciplinary data, discuss trends, and identify areas needing attention Use data analysis techniques to identify trends and patterns, such as repeated incidents students, specific triggers for behavior, or disparities in disciplinary actions across different groups Develop and consistently monitor the implementation of action plans, ensuring interventions are effective and identifying opportunities for ongoing refinement **Staff Responsible for Monitoring:** Assistant Principals, PBIS team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	25%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Some students at Haltom High School have not achieved "meets" grade level in the core content areas. There is a need to focus on grade-level and above performance areas. **Root Cause**: HHS has an increasing population of students who are Emergent Bilingual (EB), Economically Disadvantaged, and/or Special Education (SPED) who need increased opportunities for academic growth.

Student Learning

Problem Statement 1: Meets and masters performance for all students EOC tests are not showing significant growth in all areas. **Root Cause**: Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.

School Processes & Programs

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Perceptions

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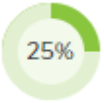
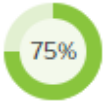
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: We will monitor core staff on the consistent use of literacy-building strategies that benefit all students through walkthroughs and AVID instructional walks.

Evaluation Data Sources: Student work samples and artifacts

Professional learning agendas

Classroom observations/walkthrough data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers will be trained in AVID-focused note-taking to enhance students' literacy skills by teaching them how to effectively organize, process, and retain key information. **Actions:** Conduct comprehensive professional development sessions for all teachers on AVID-focused note-taking strategies, emphasizing the connection between effective note-taking and literacy development Offer one-on-one coaching and mentorship for teachers who need additional support in implementing AVID note-taking strategies effectively in their classrooms Implementation of an artifact upload schedule for all departments requiring submission of focused note artifacts 3x per year Work with PLCs to integrate AVID-focused note-taking into lesson plans across subjects, ensuring that students consistently practice and develop their note-taking skills **Staff Responsible for Monitoring:** AVID site-based coordinator & AVID site team, Administrators , Department Chairs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will conduct classroom observations with feedback consistently throughout the year to ensure instructional strategies are being implemented campus-wide. **Actions:** Create and implement a campus-wide observation schedule that ensures each teacher is observed at consistent intervals throughout the year Develop and adopt observation tools and rubrics that align with instructional strategies Ensure that feedback is given promptly after each observation, focusing on specific strengths and areas for improvement related to the instructional strategies Conduct student-led WICOR walks to monitor literacy and AVID strategies **Staff Responsible for Monitoring:** Administrators, Campus C & I team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	25%	60%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All teachers will engage students in AVID Reading and writing strategies on a consistent basis throughout the year. **Actions:** Dedicate a portion of each monthly instructional staff meeting to reviewing and discussing AVID reading and writing strategies Organize regular professional development workshops that focus specifically on reading and writing strategies Periodically review student work samples to assess the impact of AVID strategies on student reading and writing skills. Use this data to inform further support and professional development for teachers **Staff Responsible for Monitoring:** Administrators, Campus C & I team, Department Chairs **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	25%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
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Student Learning
Problem Statement 1: Meets and masters performance for all students EOC tests are not showing significant growth in all areas. **Root Cause**: Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.
School Processes & Programs
Problem Statement 1: Data indicates that there is a need for more uniformity in processes. **Root Cause**: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.
Perceptions
Problem Statement 1: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year. **Root Cause**: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

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

Performance Objective 2: All teachers will participate in the ongoing professional learning of strategies and best practices to support and grow literacy in Emergent Bilinguals (EB) and all students through cross-curricular collaboration regarding the consistent use of EB best practices once per grading period.

Evaluation Data Sources: Professional Learning agendas with a Sheltered Instruction focus

Ongoing collaboration opportunities with district Multilingual Services Department (push-in lessons and planning with teachers)

Classroom observations and walk-throughs in Eduphoria in coordination with multilingual and content coordinators

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will collaborate with the Multilingual Services department to ensure all teachers are trained in high-yield, research-based EB instructional strategies. **Actions:** Schedule regular shared planning sessions where these teachers and EB specialists can collaboratively design lessons that incorporate EB best practices, ensuring consistency in literacy support across the curriculum Provide access to instructional coaches who specialize in EB literacy to work with teachers individually or in small groups to refine their strategies and address specific challenges in their classrooms Develop a shared repository of EB literacy resources, including lesson plans and instructional materials that teachers can access and contribute to **Staff Responsible for Monitoring:** Administrators, campus teacher leadership, instructional facillitator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	25%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will monitor the use of EB instructional strategies and evaluate success through monthly data talks. **Actions:** Conduct regular classroom observations specifically focused on the implementation of EB instructional strategies Organize monthly data talks involving administrators, instructional coaches, and teachers to focus on reviewing the collected data, discussing the effectiveness of EB instructional strategies, and identifying successful practices During the data talks, analyze trends in student performance and teacher implementation of EB strategies, using this analysis to make informed decisions about necessary adjustments or targeted support **Staff Responsible for Monitoring:** Administrators, Campus C & I team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	5%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

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Student Learning

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School Processes & Programs

Problem Statement 1: Data indicates that there is a need for more uniformity in processes. **Root Cause**: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.

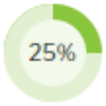
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: We will promote the afterschool tutorial program to all students using multiple platforms in an effort to provide additional academic enrichment opportunities outside of the school day for core as evidenced by enrollment numbers throughout the year.

Evaluation Data Sources: Artifacts of communication (flyers, emails, social media posts, etc.

After school tutoring student participation counts BOY/MOY/EOY

After school tutoring students academic performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will regularly update parents, students, and teachers about available resources and weekly in-person tutorials, including after-school accelerated instruction sessions and Buff Time tutorials, aimed at enhancing and extending academic achievement. **Actions:** Create a communication plan that includes multiple channels such as emails, newsletters, social media, and the school website to regularly inform parents, students, and teachers about the available tutorials Implement a Buff Time plan focusing on academic enrichment and acceleration. Encourage teachers to make regular classroom announcements reminding students about the tutorial sessions, particularly the after-school accelerated instruction tutorials and Edgenuity coursework **Staff Responsible for Monitoring:** Administrators and campus C& I team **Title I:** 2.5, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will provide ongoing, afterschool Homework Help sessions for students who require continuous tutorial support throughout the year. **Actions:** Collaborate with teachers to identify students who would benefit most from Homework Help based on their academic performance and specific areas of need Set up Homework Help sessions and transportation for students Tailor the Homework Help sessions to address the specific needs of each student, focusing on areas where they struggle most Create a monitoring list to assess the growth of students attending Homework Help and their academic acheivement **Staff Responsible for Monitoring:** Instructional facilitator, core teachers **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1 - Perceptions 1	25%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

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

Performance Objective 1: Social emotional learning will be a priority for all students and staff.

Evaluation Data Sources: Character Strong implementation in Buff Time

Social Emotional Learning (SEL) student survey data BOY/MOY/EOY

Buff Time lesson plan agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will continuously engage students in social-emotional behavior lessons throughout the year. **Actions:** Teachers will be trained on the use of the Character Strong curriculum Teachers will utilize the Character Strong curriculum each Wednesday during Buff Time Student groups will help to promote positive social-emotional behavior Counselors will track the use of Character Strong throughout the year **Staff Responsible for Monitoring:** Crisis Counselors, Counselors, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Crisis Intervention Counselors - 199 - General Funds: SCE	25%	65%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

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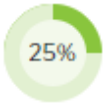
Goal 3: All students and staff will learn and work in a safe and responsive environment.

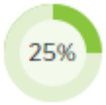
Performance Objective 2: We will improve and maintain ongoing communication with parents in a thorough and timely manner through social media and Blackboard use for all campus events as evidenced by a 10% increase in parent participation in community events.

Evaluation Data Sources: Parent contact documentation via attendance contact program, teacher contact logs.

Social media documentation provided to district consistently.

Automated call/text/email blast documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Regularly use Blackboard as the primary method of communication, ensuring that parents have a reliable source for information about events, announcements, and updates. **Actions:** Establish a schedule for regularly updating Blackboard with the latest information Set up automated reminders for key events and deadlines that are sent to parents Provide content in Spanish to accommodate parents who speak different languages, ensuring equitable access to information **Staff Responsible for Monitoring:** Admin **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Enhance the professionalism, relevance, and timeliness of social media posts to improve engagement and ensure that content is both informative and valuable to the school community. **Actions:** Regularly feature student and staff achievements, school successes, and positive stories to engage the community and build school pride Ensure that important announcements and updates are posted promptly, particularly for important events and deadlines Work with different school clubs, teachers, and student groups to gather diverse content and perspectives, making social media posts more comprehensive and representative of the entire school community Regularly review performance data and adjust content strategies as needed to improve engagement and ensure that social media efforts are meeting the school's communication goals **Staff Responsible for Monitoring:** Admin, teachers, club sponsors **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

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

Performance Objective 3: We will monitor and reinforce attendance goals and respond to students in need of support.

Evaluation Data Sources: District attendance software.

Focus reports documenting attendance rates.

Attendance calls, letters, and contracts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will identify and support students with attendance through the use of phone calls, letters, and attendance contracts to maintain and potentially grow attendance percentages. **Actions:** Implement personalized outreach efforts to build stronger relationships with students and their families, focusing on understanding and addressing the root causes of absenteeism. Continue to implement a positive reinforcement system that recognizes and rewards good attendance, creating a culture where regular attendance is celebrated and valued Utilize an early warning indicators to identify students at risk of chronic absenteeism before it becomes a significant issue, allowing for timely interventions Tailor interventions based on data analysis to provide targeted support to students who need it most, ensuring that resources are allocated effectively Weekly attendance discussions with campus leadership Weekly attendance monitoring through district software Assignment of attendance coordinator at the campus level **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	25%	60%		

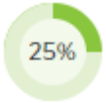
0% No Progress 100% Accomplished Continue/Modify Discontinue

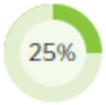
Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Some students at Haltom High School have not achieved "meets" grade level in the core content areas. There is a need to focus on grade-level and above performance areas. **Root Cause**: HHS has an increasing population of students who are Emergent Bilingual (EB), Economically Disadvantaged, and/or Special Education (SPED) who need increased opportunities for academic growth.
Student Learning
Problem Statement 1: Meets and masters performance for all students EOC tests are not showing significant growth in all areas. **Root Cause**: Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.
School Processes & Programs
Problem Statement 1: Data indicates that there is a need for more uniformity in processes. **Root Cause**: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.
Perceptions
Problem Statement 1: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year. **Root Cause**: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

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

Performance Objective 4: Continue to build and maintain a positive campus culture by increasing recognition and celebration of both students and staff achievements throughout the year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will expand the student recognition program. **Actions:** Establish a monthly or quarterly recognition program to celebrate students' academic achievements, improvement and behavior. Work with the PBIS team to develop ways to celebrate students in classrooms. Work with the PBIS team to set up achievement boards in prominent areas of the school to showcase student accomplishments, including academic, athletic, and extracurricular achievements. Regularly feature students on the school's social media platforms, highlighting their successes and contributions to the school community, further promoting a positive culture. **Staff Responsible for Monitoring:** Administrators, PBIS Team **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: We will enhance staff recognition, celebrate achievements, and amplify staff voice. **Actions:** Implement a monthly staff spotlight program where staff members are recognized for their contributions, innovation, or exceptional performance. This can be done through staff meetings, newsletters, or social media Create a staff newsletter highlighting current events and spotlighting celebrations around campus Conduct regular surveys to gather staff feedback on school culture, workload, and professional development needs. Ensure that the feedback is reviewed and acted upon, with updates provided to staff on changes or improvements made as a result of their input Develop topics and action items through the LOL team to encourage and leverage teacher voice especially in Herd Groups Organize quarterly LOL roundtable discussions where staff can openly share their ideas, concerns, and suggestions related to a positive school culture Celebrate staff by conducting recognition visits across the campus, providing tokens of appreciation to acknowledge their dedication and contributions **Staff Responsible for Monitoring:** Administrators, LOL Team, Department Chairs, LOL Team **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Data indicates that there is a need for more uniformity in processes. **Root Cause**: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.

Perceptions
Problem Statement 1: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year. **Root Cause**: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	All teachers will be trained in AVID-focused note-taking to enhance students' literacy skills by teaching them how to effectively organize, process, and retain key information.
2	2	1	We will collaborate with the Multilingual Services department to ensure all teachers are trained in high-yield, research-based EB instructional strategies.

State Compensatory

Budget for Haltom High School

Total SCE Funds: $1,147,113.00
Total FTEs Funded by SCE: 12.17
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 Haltom High School

Name	Position	FTE
Amber Bean	Teacher	1
Andrea Breedlove	Student Assistance Counselor	1
Betina Rhine	Teacher	0.67
Caitlin Hohmann	Teacher	0.5
Casey Hostetter	Teacher	0.17
Casey ONeal	Teacher	1
Christine Torres	Teacher	1
Dinorah Gonzalez	Educational Assistant	1
Elizabeth Hayden	Teacher	0.33
Jeannie Mata	Student Assistance Counselor	1
Jesse Upchurch	Reading Intervention	0.5
MAria Lopez	Student Support SPecialist	1
Michael Swan	Teacher	0.33
Phillip Gonzales	Teacher	0.5
Regina Locke	Academic Dean	1
Teresa Peters	Teacher	0.17
Veronica DeLeon	Educational Assistant	1

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 attendance/behavior data compiled in March, 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 Haltom High School Site-Based Committee.

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 HHS front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 61.5% of students are labeled at risk. This includes criteria such as:

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

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:

- AVID
- Workshop Model
- Sheltered Instruction
- High-yield engagement
- Vocabulary
- Explicit Learning Objectives
- PDSA
- Team/relationship bulding
- CHAMPS

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, Character Strong, graduation counseling/plans, 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:

Demographics
Perceptions
Student Learning
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 Plan was developed through the input and involvement of the HHS Site-Based Committee.

4.2: Offer flexible number of parent involvement meetings

Family engagement activities are planned throughout the year and include:

August: Refresh - Back to School Event

August: Buff Night

September: Open House

September: Title 1 Meeting (Thursday/Friday on campus)

October: Family Night (sponsored by the HHS Hispanic Heritage Club)

October: Fall Carnival

November: Parent/Teacher Conference Day

March: Discover Birdville

April: Family Engagement Policy and Compact Revision (Thursday/Friday) on campus

May: Art Show

Additionally, HHS hosts a variety of on-campus events across multiple disciplines, including band, choir, dance, theater, art, JROTC, AVID, athletics, and CTE.

Title I Personnel

Name	Position	Program	FTE
Emily Ottinger	Instructional Facilitator	Title I	1.0
Marissa Diaz	CAB ECHS Counselor	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	SCE Campus Personnel		$1,147,113.00
3	1	1	Crisis Intervention Counselors		$0.00
				Sub-Total	$1,147,113.00
				Budgeted Fund Source Amount	$1,147,113.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Facilitator		$81,153.00
1	1	4	Title I Tutors		$20,654.00
1	2	2	CAB ECHS Counselor		$101,738.00
				Sub-Total	$203,545.00
				Budgeted Fund Source Amount	$203,545.00
				+/- Difference	$0.00
				Grand Total Budgeted	$1,350,658.00
				Grand Total Spent	$1,350,658.00
				+/- Difference	$0.00

Birdville Independent School District

Collegiate Academy Of Birdville

2024-2025 Campus Improvement Plan

Mission Statement

The Collegiate Academy equips students for success in rigorous college courses through positive relationships, innovative instruction, personal responsibility, and cognitive support.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

High School graduation rate is 100%.

Total Students	235
9th grade	68
10th grade	62
11th grade	50
12th grade	55
Economically Disadvantaged	153
Emergent Bilingual	39
At Risk	61
Hispanic	126
White	53
Hawaiian/ Pacific Islander	1
Black/ African American	35
Asian	18
American Indian/ Alaskan Native	1

Demographics Strengths

By using a weighted lottery process, the CAB is able to select students whose demographics match that of the district and meet the requirements for our Early College High School Distinguished status.

100 percent of our teachers returned for the 2024-2025 school year.

100 percent of seniors graduated from high school in 2024. 42 students also earned their Associate's Degree.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Applications and therefore population is dominated by schools from the Haltom cluster. **Root Cause:** Differences in presentations offered and received at middle schools create an imbalance of applications.

Student Learning

Student Learning Summary

The Collegiate Academy is rated using Outcomes-Based Measures (OBMs), which include attainment and achievement metrics.

Attainment OBMs assess whether students are meeting benchmarks to earn their Associate Degree within four years. This includes having 86 percent of sophomores earn nine college credit hours by the end of the year (with a target for distinction at 50 percent), 98 percent of graduates achieving at least 15 college credit hours (with a target for distinction at 80 percent), and 81 percent of students obtaining a postsecondary degree by high school graduation (with a target for distinction at 50 percent). Additionally, CAB had 100 percent of seniors graduate from high school in four years, and over 98 percent of graduates were accepted into a four-year institution.

Achievement OBMs evaluate whether students are prepared for college, career, or military service.

In addition to the OBM achievements from last year, our seniors were offered over $3.8 million in scholarships. In 2024, we had seven College Board National Recognition Program Scholars, one National Merit Commended Scholar, and one Dell Scholar. Furthermore, 43 students graduated in 2024 with an Associate Degree from TCC.

2024 STAAR Results

	Did Not Meet	Approaches	Meets	Masters
Algebra 1	23%	77%	35%	16%
Biology	0%	100%	93%	41%
English I	2%	98%	95%	31%
English II	2%	98%	92%	17%
US History	0%	100%	87%	36%

Student Learning Strengths

The CAB had 86 percent of sophomores earning nine college hours by the end of the year (the target for distinction is 50 percent)
98 percent of graduates earning at least 15 college hours (target for distinction is 80 percent)
81 percent of students earned a postsecondary degree by high school graduation (the target for distinction is 50 percent).
CAB also had 100 percent of seniors graduating high school in four years and over 98 percent of graduates have been accepted into a four-year institution.
CAB had 93 percent of graduates who passed both Math and Reading TSI, earning CCMR points for each of these students.

CAB Students scored above district and state average on all EOC exams.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Some students arrive at CAB with deficits in basic math understanding. **Root Cause:** Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.

Problem Statement 2 (Prioritized): Some students arrive at CAB with deficits in writing ability and reading comprehension skills. **Root Cause:** Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

School Processes & Programs

School Processes & Programs Summary

CAB is an Early College High School (ECHS) set up as a school-within-a-school. Our first- and second-year students attend classes at Haltom High School, and our juniors and seniors attend classes primarily at Tarrant County College (TCC) North East Campus. We serve approximately 60 students per grade level, and our goal is to have all our graduates complete an Associate Degree at TCC while completing their high school graduation requirements.

An ECHS is rated using Outcomes Based Measures (OBMs). Our program is in its sixth year and is a Designated ECHS. There are three categories for OBMs: Access Measures, Attainment Measures, and Achievement Measures.

Students in the CAB are scheduled into blocked classes during 9th and 10th grade.

Students take AVID for all four years of high school.

Students are provided accelerated instruction and remediation in both classes and to prepare for assessments, such as TSI.

School Processes & Programs Strengths

CAB has consistently met the goals for Access each year by implementing a weighted lottery by the district's Enterprise Systems team and a multi-step recruitment process conducted by the CAB staff. We have exceeded our yearly target for at-risk, economically disadvantaged, emergent bilingual students, and students with disabilities.

Attainment OBMs measure whether students are hitting benchmarks to lead them to reach their Associate Degree in four years. To earn distinction, 85 percent of students who enter the program must remain enrolled. Highlights include 86 percent of sophomores earning nine college hours by the end of the year, 98 percent of graduates earning at least 15 college hours (target for distinction is 80 percent), and 81 percent of students earn a postsecondary degree by high school graduation (target for distinction is 50 percent).

Achievement OBMs measure whether students are emerging from the program ready for college, career, or military. To earn the distinction, 80 percent of students must pass the Texas Success Initiative Assessment 2.0 (TSIA2) Reading and Writing, and 75 percent must pass the TSIA2 in Math. The CAB had 93 percent of graduates who passed both, earning CCMR points for each of these students.

Perceptions

Perceptions Summary

CAB is dedicated to academic excellence, offering a rigorous and challenging curriculum designed to prepare all students for future success. Our strong collaboration with Tarrant County College (TCC) enhances this commitment by providing students with diverse pathways to earn their Associate's Degree through well-established crosswalk programs. This partnership not only broadens educational opportunities but also ensures that students are well-prepared for higher education. Additionally, while parent volunteerism is currently limited, we are actively working to expand and strengthen this involvement in the coming year. By fostering a more inclusive and engaged school community, CAB aims to enhance both student support and overall school performance.

Perceptions Strengths

The culture at CAB is firmly centered on academic achievement, a focus that is reflected in the impressive number of students earning college credits. This commitment to academics is further supported by a low rate of disciplinary referrals and high student attendance, indicating a positive and productive learning environment. Additionally, CAB boasts an exceptional retention rate among its faculty, with 100% of teachers choosing to return for another year. This continuity in staff underscores the school's dedication to maintaining a stable and effective educational atmosphere.

Priority Problem Statements

Problem Statement 1: Some students arrive at CAB with deficits in writing ability and reading comprehension skills.

Root Cause 1: Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Some students arrive at CAB with deficits in basic math understanding.

Root Cause 2: Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.

Problem Statement 2 Areas: Student Learning

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 the school year.
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.

Evaluation Data Sources: STAAR EOC testing data
Individual student data monitoring forms

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement. **Actions:** Implement AVID best practices on a regular basis SIOP protocol implemented when working with EB students Questioning strategies are used to increase student participation and level of rigor Use close reading to engage students in text and promote thinking at higher levels Student will read, write, think, and discuss every day Students will utilize planners for organization Students will support all reading with text evidence using ACE model UPSC will be used for problem solving **Staff Responsible for Monitoring:** Administrators and all teachers **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Attend training on data analysis, progress monitoring, and data-driven decision making to inform instruction and responsive teaching. **Actions:** Conduct weekly classroom observations, providing feedback focused on data-driven instructional priorities aligned with Tier 1 goals. Utilize student data folders to help students set Smart Goals and develop personal PDSA plans in each class. Provide additional tutoring and support through accelerated instruction classes, after school tutorials, and additional learning opportunities assigned through Canvas courses. Analyze student data to identify math deficits, and develop targeted lessons with Renaissance, Khan Academy, and IXL. Based on data analysis, teachers will plan and implement a targeted response utilizing re-teach strategies to address learning gaps. **Staff Responsible for Monitoring:** Administrators and all teachers **Problem Statements:** Student Learning 1, 2	30%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Establish the PDSA process as a standard operating procedure for improving instruction, data analysis, and student growth. **Actions:** Use the PDSA process to analyze data and inform instructional decisions Students will utilize data tracking notebooks and develop personal PDSAs **Staff Responsible for Monitoring:** Administrators and all teachers **Problem Statements:** Student Learning 1, 2	30%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement the district protocol for identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators. **Actions:** a) Ensure completion and alignment of services with appropriate coding prior to each PEIMS submission. b) Attend training using OnDataSuite (ODS) to monitor at-risk indicators. c) Implement PEIMS submission time-lines which will include all applicable stakeholders. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Student Learning 1, 2	30%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Some students arrive at CAB with deficits in basic math understanding. **Root Cause**: Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.

Problem Statement 2: Some students arrive at CAB with deficits in writing ability and reading comprehension skills. **Root Cause**: Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the district curriculum for social and character development (SCD). **Actions:** a) Follow the pan for implementing SCD curriculum (Character Strong). b) Attend professional learning on the SCD program. **Staff Responsible for Monitoring:** Counselor **Problem Statements:** Student Learning 1, 2	30%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the SCD component contained in the district Comprehensive Counseling Plan. **Actions:** a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Conduct surveys to determine the needs of families in crisis. c) Implement Lifelines, a suicide prevention program, for students, parents, district staff and community. d) Implement Trust Based Relational Interventions (TBRI) for trauma-informed practices. **Staff Responsible for Monitoring:** Counselor **Problem Statements:** Student Learning 1, 2	30%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Some students arrive at CAB with deficits in basic math understanding. **Root Cause**: Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.
Problem Statement 2: Some students arrive at CAB with deficits in writing ability and reading comprehension skills. **Root Cause**: Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

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: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3 who end up in a disciplinary placement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement with fidelity the behavioral MTSS plan. **Actions:** a) Train staff on the implementation of the behavioral MTSS plan with established procedures. b) Utilize CHAMPs as the behavior management system. c) Use Focus to input behavioral MTSS student plans and then use the data for the assignment of students to DAEP. d) Provide Tier 1 behavior management training for teachers to avoid escalation to Tier 2 and Tier 3. e) Ensure appropriate interventions are in place to support student behavior. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Some students arrive at CAB with deficits in basic math understanding. **Root Cause**: Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.
Problem Statement 2: Some students arrive at CAB with deficits in writing ability and reading comprehension skills. **Root Cause**: Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

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: Increase the number of students meeting college, career, and military readiness (CCMR) requirements in grades 9-12 through establishing yearly progress monitoring targets in alignment with the new state standards. This will, in turn, increase the percent of students meeting CCMR requirements which will impact all domains for high school accountability.
a) All freshmen will pass the Texas Success Initiative Assessment 2 (TSIA2) Reading and Writing exam by the end of freshman year.
b)All juniors will pass the TSIA2 Math exam by the end of their junior year, and 60% of sophomores will pass by the end of their sophomore year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use student performance data on TSI assessments to evaluate academic growth of under-performing students. **Actions:** Use TSIA2 Diagnostics to develop individualized learning plans in Renaissance and Khan Include TSI test prep as a component of AVID with monitored progress. Offer targeted TSI tutorial sessions throughout the year Provide multiple opportunities for students to take the TSIA2 **Staff Responsible for Monitoring:** Administrator and teachers **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All Collegiate Academy students will take AVID for four years and will be exposed to college and military opportunities on an ongoing basis. **Actions:** a) Utilize the AVID curriculum to prepare seniors for post-secondary life. Students will have mock interviews, college application support, scholarship searches, and post-secondary exploration projects. b) AVID seniors will participate in face-to-face or virtual college visits. c) AVID teachers will ensure that students fulfill all college entry requirements. d) Invite representatives from various colleges, recruiters, business professionals, and Haltom alumni to speak with AVID. **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: We will identify and provide early interventions for seniors in danger of not graduating. **Actions:** a) Conduct an early analysis of academic records at the beginning of the school year to identify seniors who are credit deficient or at risk of not graduating. b) Enroll credit-deficient students in credit recovery programs to help them make up missing credits. c) Students will be supported and monitored through the Individual Graduation Committee (IGC) process as needed d) Provide access to tutoring, study sessions, and academic support tailored to the needs of at-risk seniors. e) Offer counseling or social-emotional support services to address non-academic barriers to graduation, such as stress, family issues, or mental health concerns. f) Conduct mid-semester reviews of each at-risk senior's progress to determine if additional interventions or changes to their graduation plan are necessary. **Staff Responsible for Monitoring:** Administrators and Counselor **Problem Statements:** Student Learning 1, 2	30%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Some students arrive at CAB with deficits in basic math understanding. **Root Cause**: Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.
Problem Statement 2: Some students arrive at CAB with deficits in writing ability and reading comprehension skills. **Root Cause**: Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

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) by 10% as compared to the prior school year, through improved monitoring and counseling for issues of student retention, recruitment, and days in attendance.

High Priority

Evaluation Data Sources: daily/weekly/six week attendance; TCC attendance report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district plan to improve and address student attendance, social needs that interfere with attendance. **Actions:** a) provide attendance incentives b) monitor student attendance to review effectiveness of incentives c) work with truancy officer to develop plans for students with attendance concerns d) work with the attendance tribunal to support student attendance efforts **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2	30%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Some students arrive at CAB with deficits in basic math understanding. **Root Cause**: Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.
Problem Statement 2: Some students arrive at CAB with deficits in writing ability and reading comprehension skills. **Root Cause**: Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

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

Performance Objective 2: Collaborate with TCC and BISD leadership to implement all elements required by the ECHS Blueprint.

Evaluation Data Sources: Meeting notes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hold quarterly meetings with all stakeholders to determine best practices for ECHS. **Actions:** Schedule meetings with Associate Superintendent and TCC representatives Work with CCRSM (College & Career Readiness School Model) Coach to develop campus plans **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Some students arrive at CAB with deficits in basic math understanding. **Root Cause**: Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.
Problem Statement 2: Some students arrive at CAB with deficits in writing ability and reading comprehension skills. **Root Cause**: Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns. b) Conduct safety audits to identify security issues. c) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. d) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. **Staff Responsible for Monitoring:** Administrators and counselor **Problem Statements:** Student Learning 1, 2	30%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Some students arrive at CAB with deficits in basic math understanding. **Root Cause**: Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.
Problem Statement 2: Some students arrive at CAB with deficits in writing ability and reading comprehension skills. **Root Cause**: Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

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%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district-wide program that promotes an accident-free work environment. **Actions:** a) Complete mandatory safety training sessions. b) Participate in Safety Committee meetings c) Review and report claim information to decision makers. d) Perform campus/building safety walk-throughs. **Problem Statements:** Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Some students arrive at CAB with deficits in basic math understanding. **Root Cause**: Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.
Problem Statement 2: Some students arrive at CAB with deficits in writing ability and reading comprehension skills. **Root Cause**: Deficits in writing ability and reading comprehension could be insufficient or inconsistent instruction in these areas at their previous schools. This might be due to varying curricula, differences in teacher effectiveness, or limited access to literacy resources and support.

Birdville Independent School District

Richland High School

2024-2025 Campus Improvement Plan

Mission Statement

Through cooperative efforts with the community, Richland High School's programs of instruction not only promote self-confidence, creativity, scholarship, and citizenship, but also provide skills for an ever-changing world. BISD and Richland High School support the diversity of our students, staff and community.

Vision

Excellence isn't the goal, it's the expectation!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Achievement

Student Achievement Summary

Demographics

Demographics Summary

The student population at Richland High School has continued to change significantly over the last five years both ethnically and socio-economically. There has been an increase in Hispanic population has shown the greatest increase and now represents over 35% of our student population and that increase brings additional students classified as Emergent Bilingual.

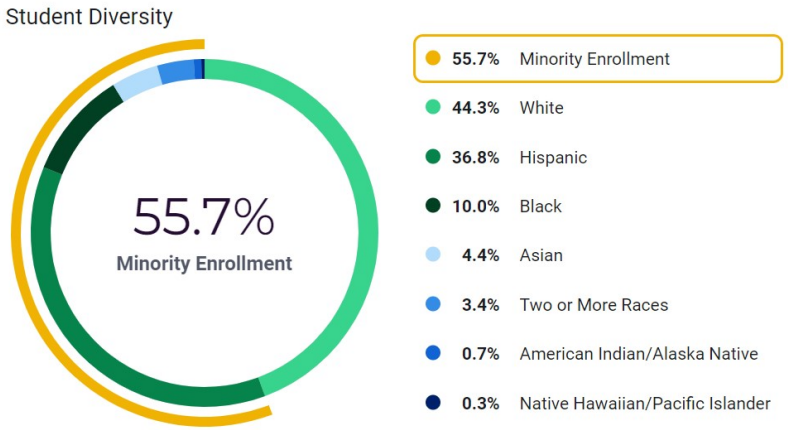
The percentage of our students classified as economically disadvantaged has grown to 48%.

Our At-Risk percentage has risen to 39%.

Our SpED population currently sits at 9.2%.

These changes have caused us to provide more training to our staff on how to more effectively reach our ever-changing population.

More focus and systems need to be put in place for our SpEd (Special Education) and EB (Emergent Bilingual) populations.



Demographics Strengths

Richland High School has a great mix of demographics both in race and in socio-economic status. This mix brings a variety of viewpoints and experiences. While some schools are isolated bubbles within Birdvile ISD (BISD), based on our demographic makeup, it is evident that Richland HS represents the overall BISD community. This allows our teachers and

students to experience deeper conversations from several viewpoints.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have. **Root Cause:** A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.

Student Learning

Student Learning Summary

Much attention was given to End-of-Course (EOC) scores during the 23-24 school year. RHS was trending in the wrong direction with regard to "meets" and "approaches" in previous years. The results from the 23-24 state testing indicated that our efforts paid off as we saw increases in Biology and English 2 in approaches. We saw an increase in Biology and English 2 in meets grade level performance. We additionally saw an increase in Algebra 1, English 1, and English 2 in masters grade level performance.

The 24-25 school year will see a focus on bringing up the "Mastery" level across the board. Based on current data, the indicators point to the fact that we are teaching the subject matter well, but need to increase the rigor and depth of our courses.

Furthermore, RHS did very well in regard to AP (Advanced Placement) testing, scoring above the national average in most areas. Work still needs to be done in some AP subjects such as Foreign languages and chemistry.

22-23-24 EOC Comparison

Approaches

Subject	22 State	22 RHS	22 BHS	22 HHS	23 State	23 RHS	23 BHS	23 HHS	24 State	24 RHS	24 BHS	24 HHS
Algebra 1	74.00%	77.34%	86.31%	78.76%	78%	81.20%	76.30%	71.10%	79.00%	75.40%	71.20%	76.70%
English 1	63.00%	68.06%	74.87%	62.42%	71%	77.60%	80.10%	71.40%	67.00%	72.50%	74.20%	65.20%
English 2	71.00%	79.33%	82.91%	71.85%	74%	79.76%	79.73%	73.92%	75.00%	81.2%%	79.70%	77.60%
Biology	82.00%	85.02%	91.72%	84.16%	89%	93.13%	94.40%	89.43%	91.00%	93.80%	93.9	91.70%
US History	89.00%	96.46%	95.80%	89.40%	95%	96.60%	97.96%	96.04%	95.00%	95.10%	96.6	95.8

Meets

Subject	22 State	22 RHS	22 BHS	22 HHS	23 State	23 RHS	23 BHS	23 HHS	24 State	24 RHS	24 BHS	24 HHS
Algebra 1	45.00%	40.47%	60.65%	47.80%	45%	37.60%	37.40%	32.06%	45%	31.90%	31.60%	34.90%
English 1	54.00%	52.88%	60.32%	46.22%	54%	64.16%	68.71%	52.76%	54.00%	61.70%	63.90%	48%
English 2	56.00%	66.39%	72.15%	55.87%	56%	61.39%	67.63%	53.54%	60%%	66.90%	70.30%	59.60%
Biology	57.00%	64.61%	79.68%	61.53%	57%	65.46%	73.65%	58.57%	58.00%	65.50%	69.80%	60.60%
US History	71.00%	85.14%	86.50%	67.69%	71%	82.71%	86.39%	73.06%	69%	76%	76.30%	67.60%

Masters

Subject	22 State	22 RHS	22 BHS	22 HHS	23 State	23 RHS	23 BHS	23 HHS	24 State	24 RHS	24 BHS	24 HHS
Algebra 1	24.00%	23.20%	46.20%	25.90%	24%	9.66%	12.73%	10.79%	25.00%	12.30%	7.50%	8.00%
English 1	14.00%	9.77%	15.62%	8.50%	14%	17.03%	25.33%	10.82%	17.00%	20.10%	23%	11.80%
English 2	9.00%	9.81%	17.09%	7.21%	9%	8.33%	14.14%	6.08%	9.00%	8.70%	12.50%	8.40%
Biology	22.00%	31.46%	44.38%	25.60%	22%	28.03%	38.09%	22.11%	19.00%	24.40%	27.50%	20.10%
US History	39.00%	60.61%	63.50%	41.20%	39%	52.08%	57.14%	37.88%	37%	45.80%	50.60%	34.40%

AP Data Comparison

Subject	22 BHS	23 BHS	24 BHS	22 RHS	23 RHS	24 RHS	22 State	23 State	24 State	22 Global	23 Global	24 Global	Global 3+ change 2023 v. 2024
2-D Art	2.75	4	4.22	2	3.43	4.17	3.31	3.2	3.14	3.43	3.36	3.3	-0.60%
Biology	2.97	3.5	3.67	3.63	3	3.5	2.81	2.6	2.78	3.11	3.04	3.14	3.60%
Calc AB	3.09	2.63	3.65	3.97	3.71	3.63	2.55	2.6	2.8	2.91	2.98	3.21	6%
Calc BC	3.56	3.64	2.79	4.88	4.69	4.75	3.5	3.46	3.6	3.68	3.71	3.87	1.50%
Chemistry	2.35	3	3.25	2.05	2.57	2.46	2.49	3	2.97	2.73	3.22	3.27	-0.10%
Computer Science A	2	1.56	2.16	3.33	3.43	2.23	3.03	2.97	2.86	3.2	3.18	3.14	-2.00%
Computer Science Principles	2.81	2.62	3	2.67	3.37	3.18	2.69	2.62	2.45	2.91	2.91	2.87	1.90%
Drawing	3.8	3.55	4.33	3.1	3	4.5	3.41	3.3	3.25	3.55	3.47	3.42	-0.80%
English Lang and Comp	3.08	3.13	2.73	2.77	2.93	2.56	2.49	2.52	2.46	2.73	2.8	2.76	-2.10%
English Lit and Comp	3.9	3.66	3.56	3.33	3.52	3.44	3.03	2.97	2.84	3.2	3.26	3.14	-5.20%
Enviromental Science	3.2	3.2	3.01	3.58	3.58	3.07	2.67	2.59	2.52	2.77	2.76	2.78	0.30%
Human Geography	3.26	3.12	2.84	2.57	3.02	2.7	2.37	2.38	2.43	2.7	2.73	2.81	1.60%
Macroeconomics	3.17	3.18	2.81	1.72	2.27	2.24	2.19	2.53	2.55	2.72	3	3	-2.70%
Music Aural	2	2.78	2.67	3.5	3.29	3.25	2.98	2.94	3.03	3.02	3.02	3.03	
Music Non-Aural	2.75	3	3.11	2	3.57	3.25	2.97	2.94	2.95	3.02	3.01	3.03	
Music Theory	2.5	2.78	2.78	-	3.43	3.25	-	2.93	2.98	-	3.01	3.02	0.30%
Physics 1	1.6	1.79	2.02	2.83	2.67	2.89	2.02	2.1	2.12	2.47	2.51	2.52	0.40%
Physics C: Electricity and Magnetism	2.44	2.17	1.89	2.6	3.4	2.8	3.24	3.15	3.04	3.43	3.35	3.32	-3.20%
Physics C: Mechanics	3	2.33	2.22	3.2	3	2.82	3.36	3.25	3.26	3.41	3.34	3.38	1.50%
Psychology	2.78	3	2.68	2.24	3.38	3.48	2.67	2.6	2.66	2.86	2.86	2.93	1.40%
Spanish Lang and Culture	3.27	3.73	3.27	2.64	2.77	3.08	3.37	3.42	3.31	3.54	3.59	3.53	-0.80%
Spanish Lit and Culture	3.38	3.3	3.46	2.36	2.36	2.63	2.67	2.71	2.71	2.91	2.94	2.96	-1.40%
Statistics	1.56	2.97	2.42	3.77	4.2	3.3	2.67	2.61	2.72	2.89	2.86	2.93	2%
US Government and Politics	2.88	2.71	4.1	3.02	3.08	3.8	2.28	2.29	2.98	2.58	2.61	3.39	23.80%
US History	2.75	2.74	3.2	3.65	3.43	3.89	2.29	2.27	2.93	2.57	2.53	3.23	24.50%

Student Learning Strengths

Strong systems and processes regarding classroom expectations were put in place during the 23-24 school year. We feel the work done during this year were a driving force behind the increase of student success at Richland High School.

AP tests were given district-wide face-to-face allowing for a consistent testing environment for all students.

Campus-wide focus on best practices for classroom instruction will provide needed consistency and support for instruction. Utilizing processes that were working prior to the pandemic and strengthening direct instruction with campus-identified areas for targets that include:

- Plan, DO, Study, Act
- Data collection and goal setting by students: data binders
- Literacy strategies for every content
- PLC process

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While test scores and student performance greatly increased during the 23-24 year, students performed at the basic level. We need to increase rigor and depth in all subjects by maintaining the systems and procedures we put in place last year, as well as a more detailed focus on student data throughout the year. **Root Cause:** Lack of process and systems.

School Processes & Programs

School Processes & Programs Summary

Developing campus-wide systems and processes for just about everything was the main work our campus focused on during the 22-23 school year. The campus lacked systems in certain areas that needed to be created from the ground up. Furthermore, the systems that we did have were not being monitored closely to see if staff, students, and teachers were following those systems and not operating as independent contractors within our organization.

We have created systems for almost everything and our campus is now running as one unit. Work will need to be done to monitor and adjust these systems as we discover what does and does not work. This will allow us to focus on Tier 1 priorities within the classrooms during the 23-24 and 24-25 school year.

One system we started was a campus-wide system to look at and use student and campus data on an ongoing basis. This year we will focus on breaking that data down to use throughout the year so that we can identify and fix issues (Example - gaps in student learning) before they become larger or go unnoticed.

School Processes & Programs Strengths

Advanced Placement (AP) program options remain a strong offering at RHS with increased success with qualifying scores for the 2023-24 school year. However, the number of students enrolling in those classes continues to decline and we are addressing that by hitting it in the 8th grade and freshman years.

CTE options allow for students to be transported each period to the BCTAL along with CTE options at RHS. These options are available to any student at RHS.

The Royal Time Advisory are now using Character Strong curriculum to guide students and teachers through SEL lessons. In addition, Royal Time is now being used to address AI and some RTI needs.

Students and teachers are publicly recognized for positive influences and student achievement. We have awards assemblies for students throughout the year.

2024 Graduation Rate is 99% and all measurable domains were met in Domain III for STAAR Accountability measures.

Teacher and Student safety surveys are administered.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need to identify why the areas that we are seeing a downward trend in continue to move that direction. Is it our failure to respond to the changing demographics? Covid hangover? lack of strong systems and structures? **Root Cause:** Data analysis has not been done to determine what issue is.

Perceptions

Perceptions Summary

The 23-24 school year was a year focused on changing the culture of RHS. Based on student surveys and staff surveys including the OHI (Organizational Health Index) large gains were made. One indication of growth can be seen in the increase in numbers of students are are getting involved in multiple student organizations. Our tennis, drill team, and cheer programs have all increased in size. Furthermore, attendance at campus events has greatly increased across the board.

The overall perception of RHS is starting to change in a positive direction throughout the community in terms of culture and academic performance.

Perceptions Strengths

Richland High School has strong community support and the expectations for this campus remain high - they want to see Richland be successful in all areas. While the recent change in the mascot and other areas of the school has caused a loss of identity, the core of RHS is still strong and something to build upon as we rebrand ourselves.

There is a campus expectation of contacting parents for positive reinforcement.

Social media is used to communicate school news and accomplishments.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have. **Root Cause:** A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.

Priority Problem Statements

Problem Statement 1: While test scores and student performance greatly increased during the 23-24 year, students performed at the basic level. We need to increase rigor and depth in all subjects by maintaining the systems and procedures we put in place last year, as well as a more detailed focus on student data throughout the year.

Root Cause 1: Lack of process and systems.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have.

Root Cause 2: A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.

Problem Statement 2 Areas: Demographics - Perceptions

Problem Statement 3: We need to identify why the areas that we are seeing a downward trend in continue to move that direction. Is it our failure to respond to the changing demographics? Covid hangover? lack of strong systems and structures?

Root Cause 3: Data analysis has not been done to determine what issue is.

Problem Statement 3 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

gender, etc.
- Section 504 data
- Homeless data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

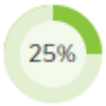
Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 1: 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

Evaluation Data Sources: Secondary: Lexile levels from STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the literacy plan through established priorities for system-wide literacy practices. **Actions:** a) Use PG-SLO (Student Learning Objectives) tasks to implement district Tier 1 priorities with a strong focus on collecting student data to use for improved performance. b) Guide the instruction of teachers through lunch and learns and additional on-site training during the professional work day. c) Use the PLCs (Professional Learning Communities) to collaborate and discuss results that were successful for additional implementation as well as those that need improvement and redesign. d) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation (Royal Rounds) **Staff Responsible for Monitoring:** Assistant Principals Academic Dean Principal Department Chairs Literacy Committee **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Build capacity to implement the district recalibration focus on Tier 1 instruction. **Actions:** a) At the first of the year discuss prior year and see what systems need to be created or revamped with the goal of setting campus wide expectations regarding classroom instructions. b) Create focused department chair/admin walkthroughs to ensure fidelity. c) Create teacher walk-through system (Royal Rounds) where teachers observe each other once a quarter. This will be organized by departments. d) Monitor implementation of strategies utilizing walk-throughs and teacher provided artifacts as supporting documentation. e) Create monthly focus on tier one initiatives starting in September. f) Create common classroom expectations/procedures. g) Create system where non-tested subjects have at least one planning period once a quarter to use for instructional planning/practices with their team. **Staff Responsible for Monitoring:** Assistant Principals Academic Dean Principal Department Chairs Literacy Committee **Problem Statements:** Demographics 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Align processes that encourage and facilitate personalized learning for students. **Actions:** a) Utilize Canvas and Aware to its fullest capacity. b) Use of IEP (Individualized Education Plan), 504, and Emergent Bilingual accommodations to individualize instruction. c) RtI (Response to Intervention)Tier 3 additional services are provided through reading classes and Edgenuity. d) Monitor, support and provide feedback to support campus implementation of personalized learning. e) Student data collection in classrooms (online or paper) f) Monitor Accelerated Instruction (AI)Tutorials and progress g) Create digital data folders for students for each core class. h) Track student data through the use of teacher data binders with the goal of having two years of data by the end of 23-24. (Started in 22-23) **Staff Responsible for Monitoring:** Assistant Principals Academic Dean Principal Department Chairs **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $652,147				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Identify GT (Gifted and Talented) students to provide opportunities for rigorous learning beyond advanced coursework. **Actions:** a) Utilize Duke Tip List and known high achieving students, etc. to develop a base for PSAT, 8/9, and Khan Academy future National Merit contenders. b) Offer SAT/ACT Preparation course through Royal Time. c) Make a hard push for the UIL Academic contest. d) Develop an Advanced Placement (AP) course recruitment program by reaching out to students identified as potentially successful AP students by the College Board with personalized and targeted teacher invitations and promotion. e) Identify current 8th graders to recruit for AP track during registration in January. **Staff Responsible for Monitoring:** Tracey Besgrove Amy DeWeese Katie Kern Counselors both High School and Middle Ramonda Fields **Problem Statements:** Student Learning 1	20%	30%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Increase overall Advanced Placement (AP) Test scores with the goal of increasing the number of students who make a 3 or higher on each test by 4%. **Actions:** a) Train staff on the use and implementation of AP classroom with the goal of having all students and teachers enrolled by September 29. b) Focus on data from prior years by sharing with all teachers yearly breakdowns. c) Create a system to celebrate students who scored a 3 or higher on AP scores. d) Administer Mock exams by April 1 with the goal of using that data to drive instruction. **Staff Responsible for Monitoring:** Academic Dean Academic Coach Besgrove AP Teachers **Problem Statements:** Demographics 1 - Perceptions 1	30%	35%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have. **Root Cause**: A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.
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Perceptions
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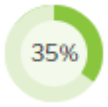
Goal 1: Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing groups as measured by STAAR, PBMAS, and district CBA assessments.

Evaluation Data Sources: STAAR, PBMAS, and CBA results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments. **Actions:** a) Align special education instructional practices to the literacy plan and Tier I priorities. b) Increase opportunities for collaboration between general education and special education teachers. c) Create a weekly monitoring system for all Special Education students. d) Assign SpEd caseworkers for each student receiving academic support through SpEd. e) Continue and expand the use of IXL to identify and remediate basic skills for Special Education students to accelerate growth in Math, English, and Science. f) Increase the number of students in special education taking CTE offerings that include industry-based certifications. **Staff Responsible for Monitoring:** Tracey Besgrove Tim Waldmann Counselors Dee Pollack **Problem Statements:** Demographics 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a collaborative process that requires general education and special education teachers to monitor student progress on a regular and consistent basis. **Actions:** a) Use of Aware Monitoring lists for all Special Education students and their case managers. b) Fifth Period Royal Time teacher will also serve as a progress monitor and will communicate with the teacher of record. **Staff Responsible for Monitoring:** Tracey Besgrove Special Education Department Chair - Sharon Baskerville Gen Ed teachers and Special Ed teachers **Problem Statements:** Demographics 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop and implement system-wide instructional practices appropriate for EBs to increase TELPAS progress rate by 3 % on English Language Proficiency Status. **Actions:** a) Improve communication between the newcomer program teacher and EA with sheltered teachers. b) Use of IXL for sheltered students in Math and RLA. c) Training in SIOP allowing for collaboration with district leadership on curriculum and resources. d) Creation of ESL files to collect and maintain data on Emergent Bilingual students and parental contact outside of the LPAC. e) Provide quality training for all instructional staff to engage and support English learners f) Monitor language proficiency and academic performance data to identify where additional support is needed. g) Communicate the TELPAS testing schedule and writing window to teachers with clear instructions and deadlines. h) TELPAS testing occurs over the window and allows for completion of all parts of TELPAS **Staff Responsible for Monitoring:** Tracey Besgrove ESL Teacher Gen ed teachers of EL students **Problem Statements:** School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Evaluate current RtI processes and make adjustments in order to achieve system coherency **Actions:** a) Monitor and adjust use of Royal Time to ensure that Tier II & III students are using available resources with fidelity. b) Identify gaps in the implementation of the campus academic RtI plan. c) Develop a corrective action plan for the campus. ie: online tutorials for struggling learners. d) Revise and edit components of the campus academic RtI plan as identified in the gap analysis. e) Build master schedule so that retesters have more support by targeted instructors. **Staff Responsible for Monitoring:** Tracey Besgrove Brandi McCreary Amy DeWeese Katie Kern **Problem Statements:** Demographics 1 - Perceptions 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue implementation of the district and campus continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom. **Actions:** a) Train all staff on how to access, collect, and disaggregate relevant data. b) Send teams to visit campuses in our 40 comparison group that are having success in areas that we need improvement on with the goal of discovering ways we can improve our systems to ensure more student success. c) All STAAR/EOC tested students track their own data through the use of student data folders by the start of the first semester. d) Collect evidence and artifacts from classroom walk-throughs regarding the successful use of data with the goal of moving to a full PDSA model by the end of the year. **Staff Responsible for Monitoring:** Assistant Principals Academic Dean Instructional Facilitator Principal **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** Instructional Facilitator - 211 - Title I - $78,706				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Engage parents and community in the educational process. **Actions:** a) Continue to use campus-wide communication system through a weekly newsletter. b) Continue campus-wide communication system for teacher-developed progress reports in each subject area. c) Send weekly letter to all parents with students who are currently failing with tips and resources to help them be successful. d) Increase social media presence by 10% with a goal of at least 10 postings each week that highlight activities, both academic and extracurricular, going on at RHS. e) Host community pep rally and first day of school and recognize student organizations with an emphasis on recognizing those groups who have not been recognized in the past, such as fine arts leaders, tennis, cross-country, etc. **Staff Responsible for Monitoring:** Katie Kern Principal Assistant Principals Shelley Marshall **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** Family Engagement - 211 - Title I - $824	20%	30%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have. **Root Cause**: A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.

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School Processes & Programs

Problem Statement 1: We need to identify why the areas that we are seeing a downward trend in continue to move that direction. Is it our failure to respond to the changing demographics? Covid hangover? lack of strong systems and structures? **Root Cause**: Data analysis has not been done to determine what issue is.

Perceptions

Problem Statement 1: Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have. **Root Cause**: A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.

Goal 1: 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 dispositions indicative of high levels of social-emotional development as measured by a campus administered survey of student perceptions.

Evaluation Data Sources: Character Strong Lessons and Character Dares
Character Strong Surveys
Gallup Student Poll

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify and deploy district-approved programs that teach social-emotional skills **Actions:** a) Implement Character Strong during Royal Time. b) Continue Hope Squad with curriculum focusing on peer intervention. c) Character Strong lessons and curriculum throughout the school during Royal Time. d) Set up campus-wide system for building relationships on Fridays (Family Friday) and while greeting students. **Staff Responsible for Monitoring:** Principal Macie Ridgway Shelley Marshall All Teachers Assistant Principals **Title I:** 2.6 **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** Title I PD - 211 - Title I - $2,916	20%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have. **Root Cause**: A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.

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Goal 1: 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 behavior RtI tiers 2 and 3.

Evaluation Data Sources: Student Discipline Referrals and DAEP Placements

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the district behavioral RtI plan **Actions:** a) Behavioral RtI committee including stakeholders from parents, teachers, and administrators. b) Provide training on the district behavior RtI plan. c) Create and implement a system to clearly communicate campus/classroom procedures to students during the first two weeks of school. d) Assistant principals push into classrooms for due process meetings instead of school-wide assemblies. e) Provide a menu of options for Restorative Discipline systems for campus implementation. f) Utilize Restorative Discipline systems at Richland High School. **Staff Responsible for Monitoring:** Assistant Principals Counseling Staff **Problem Statements:** Demographics 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the behavioral RtI plan with fidelity. **Actions:** a) Offer a variety of options that reduces the amount of time the student is not in class. b) Using counseling strategies and discussing with teachers about different options they can use to keep students on task and motivated. c) Train campus leaders to implement the behavior RtI plan. d) Evaluate the implementation of the behavior RtI plan. e) Monitor the assignment of students to DAEP and their subsequent behavioral progress. f) Continued implementation of Behavioral RtI. **Staff Responsible for Monitoring:** Assistant Principals Counseling Staff **Problem Statements:** Demographics 1 - Perceptions 1	20%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have. **Root Cause**: A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.

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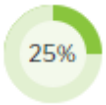
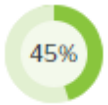
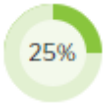
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

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. Our goal is 96%.

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop an implement a campus-wide program to incentivize student and staff attendance. **Actions:** a) Promote attendance through competition and rewards, such as prizes, prom tickets, etc. b) Coordination with student support specialists to work with students on an individual basis to determine root cause. c) Use and monitor attendance weekly starting on week 2 to identify students who are heading down the road to truancy. d) Continue Principal's Advisory Council consisting of students from each grade level and background to explore problems and solutions, including attendance, here at RHS. e) Communicate with parents and students the importance of attendance through weekly newsletters/videos. f) Send hard copy letters home by mail in addition to emails and text for students who are truant. **Staff Responsible for Monitoring:** Assistant Principals Attendance Clerks Graduation Coach Truancy Officer **Problem Statements:** Demographics 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and deploy continuous improvement processes in classroom instruction. **Actions:** a) Continue to monitor and train on staff on data collection and collaborative discussions to foster the improvement cycle. b) Use of CBA Data Protocols, Interim Assessments within PLCs to assess and improve instruction specific to TEKS and student learning needs. c) Set up data meetings for all benchmark/CBA/interims assessments with teachers to discuss progress and ways to use data to drive instruction. **Staff Responsible for Monitoring:** Assistant Principals PLC's Department Chairs Academic Dean **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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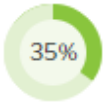
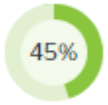
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

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

Evaluation Data Sources: End of Year Lexiles and Performance ELA EOCS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a culture of continuous improvement across the campus to improve student achievement and increase student and staff well being. **Actions:** a) Create campus-wide expectations for both students and staff at the start of the school year that include a campus-wide intentional rollout of those expectations. b) Utilize Character Strong to improve teacher relationships and increase morale. c) Continue the campus-wide student incentive program to recognize students who are exhibiting traits we desire at RHS. **Staff Responsible for Monitoring:** Principal Asst Principals Department Chairs **Problem Statements:** Demographics 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Richland High School has experienced a fast change in our demographics and we want to ensure that those students needs are being addressed. We need to adjust our teaching to the students we have. **Root Cause**: A rapid change in demographics at Richland High School could be due to economic shifts, new housing developments, increased immigration, or changes in community services affecting local population movement.

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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: Survey of campus stakeholders - Safety
Survey of campus stakeholders - Character Strong

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a) All administrators display high visibility practices in hallways and classrooms. b) Implement district-provided safety resources including security guards and additional cameras in the cafeteria and hallways. c) Use of Navigate 360 for all safety drills. d) Conduct safety drills each month and document. e) The School Safety Committee will meet each month. d) Variety of student clubs and organizations to be inclusive of all students. **Staff Responsible for Monitoring:** Principal Assistant Principal Counseling Staff All Faculty All Staff **Problem Statements:** Demographics 1 - Perceptions 1	35%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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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 25% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 25%.

Evaluation Data Sources: Workers' compensation claims and days missed due to accidents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment. **Actions:** a) Review and update the campus accident prevention plan and related department safety plans during bi-annual safety meetings with faculty. b) Require staff to review district plan and related department plans through the Safe Schools platform. c) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments: Stop the Bleed, Evacu-chairs, etc. d) Continue Safety Committee meetings per the district plan. e) Review and report claim information per the district plan. f) Perform campus/building safety walk throughs as required by the district plan. g) Teachers encouraged to be spectators rather than participants in physical competitions with students. h) Use of district-provided stools and ladders for safety compliance. **Staff Responsible for Monitoring:** Principal Assistant Principals Department Chairs **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

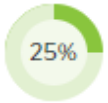
School Processes & Programs

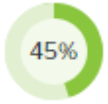
Problem Statement 1: We need to identify why the areas that we are seeing a downward trend in continue to move that direction. Is it our failure to respond to the changing demographics? Covid hangover? lack of strong systems and structures? **Root Cause**: Data analysis has not been done to determine what issue is.

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: College Readiness Data and Health Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Deliver current and accurate information regarding college readiness. **Actions:** a) Create and employ counseling and guidance programs which include student and parent involvement. Sessions to include: Lexiles, college admission process, financial aid, scholarships and college testing (TSI). b) Create and disseminate information comparing and contrasting Advanced Placement with Dual-credit courses to help students and parents make informed decisions for college preparedness. c) Offer college night with an interactive board of experts to answer questions and share information with students and parents. Possible variation could be panel discussion via Teams. d) Set up meetings with feeder middle schools to discuss importance of AP programs with those parents of incoming 9th graders before Spring Break. **Staff Responsible for Monitoring:** Counselors Academic Dean **Problem Statements:** Demographics 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and maintain a campus-wide coordinated health program. **Actions:** a) Social Emotional learning with staff and students utilizing Character Strong lessons focused on a sense of belonging. Utilize survey data to monitor progress. b) Provide SEL support for all learners. c) Implement Life Lines Suicide prevention curriculum. d) Implement HOPE SQUAD on campus. **Staff Responsible for Monitoring:** Principal Crisis Counselor Nurses **Problem Statements:** Demographics 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

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State Compensatory

Budget for Richland High School

Total SCE Funds: $652,147.00
Total FTEs Funded by SCE: 8.52
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 Richland High School

Name	Position	FTE
Cathy Slagle	Teacher	0.17
Damion Hobbs	Teacher	0.17
Daniel Henderson	Teacher	0.67
Jenai Alvarez	Graduation Coach	1
Katherine Holt	Teacher	0.17
Katherine Kern	Academic Dean	1
Kristen Prange	Reading Intervention	0.33
Macie Ridgley	Student Assistance Counselor	1
Michaewl Rieser	Educational Assistant	1
Shelley Marshall	Crisis Intervention Counselor	1
Stephanie Graham	Teacher	0.67
Steven Foster	Teacher	0.17
Vince Burns	Teacher	0.17
Yvette Rieser	Teacher	1

Title I Personnel

Name	Position	Program	FTE
Robert Koerner	Instructional Facilitator	TItle I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	SCE Campus Personnel		$652,147.00
				Sub-Total	$652,147.00
				Budgeted Fund Source Amount	$652,147.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5	Instructional Facilitator		$78,706.00
1	2	6	Family Engagement		$824.00
1	3	1	Title I PD		$2,916.00
				Sub-Total	$82,446.00
				Budgeted Fund Source Amount	$82,446.00
				+/- Difference	$0.00
				Grand Total Budgeted	$734,593.00
				Grand Total Spent	$734,593.00
				+/- Difference	$0.00

Birdville Independent School District

DAEP

2024-2025 Department Plan

Mission Statement

The Disciplinary Alternative Education Program (DAEP) seeks to meet the needs of students from all campuses of the Birdville Independent School District. Our mission therefore reflects the Birdville Independent School District's mission, which is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

Vision

Our vision at DAEP is to provide an alternative setting that utilizes best practices to reduce recidivism, holding students behaviorally and academically accountable, while encouraging personal growth and improved social skills through Character Education.

Value Statement

As members of the DAEP campus,

1. We will not give up on any student

2. We will treat all people with dignity and respect

3. We will model and expect personal responsibility

4. We will make decisions in the best interest of students.

5. We will practice responsible stewardship of our resources

6. We will not compromise our commitment to excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Restructured in 2021, our goals are for students to achieve their full potential through a system that is responsive to their behavioral, academic, social, and emotional needs, to utilize efficient and effective organizational skills to support and improve student learning, and to ensure all students and staff learn and work in a safe and responsive environment. In addition to receiving instruction for their scheduled classes, students receive Social and Emotional Learning instruction during daily Character Education classes, that include Character Strong curriculum, and the opportunity for individual counseling while enrolled at DAEP from our SE Counselor. Through our counseling program our campus partners with approved community support programs and agencies which yield assistance and support for our children and families.

Our student demographics for the 2023-2024 school year closely mirrored the district's makeup, serving 33.7% females, 66.3% males, 44.7% Hispanic Latino students, 2.5% Asian students, 22.2% African American students, and 31.2% white students.

The DAEP faculty and staff consist of one administrator, one elementary teacher, two inclusion teachers, six secondary teachers, positions for four certified Educational Aides, one Office Coordinator, one full time Social Emotional Counselor and one campus SRO that is shared with Shannon High School. One secondary teacher is utilized to teach a daily Character Education course, and another secondary teacher is utilized as an Instructional Coach. All teachers are certified in their teaching assignment, with at least one certified teacher for each core subject.

Demographics Strengths

Six members of the faculty and staff are bilingual

The faculty and staff is as diverse as the students we serve

Four of the eight certified teachers have served on the campus for three or more years, with three of them having served five or more years.

New hires in the past two years have multiple years experience in Texas public education settings.

One of the Educational Aides have significant college credit hours, working towards a teaching certificate.

All are dedicated with a growth mindset

Student Achievement

Student Achievement Summary

Students assigned to the DAEP campus remain on campus for an assigned period of time during the school year, following a discipline matrix. Home campus teachers remain the teacher of record. The DAEP campus provide academic services to students from across the entire district. It is the expectation for all students to demonstrate sustained growth in their academics as well as behaviorally. If a student is assigned to the DAEP campus during standardized testing, scores remain attached to the home campus. DAEP does not receive any state assessment scores in any academic area.

Student Achievement Strengths

DAEP offer reviews for students to obtain an early dismissal that is based not only on their behavior, but academics as well. Students must maintain or improve their grades while at DAEP if they are to earn a review resulting in an early dismissal from the program. Over 90% of students assigned to DAEP earn a successful review as a result of maintaining and/or improving their grades while at DAEP.

DAEP students utilize organizational, note taking and goal setting skills that are closely monitored, to maintain an academic binder. These strategies can easily transition back to their home campus and continue to improve their grades upon return to their home campus.

The use of Canvas has had a direct improvement on student academics, providing students with relevant lessons, allowing for students to maintain communication with home campus teachers and their classroom assignment expectations

District Culture and Climate

District Culture and Climate Summary

While DAEP inherently serves as a punitive measure, we make a concerted effort to integrate restorative practices into the program through the use of daily Character Education classes infused with Character Strong curriculum, ROPES, CHAMPS, counseling and other applicable interventions. Our structures support the proven research that a safe and caring school climate produces a positive impact on student achievement. Student surveys are utilized to measure the campus climate and the effectiveness of our program.

Surveys (students)--Using anonymously collected student surveys, the data shows that the DAEP program effectively reduces recidivism and helps students understand behavioral and academic expectations while on campus. The surveys also reveal improvements in students' academic performance during their time in the program. Additionally, feedback from students highlighted the effectiveness of our Character Education classes and underscored the ongoing need for drug and alcohol interventions.

Values The DAEP campus value all students, with a focus on dignity and respect, personal responsibility, and making decisions in the best interest of students and the commitment to excellence.

Beliefs DAEP believe students can develop higher expectations through the use of the Behavior Management Program and CHAMPS, and that collaboration and communication between DAEP and home campuses is essential to student success.

Equity-Opportunity and Equal Access-- At DAEP we strive to see the inherent worth and dignity of every student; foster tolerance, sensitivity, understanding, and mutual respect among all students, and encourage them to strive to reach his or her own potential as they transition back to their home campuses.

District Culture and Climate Strengths

The culture and climate strengths of the DAEP campus are:

- Structured procedures, clear expectations for behavior and academic success

-The use of CHAMPS as a discipline guide and an online behavior monitoring program, the Behavior Management Program, that allows for immediate access

-Character Education classes addressing relevant real world topics daily

- The flexibility of the faculty and staff.

-Improvement in academics due to the use of Academic Binders

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The DAEP faculty and staff consist of one administrator, one elementary teacher, two inclusion teachers, six secondary teachers, positions for four certified Educational Aides, one Office Coordinator, one full time Social Emotional Counselor and one campus SRO that is shared with Shannon High School. One secondary teacher is utilized to teach a daily Character Education course, and another secondary teacher is utilized as an Instructional Coach. All teachers are certified in their teaching assignment, with at least one certified teacher for each core subject.

Staff Quality, Recruitment, and Retention Strengths

Four members of the faculty and staff are bilingual

Four of the eight certified teachers have served on the campus for three or more years, with three of them having served five or more years.

New hires in the past two years have multiple years experience in Texas public education settings.

Two of the Educational aides have significant college credit hours, with one working towards a teaching certificate.

One EA has moved into a teaching role and has a college degree with experience as a Social Worker and prior employment with the Texas Juvenile System.

All are dedicated with a growth mindset

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Home campuses teachers remain the teacher of record. DAEP provide support to students following the scope and sequence provided by the district, as well as instruction and curriculum recommended by their home campus teachers.

DAEP does not receive scores or ratings from TEA

Curriculum, Instruction, and Assessment Strengths

The strengths of the DAEP curriculum and instruction is the collaborathon and communication procedures put in place to ensure students are receiving instruction that best mirrors their home campus classrooms. DAEP teachers communicate directly with teachers, and utilize the DAEP Instructional Coach for assistance in reaching out to home campus teachers. When working on core subjects, DAEP rotate teachers to ensure a certified teacher is available. Special Education accommodations are met through DAEP Inclusion teachers who ensures the campus teachers receive documentation required for all SPED students and meet weekly with the faculty to summarize students on the campus.

Family and Community Engagement

Family and Community Engagement Summary

Parents are required to attend an intake meeting with their student to ensure both student and parent understand the expectations and requirements for dismissal from the program. The Intake Video is followed up immediately with a conference with the campus administrator for clarification of all procedures. Additionally, the campus Social Emotional Counselor is included in the intake process to explain her role at DAEP and the importance of the daily Character Education course. The counselor will also provide additional resources if warranted.

Recognizing the need for intervention, the campus has partnered with Recovery Resource Council and Narcotics Anonymous. Recovery Resource Council provides an evidence based approach to address social behavioral concerns regarding our middle school students. Narcotics Anonymous provides ongoing speakers to our high school students to demonstrate the effects drugs and alcohol has on one's life. Parental permission is requested prior to students participation in the informative discussions.

Family and Community Engagement Strengths

The thoroughness of the Intake meeting provide clear expectations to parents. The support provided to students upon arrival to DAEP by the SE Counselor is imperative to students being successful at DAEP.

Partnering with Recovery Resource Council and Narcotics Anonymous is beneficial to the DAEP campus. It allows for students district wide to access a resource that students may not otherwise receive, and the information they provide may assist them in making better choices when they return to their home campus.

District Organization

District Organization Summary

Students are assigned to DAEP in accordance with the BISD Student Code of Conduct. While in attendance, students receive instruction from certified teachers, as well as counseling and guidance in strategies to support social emotional improvements. DAEP processes, structures, decision making, and overall organization has resulted in a quality alternative learning environment.

District Organization Strengths

Systems in place at DAEP influence a broad range of dimensions of student learning, including academic, social and behavioral learning.

DAEP aim to teach students the relevance of self discipline, with a goal for students to be able to transfer the newly learned skills as they transition to home campuses.

Strengths of the campus include the use of a computerized Behavior Management Program, campus wide CHAMPS discipline management system, academic binders, and daily Character Education classes.

Recognized as a Texas Association for Alternative Education showcase school for the 2022-2023 school year

Technology

Technology Summary

DAEP students utilize district issued chrome books to submit assignments back to their home campus teachers. BISD has a 1:1 ratio in technology. The campus provides access to chome books when the need presents itself. The use of Canvas has greatly improved instruction for students while at DAEP

Technology Strengths

Faculty and staff knowledge and skills of campus technology/programs are efficient.

Disrict assigned technology specialist for the DAEP is responsive

TEAMS has improved communication between home campuses and DAEP

Demographics

Demographics Summary

The DAEP campus does not offer a graduation. 90% of students meet their review and are returned to their home campus after serving at least 50% of their assignment. Demographic Breakdown: 39% Hispanic, 25% White, 17% Black/African American, 2% Asian, 16% LEP, 11% 504, 10% SPED, 1% GT. Elementary teacher to student average is 1:3, secondary teacher/student ratio meets states requirement of 1:15 but DAEP average a ratio of 1:10. Five of the eight certified teachers have served on the campus for five or more years. New hires in the past two years have multiple years experience in Texas public education settings. One Educational aide has significant college credit hours, and is working on completing a teacher certification program.

Demographics Strengths

During the hiring process it is imperative to the campus that we hire certified teachers, and the campus currently have at least one certified teacher for each core subject.

Six members of the faculty and staff are bilingual.

Five of the faculty and staff have been with the DAEP campus for three or more years, with three of them having served five or more years at DAEP

Problem Statements Identifying Demographics Needs

Problem Statement 1: While the DAEP demographics mirror the district's in a number of categories, the distinction in rates for African American students, 504 and SPED students is a concern. **Root Cause:** The root cause for the number of 504 and SPED students placed at DAEP may be a result of a lack of training and understanding the manifestation of a students disability. Racial biases may play a role in the number of AA students placed at DAEP, however it cannot serve as the predominate or soul cause. There are other mitigating factors that affect placement.

Problem Statement 2 (Prioritized): Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain. **Root Cause:** The DAEP Educational Aides are not paid at the highest EA rate.

Student Learning

Student Learning Summary

DAEP is not rated by TEA. All state/local assessments that may be given while a student is enrolled at DAEP are combined with the home campus data.

Student Learning Strengths

Academic Binders are improving students organizational skills

Students are taking ownership of their academics as learning improves

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be customized to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program. **Root Cause:** Teachers are not familiar enough with the Edgenuity program to make the needed customizations. The program does not offer accommodations for SPED students that are needed for some of the core subjects

Problem Statement 2 (Prioritized): Ensuring the sustainability of academic and behavioral standards presents a challenge as students transition back to their home campus after a period of alternative education placement. This transition period often reveals gaps in maintaining consistent educational progress and behavioral expectations, which can impact the student's ability to reintegrate successfully and meet established standard **Root Cause:** While students learn the needed skills, without the DAEP structure students struggle to maintain their improved behavior and academic expectations once back at their home campus

Problem Statement 3 (Prioritized): In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body **Root Cause:** "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.

Problem Statement 4 (Prioritized): Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain. **Root Cause:** The DAEP Educational Aides are not paid at the highest EA rate.

School Processes & Programs

School Processes & Programs Summary

The DAEP faculty maintains the districts scope and sequence. In an effort to aide students with a successful transition to and from their home campus, communication with home campus teachers is a focus of the DAEP campus. Home campus teachers receive communication from DAEP teachers upon placement, providing the home campus teacher with the opportunity to elect to have students work in Edgenuity or Canvas.

The DAEP administrator completes an intake process with each student and a parent prior to starting on our campus. The campus structures, procedures, and expectations are clearly communicated during the intake meeting. Upon entry into the classroom, all students receive additional explanations of structures and procedures.

The DAEP faculty and staff rotate, while students remain stationary in one classroom throughout the day. This provide for students to receive instructional support from core teachers when accessing their core subject assignments. This also aides in maintaining a safe and secure environment.

Daily Character Education classes are taught, under the guidance of the campus SE Counselor. Two days of the week the focus is on the district's initiative Character Strong. One day a week, students participate in a ROPES course that teaches team building traits and communication skills.

The campus utilizes a points system that affects dismissal from the campus. The Behavior Management System is computerized providing immediate access for all faculty and staff, home campus designees and DAEP students. The BMS is used to record students behaviors throughout the day. Negative behaviors result in students losing points, and losing points add up to additional days at DAEP. The BMS provide students the opportunity to monitor their behaviors and make adjustments where needed. The administrator is able to see when immediate interventions are needed.

DAEP students are required to maintain an Academic Binder. The binders consist of grade data form, notes for each core subject, assignment submission page for each course, Character Ed reflection page, and a grade tracker page for each course (Canvas/Edgenuity)

Drug/Alcohol focused sessions with Recovery Resource and Narcotics Anonymous. With parent permission, middle school students participate in weekly discussions with drug/alcohol trained counselors through Recovery Resource. High school students, with parent permission, participate in a biweekly sessions with clients from Narcotics Anonymous. The programs are under the guidance of the campus SE Counselor.

School Processes & Programs Strengths

Students academics improve while at DAEP

Processes hold students accountable academically and behaviorally

Students receive strategies for solving conflicts and decision making, team building and communication skills through Character Education/ROPES course.

Communication between home campuses and DAEP are improved.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain. **Root Cause:** The DAEP Educational Aides are not paid at the highest EA rate.

Problem Statement 2: There is an increasing need to support the emotional well being and mental health of all students. The campus does a good job through the use of one SE counselor, but a plan must be developed that encompasses parental support and training, and one that transitions back to home campuses. **Root Cause:** Some students come to school with learned behaviors and other triggers and often there is a lack/delay in identifying high need students.

Problem Statement 3 (Prioritized): The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be customized to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program. **Root Cause:** Teachers are not familiar enough with the Edgenuity program to make the needed customizations. The program does not offer accommodations for SPED students that are needed for some of the core subjects

Problem Statement 4: There is a need for training for parents seeking solutions for improving the overall emotional and mental health of their children and to reduce their use / dependency on drugs. The age/grade level at which students are placed at DAEP for drug related infractions are increasing at the elementary level. **Root Cause:** The lack of involvement from parents creates a lack of student engagement in all areas at campuses, and lends to students making poor choices. Preventive measures regarding drug/alcohol use on home campuses are limited and/or nonexistence. A program that require parental involvement offering support for both students and parents is recommended as students transition back to their home campus.

Problem Statement 5 (Prioritized): To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. **Root Cause:** Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.

Perceptions

Perceptions Summary

Structured planning has resulted in a safe learning environment, with 0% altercations between students since the 2020-2021 school year.

Results from the 2021-2022 and the 2022-2023 DAEP Student Exit Surveys indicate Character Education coursework has been effective.. 66%/70% feel they have better control of their emotions, 81%/85% report they are better equipped to set and achieve goals.

Communication between home campus teachers and the DAEP faculty and staff have improved.

Perceptions Strengths

The creation of an Instructional Coach for DAEP has resulted in training for home campus teachers as well as DAEP instructors that specifically addresses scope and sequence when utilizing Edgenuity as well as communicating assignment needs for DAEP students.

Rotating teachers ensures core subject teachers are present when students are working on core subject assignments from their home campus.

Preventive planning has provided for a safe and secure environment for faculty, staff and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While the DAEP demographics mirror the district's in a number of categories, the distinction in rates for African American students, 504 and SPED students is a concern. **Root Cause:** The root cause for the number of 504 and SPED students placed at DAEP may be a result of a lack of training and understanding the manifestation of a students disability. Racial biases may play a role in the number of AA students placed at DAEP, however it cannot serve as the predominate or soul cause. There are other mitigating factors that affect placement.

Problem Statement 2 (Prioritized): In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body **Root Cause:** "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.

Problem Statement 3: There is an increasing need to support the emotional well being and mental health of all students. The campus does a good job through the use of one SE counselor, but a plan must be developed that encompasses parental support and training, and one that transitions back to home campuses. **Root Cause:** Some students come to school with learned behaviors and other triggers and often there is a lack/delay in identifying high need students.

Problem Statement 4: There is a need for training for parents seeking solutions for improving the overall emotional and mental health of their children and to reduce their use / dependency on drugs. The age/grade level at which students are placed at DAEP for drug related infractions are increasing at the elementary level. **Root Cause:** The lack of involvement from parents creates a lack of student engagement in all areas at campuses, and lends to students making poor choices. Preventive measures regarding drug/alcohol use on home campuses are limited and/or nonexistence. A program that require parental involvement offering support for both students and parents is recommended as students transition back to their home campus.

Problem Statement 5 (Prioritized): To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be

provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. **Root Cause:** Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.

Priority Problem Statements

Problem Statement 1: To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed.

Root Cause 1: Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.

Problem Statement 1 Areas: School Processes & Programs - Perceptions

Problem Statement 2: In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body

Root Cause 2: "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.

Problem Statement 2 Areas: Student Learning - Perceptions

Problem Statement 3: The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be customized to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program.

Root Cause 3: Teachers are not familiar enough with the Edgenuity program to make the needed customizations. The program does not offer accommodations for SPED students that are needed for some of the core subjects

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

Problem Statement 4: Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain.

Root Cause 4: The DAEP Educational Aides are not paid at the highest EA rate.

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

Problem Statement 5: Ensuring the sustainability of academic and behavioral standards presents a challenge as students transition back to their home campus after a period of alternative education placement. This transition period often reveals gaps in maintaining consistent educational progress and behavioral expectations, which can impact the student's ability to reintegrate successfully and meet established standard

Root Cause 5: While students learn the needed skills, without the DAEP structure students struggle to maintain their improved behavior and academic expectations once back at their home campus

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

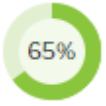
Goal 1: Students will achieve their full potential through a system that is responsive to the behavioral, academic, social, and emotional needs of the student.

Performance Objective 1: Student is exited from DAEP after a successful review.

High Priority

Evaluation Data Sources: Data notebooks, Behavior Management System (point system), teacher feedback, Transition plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All staff and students will use the Academic Binders to document academic continuous improvement. Students will set goals and be responsible for their data on grades and social goals which is also housed in their binders. The campus administrator meets individually with students to discuss their progress and how to transition back to their home campus successfully. **Actions:** During the administrative review, students discuss with the administrator the effort and changes they displayed while at DAEP and how they can transition to their home campus successfully, implementing the strategies learned while at DAEP. **Staff Responsible for Monitoring:** Administrator, advisory teachers, Educational Aides, SE Counselor **Problem Statements:** Student Learning 2 - School Processes & Programs 5 - Perceptions 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilizing the online Behavior Management System, students are immediately made aware of any needed behavioral adjustments. Teachers consistently report behavior issues during class, providing immediate notification to students and the entire DAEP campus. Home campus administrators and counselors are also able to view their students behaviors while at DAEP. **Actions:** Upon viewing their BMS report, students recognize the need for adjustments and choose a positive path before losing entire DAEP day due to behavioral issues. DAEP Teachers are informed of behaviors that may be repeated, and home campus can view both negative and positive growth in their students behavior while at DAEP. **Staff Responsible for Monitoring:** Teachers, administrator, EAs, home campus administrators and counselors **Targeted Support Strategy** **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Ensuring the sustainability of academic and behavioral standards presents a challenge as students transition back to their home campus after a period of alternative education placement. This transition period often reveals gaps in maintaining consistent educational progress and behavioral expectations, which can impact the student's ability to reintegrate successfully and meet established standard **Root Cause**: While students learn the needed skills, without the DAEP structure students struggle to maintain their improved behavior and academic expectations once back at their home campus
School Processes & Programs
Problem Statement 5: To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. **Root Cause**: Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.
Perceptions
Problem Statement 5: To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. **Root Cause**: Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.

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

Performance Objective 2: Academic alignment is achieved for each student utilizing Canvas and Edgenuity

High Priority

Evaluation Data Sources: Academic binders monitored daily for student academic logs, maintaining communication with home campus teachers (emails), Edgenuity training for teachers/EAs with district administrator

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: DAEP teachers, who certified in their core subject, contact all home campus teachers on CANVAS or Edgenuity to ensure students are completing assignments that are mirroring the home campus classroom instruction . The campus instructional coach support by following up with additional communication with home campus teachers when needed . Two inclusion teachers are present to provide needed support. AI is tracked by the instructional coach. **Actions:** Immediate notification of home campus teachers of students placement at DAEP, maintain communication with home campus teachers throughout DAEP placement, provide grade withdrawal form to home campus. **Staff Responsible for Monitoring:** Instructional Coach, administrator, faculty and staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1 - School Processes & Programs 3	30%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be customized to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program. **Root Cause**: Teachers are not familiar enough with the Edgenuity program to make the needed customizations. The program does not offer accommodations for SPED students that are needed for some of the core subjects

School Processes & Programs

Problem Statement 3: The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be customized to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program. **Root Cause**: Teachers are not familiar enough with the Edgenuity program to make the needed customizations. The program does not offer accommodations for SPED students that are needed for some of the core subjects

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

Performance Objective 3: To provide faculty and staff with professional development centered on best practices in the DAEP classroom, and to ensure the implementation of these strategies is evident during classroom observations.

High Priority

Evaluation Data Sources: teacher observations, professional development

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintaining communications with home campus teachers, use of PDSA, obtainable goal setting and organizational skills. **Actions:** Communications logs, emails, binders, **Staff Responsible for Monitoring:** administrator, instructional coach **Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3	55%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be customized to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program. **Root Cause**: Teachers are not familiar enough with the Edgenuity program to make the needed customizations. The program does not offer accommodations for SPED students that are needed for some of the core subjects
Problem Statement 2: Ensuring the sustainability of academic and behavioral standards presents a challenge as students transition back to their home campus after a period of alternative education placement. This transition period often reveals gaps in maintaining consistent educational progress and behavioral expectations, which can impact the student's ability to reintegrate successfully and meet established standard **Root Cause**: While students learn the needed skills, without the DAEP structure students struggle to maintain their improved behavior and academic expectations once back at their home campus
School Processes & Programs
Problem Statement 3: The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be customized to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program. **Root Cause**: Teachers are not familiar enough with the Edgenuity program to make the needed customizations. The program does not offer accommodations for SPED students that are needed for some of the core subjects

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

Performance Objective 4: Upon entry into the DAEP program, ensure that all students are assessed by the campus SE Counselor and participate daily in the Character Strong/'Character Education' course.

Evaluation Data Sources: MAY-SI mental health evaluation data, Character Strong curriculum, SE counselor, student survey results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To ensure all students are assessed by the social-emotional counselor effectively, it's important to have clear planning, coordination, and follow-up. **Actions:** Develop a format, raise awareness, create a referral system, involve parents, provide accessible resources, evaluate, document and report **Staff Responsible for Monitoring:** Social Emotional Counselor, teachers, administrator, district SE administrator **Problem Statements:** Student Learning 2 - School Processes & Programs 5 - Perceptions 5	55%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Ensuring the sustainability of academic and behavioral standards presents a challenge as students transition back to their home campus after a period of alternative education placement. This transition period often reveals gaps in maintaining consistent educational progress and behavioral expectations, which can impact the student's ability to reintegrate successfully and meet established standard **Root Cause**: While students learn the needed skills, without the DAEP structure students struggle to maintain their improved behavior and academic expectations once back at their home campus
School Processes & Programs
Problem Statement 5: To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. **Root Cause**: Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.
Perceptions
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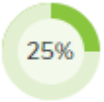
Goal 2: Ensure students are utilizing efficient and effective organizational skills to support and improve their learning,.

Performance Objective 1: All faculty and staff will utilize the Behavior Management System (BMS) with fidelity.

High Priority

Evaluation Data Sources: Student profiles in the BMS platform.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Administrator tracks use of the BMS for consistency among faculty and staff. All rooms will have posted BMS checking for student reminders/encouragement. Daily end of the day open forum talks with faculty and staff reviews student behaviors and actions taken/not taken. **Actions:** Initial concern with student behavior is required to be placed in the BMS. During end of the day transitioning time, teachers will require students to check their BMS. **Staff Responsible for Monitoring:** Administrator, teachers, students **Problem Statements:** Demographics 2 - Student Learning 4 - School Processes & Programs 1, 5 - Perceptions 5				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain. **Root Cause**: The DAEP Educational Aides are not paid at the highest EA rate.
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Goal 2: Ensure students are utilizing efficient and effective organizational skills to support and improve their learning,.

Performance Objective 2: During weekly staff meetings, engage in discussions about the evolving student population and address any concerns or areas for growth within our systems to ensure continuous improvement and responsiveness to student needs.

High Priority

Evaluation Data Sources: Review data on successful reviews , BMS, student binders

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Each day will receive a specific area on which to focus. Specific days dedicated to SPED concerns, safety issues, and technology concerns. We will remain flexible as additional concerns are brought forth. **Actions:** daily after school discussions with all faculty and staff offering input **Staff Responsible for Monitoring:** Administrator, SE Counselor, Instructional Coach and Department Chair **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 3, 5 - Perceptions 2, 5				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain. **Root Cause**: The DAEP Educational Aides are not paid at the highest EA rate.

Student Learning
Problem Statement 1: The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be customized to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program. **Root Cause**: Teachers are not familiar enough with the Edgenuity program to make the needed customizations. The program does not offer accommodations for SPED students that are needed for some of the core subjects
Problem Statement 2: Ensuring the sustainability of academic and behavioral standards presents a challenge as students transition back to their home campus after a period of alternative education placement. This transition period often reveals gaps in maintaining consistent educational progress and behavioral expectations, which can impact the student's ability to reintegrate successfully and meet established standard **Root Cause**: While students learn the needed skills, without the DAEP structure students struggle to maintain their improved behavior and academic expectations once back at their home campus

Student Learning

Problem Statement 3: In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body **Root Cause**: "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.

Problem Statement 4: Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain. **Root Cause**: The DAEP Educational Aides are not paid at the highest EA rate.

School Processes & Programs

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

Performance Objective 1: To implement a safety plan at the DAEP campus that includes comprehensive training and participation in all drills for staff and students, ensuring a safe environment and effective preparedness for emergencies.

High Priority

Evaluation Data Sources: Audits, training agendas and sign-ins, post drills reflections

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish common campus expectations **Actions:** Ongoing classroom/hallway management training. Develop and teach predictable routines, teach classroom expectations during emergencies, **Staff Responsible for Monitoring:** Administrator, district safety supervisor, teachers **Problem Statements:** Student Learning 1 - School Processes & Programs 3, 5 - Perceptions 5	55%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be customized to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program. **Root Cause**: Teachers are not familiar enough with the Edgenuity program to make the needed customizations. The program does not offer accommodations for SPED students that are needed for some of the core subjects
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Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: All faculty and staff will receive professional development for CPI-Nonviolent Crisis Intervention training and utilize learned strategies should it become necessary. Also, ROPES training, which focuses on team building and communication skills is offered every two years to the DAEP faculty and staff.

High Priority

Evaluation Data Sources: CPI training,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Revisit training midyear. Provide training for late hires. BISD requires that all faculty and staff of the DAEP campus receives training in restraining procedures. The training is offered at the start of the school year. Late hires are trained as the course becomes available. During the start of the year as a campus professional development day, teachers participate in a hands on training for the ROPES course. This training provides lessons in teamwork, problem solving and communication. Late hires do not receive the training, as it is only offered once a year every two to three years. **Actions:** Call upon district administration for additional training when new EAs are hired. Request review training midyear from district trainers. Additional funds needed for ROPES training and/or staff member trained as a trainer. **Staff Responsible for Monitoring:** Administrator, district administrator, teachers **Problem Statements:** Demographics 2 - Student Learning 3, 4 - School Processes & Programs 1 - Perceptions 2	50%	55%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain. **Root Cause**: The DAEP Educational Aides are not paid at the highest EA rate.
Student Learning
Problem Statement 3: In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body **Root Cause**: "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.
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School Processes & Programs

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Perceptions

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

Performance Objective 3: Students in DAEP will not participate in physical altercations, learning alternate means for conflict resolution and team building skills through Character Education classes.

High Priority

Evaluation Data Sources: Discipline records. Behavior Management System BMS, Student surveys, Character Strong/Education curriculum, ROPES, recidivism data, Character Ed. student reflections

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students enrolled at DAEP will participate in Ropes Course, Character Education classes, and Drug Intervention forums. Participation results in students being exposed to alternate solutions for conflicts, demonstrates and improve their communication and decision making skills. **Actions:** Ropes Course, which is held once a week, introduce students to teamwork, communication skills and problem solving strategies. Daily Character Education classes provide students with positive means for solving conflicts. Participation in the Drug Interventions offered at DAEP bi-weekly, assist students in understanding the effects drug/alcohol use has on their behavior and demonstrates to them real life consequences of continued use. **Staff Responsible for Monitoring:** Administrator, SE Counselor, teachers, Educational Aides, **Problem Statements:** Demographics 2 - Student Learning 1, 4 - School Processes & Programs 1, 3	35%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: DAEP utilize a number of daily operational procedures that will reduce the opportunity for altercations. **Actions:** DAEP will have a secured check in held daily, in which all students walk through a metal detector and are searched manually, which lessen the chance for a weapon on campus. Upon placement notification, the DAEP coordinator and administrator, communicate with assigning campus to ensure separation of students involved in conflicts, as well as ensure a separation for those involved in incidents such as group drug use and/or lewd behavior. To make classroom assignments more efficient, the hallway is structured so that one group of rooms would not encounter the opposite group of rooms throughout the day. All bathroom breaks are escorted one classroom at a time. Overall student movement is limited. Students remain in one room most of the day, while teachers rotate. When being escorted to lunch and during bathroom breaks, students are required to walk on center hallway line with hands in pockets or behind their back. Communication between students is limited to Character Education classes. Open discussions during regular classes is prohibited and should result in a loss of points, and losing points could result in additional days. Dismissal is staggered by rooms, and based on best behaviors (Gold dismissed first, green second, followed by pink). All expectations are provided to students and parents at the required intake meeting. **Staff Responsible for Monitoring:** Administrator, all faculty and staff, SE counselor, campus SRO, security guard. **Problem Statements:** Demographics 2 - Student Learning 3, 4 - School Processes & Programs 1, 5 - Perceptions 2, 5	55%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain. **Root Cause**: The DAEP Educational Aides are not paid at the highest EA rate.
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Perceptions
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Perceptions

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Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Utilizing the online Behavior Management System, students are immediately made aware of any needed behavioral adjustments. Teachers consistently report behavior issues during class, providing immediate notification to students and the entire DAEP campus. Home campus administrators and counselors are also able to view their students behaviors while at DAEP.
1	3	1	Maintaining communications with home campus teachers, use of PDSA, obtainable goal setting and organizational skills.

State Compensatory

Budget for DAEP

Total SCE Funds:
Total FTEs Funded by SCE: 15
Brief Description of SCE Services and/or Programs

Personnel for DAEP

Name	Position	FTE
Clara Campbel	Administrator	1
Essence Robinson	Educational Aide	1
Genevie Sapien	Educational Aide	1
Gustavo Santana	Teacher	1
Joan Craine	Inclusion Teacher	1
Jody Hurlburt	Teacher	1
Julie Dodson	Inclusion Teacher	1
Kara Rodriquez	Teacher	1
Katy Eck	Teacher	1
Keandrea Watkins	Educational Aide	1
Meredith Beckley	Teacher	1
Mona Michael	Teacher	1
Natalee Vitela	Educational Aide	1
Obianuju Oziri	Teacher	1
Paula Rueda	Office Coordinator	1

Birdville Independent School District

Birdville High School

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

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Demographics Summary

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Student Achievement Summary

Student Achievement Strengths

District Culture and Climate

District Culture and Climate Summary

District Culture and Climate Strengths

Demographics

Demographics Summary

Demographics summary for Birdville High School:

Birdville High School, with a total enrollment of 2,093 students, is home to a diverse student body. The ethnic composition includes 48% White, 33% Hispanic, 11% African American, 3% Asian, 3% Multiracial, 1% Native American, and less than 1% Pacific Islander. The student population is slightly more male (52.1%) than female (47.9%). The school serves a variety of student needs, with 6.2% of students identified as Limited English Proficient (LEP) and 12.75% as Emergent Bilingual. Additionally, 48% of students are considered at risk, and 36% come from economically disadvantaged backgrounds. Birdville High School also supports 8% of its students with dyslexia, 11% in the Gifted and Talented (GT) program, and 9.78% in Special Education (SPED) services.

Demographics Strengths

Our campus boasts a diverse student body, representing a wide range of cultural, linguistic, and socioeconomic backgrounds. This diversity enriches the learning environment by fostering cross-cultural understanding, promoting inclusivity, and preparing students for success in a global society. The varied perspectives and experiences within our student population enhance classroom discussions, collaborative projects, and community initiatives, creating a vibrant and dynamic school culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed.
Root Cause: Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

Student Learning

Student Learning Summary

Birdville High School demonstrates solid academic achievement, particularly in STAAR performance, with a strong focus on Meets Grade Level (GL) and Masters GL standards. Across all subjects, 64% of students met the Meets GL standard, and 24% attained the Masters GL standard, reflecting a solid academic foundation. Social Studies and Science are standout areas, with 77% and 69% of students meeting the Meets GL standard, respectively, and 51% of students reaching the Masters GL standard in Social Studies. White and Asian students lead the way in academic performance, with 77% and 78% meeting the Meets GL standard and 33% and 42% achieving the Masters GL standard, respectively.

In addition to STAAR performance, Birdville High School excels in College, Career, and Military Readiness (CCMR). According to TEAL, Birdville High School had 70% of its 2023 graduates meet CCMR indicators such as dual credit, Advanced Placement (AP) courses, and industry certifications. The graduation rate is also commendable, with 97.5% of 2023 seniors graduating on time, ready for post-secondary success.

These outcomes underscore Birdville High School's strengths in preparing students not only for academic success but also for future college and career opportunities. However, there remains a need to further support underrepresented groups, particularly in Math and Reading/Language Arts, to close achievement gaps and ensure all students are prepared for post-secondary success.

Student Learning Strengths

Birdville High School's student learning strengths are highlighted by its strong performance in Social Studies and Science, where 77% and 69% of students, respectively, met the Meets Grade Level (GL) standard. Additionally, 51% of students reached the Masters GL standard in Social Studies, showcasing advanced understanding and critical thinking skills. The school also excels in supporting students to achieve at high levels across various demographic groups, with White and Asian students showing particularly strong outcomes, and a notable number of students reaching the Masters GL standard in Science. These strengths reflect the school's effective instructional practices and commitment to academic excellence.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Birdville High School's Academic Growth Score of 61 and low Annual Growth Scores of 60 in Reading/Language Arts and Mathematics indicate minimal academic progress from 2023 to 2024. A notable 475 students made no progress, earning 0 points, and the Accelerated Learning Score was only 26, highlighting ineffective advancement for students below grade level. **Root Cause:** The stagnation in academic growth may be linked to challenges in addressing the needs of students below grade level. Issues such as resource limitations, varied effectiveness of instructional approaches, and monitoring practices might have influenced the overall progress and acceleration outcomes.

School Processes & Programs

School Processes & Programs Summary

Birdville High School's formula of success includes the focus on: **People, Processes, and Continuous Improvements**. We spend a lot of time analyzing our current processes in order to evaluate their effectiveness. The Logistics Committee, The Department Chair meetings, and the Leaders and Learners are responsible for making sure each process is functioning at a high level.

School Processes & Programs Strengths

Our Leaders of Learners team is a strength for our campus. This group of teacher leaders help to monitor the Continuous Improvement initiatives on our campus through LOL training provided by our district and also from campus visits to other high-performing schools within our campus comparison group.

We recognize students each nine weeks at our "Outstanding Students of the 9 Weeks" breakfast recognition ceremony... and students are recognized for exhibiting a particular CORE value of the 9 weeks. Family members attend these recognition ceremonies and this program has grown into a positive strength for our campus over the past several years.

Another strength is our special services programs. We serve students with OHI, auditory/visual/deaf impairments, intellectual & learning disabilities, and autism. We have a program called "Birdville Buddies" where we partner a general education student with a special education student and it is a highlight of our campus, without a doubt! This program grows in popularity every year (indicated by the increasing number of students who want to join Birdville Buddies) and we are so thankful for the inclusive environment this program has brought to our campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite the success of certain programs, not all students or processes may be receiving the same level of attention or resources, leading to potential gaps in support and opportunities for improvement. **Root Cause:** Inadequate feedback mechanisms and data analysis to assess the impact of our programs and processes.

Perceptions

Perceptions Summary

Birdville High School values ongoing feedback from students, staff, and the community, collected through various surveys conducted throughout the year. This feedback indicates that our campus is perceived as both safe and positive. Students and staff consistently report feeling secure and supported, which contributes to a strong sense of belonging and community within the school. The data suggests that our efforts to foster a welcoming and inclusive environment are having a positive impact on overall school morale and engagement.

Perceptions Strengths

Another key strength is our proactive approach to addressing and acting on feedback from our school community. By regularly administering surveys and using the insights gathered, we are able to make informed decisions that enhance our campus culture and climate. This responsiveness not only helps maintain a high level of satisfaction among students and staff but also demonstrates our commitment to continuous improvement and creating a supportive, collaborative environment for everyone at Birdville High School.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The challenge lies in ensuring that all aspects of campus culture and climate are continually monitored and improved. **Root Cause:** The insufficient participation from all stakeholders in feedback mechanisms, which limits the comprehensiveness and effectiveness of the insights gathered.

Priority Problem Statements

Problem Statement 1: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed.

Root Cause 1: Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Birdville High School's Academic Growth Score of 61 and low Annual Growth Scores of 60 in Reading/Language Arts and Mathematics indicate minimal academic progress from 2023 to 2024. A notable 475 students made no progress, earning 0 points, and the Accelerated Learning Score was only 26, highlighting ineffective advancement for students below grade level.

Root Cause 2: The stagnation in academic growth may be linked to challenges in addressing the needs of students below grade level. Issues such as resource limitations, varied effectiveness of instructional approaches, and monitoring practices might have influenced the overall progress and acceleration outcomes.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Despite the success of certain programs, not all students or processes may be receiving the same level of attention or resources, leading to potential gaps in support and opportunities for improvement.

Root Cause 3: Inadequate feedback mechanisms and data analysis to assess the impact of our programs and processes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The challenge lies in ensuring that all aspects of campus culture and climate are continually monitored and improved.

Root Cause 4: The insufficient participation from all stakeholders in feedback mechanisms, which limits the comprehensiveness and effectiveness of the insights gathered.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

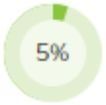
Goals

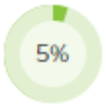
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of the school year.
a) 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.

High Priority

Evaluation Data Sources: Domain 1 performance in 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity of campus staff to implement the District curriculum and state-approved resources with fidelity at the campus level. **Actions:** a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity to implement campus plans. b) Support departments to lead the implementation of the district curriculum, identified resources, and strategies. c) Provide technical, consulting, and coaching support for campus implementation plans through the Instructional Facilitators. d) Use data to provide targeted support and progress monitoring. e) Facilitate Professional Learning Communities (PLCs) where teachers can collaboratively analyze student data, share effective instructional strategies, and develop action plans to address identified gaps in student learning. This collaboration will enhance the consistent implementation of the District curriculum and improve instructional practices. f) Differentiate Instructional Strategies for Diverse Learners. g) Foster Family and Community Engagement in Student Learning: Develop and implement programs that actively engage families and the community in supporting student learning. **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, and PLC Facilitators **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement. **Actions:** a) Continue to facilitate campus instructional focus walks and debriefing sessions with staff. b) Infuse lessons and research-based best practices from state-approved resources into regularly scheduled Instructional Leadership Team and Leaders of Learners Team meetings. c) Assist teachers in the implementation of the district RLA curriculum through ongoing professional learning and coaching. d) Implement training to support general education and all special program teachers with instructional practices that align to the district curriculum and assessment requirements. f) Build the capacity of instructional facilitators to support teachers in meeting STAAR and HB3 performance measures. g) Integrate the Research-Based Instructional Strategies for literacy and mathematics instruction. h) Develop and Implement Data-Driven Instructional Adjustments: Regularly analyze student performance data in reading and mathematics to identify trends, strengths, and areas for improvement. i) Create and Share Model Lessons and Exemplar Resources: Develop a repository of model lessons and exemplar teaching resources that align with the district's RLA and mathematics curriculum. **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, and Professional Learning Committee Facilitators **Title I:** 2.4, 2.5, 2.6 **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Instructional Facilitator - 211 - Title I - $64,653				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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) Use the Quarterly Review Protocol process and campus walks that are specific to instruction and program implementation for the purpose of improving student performance. c) Conduct training on using data from multiple assessments (Interims) to inform instruction and document student growth. d) Develop and conduct professional learning on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth. e) Conduct teacher training on the implementation of tier-one priorities. f) Continue to train and require the regular use of continuous improvement processes in the classroom. g) Teachers 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. h) Implement Data Conferences with Students: Train teachers to conduct regular "data chats" with students, where they review individual assessment data, set personalized learning goals, and discuss strategies for improvement. i) Implement a Data-Driven Tutoring and Intervention Program: Based on data analysis, identify students who need additional support and develop a targeted tutoring and intervention program. **Staff Responsible for Monitoring:** Campus Administration, classroom teachers and ESL Team **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $621,832	5%	25%		

No Progress

Accomplished

Continue/Modify

Discontinue

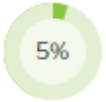
Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Birdville High School's Academic Growth Score of 61 and low Annual Growth Scores of 60 in Reading/Language Arts and Mathematics indicate minimal academic progress from 2023 to 2024. A notable 475 students made no progress, earning 0 points, and the Accelerated Learning Score was only 26, highlighting ineffective advancement for students below grade level. **Root Cause**: The stagnation in academic growth may be linked to challenges in addressing the needs of students below grade level. Issues such as resource limitations, varied effectiveness of instructional approaches, and monitoring practices might have influenced the overall progress and acceleration outcomes.

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.

Evaluation Data Sources: Domain 2 performance in 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct program evaluations targeting special population groups to ensure program quality, coherency, and efficiency. **Actions:** a) Continue to implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, EBs, dyslexia and other special populations such as homeless). b) Develop and implement a system to monitor and ensure compliance requirements of special programs that address closing achievement gaps. c) Continue to implement accelerated instruction according to HB1416 d) Provide Targeted Professional Development for Teachers of Special Populations: Offer specialized professional development for teachers who work with special population groups, such as students with disabilities, English learners (EBs), and those experiencing homelessness. e) Establish Regular Data Review Cycles for Special Population Groups: Implement a structured schedule for regular data review cycles focused specifically on the performance of special population groups. f) Foster Collaboration Between General and Special Education Teachers: Create opportunities for general education and special education teachers to collaborate more effectively through co-planning sessions, joint professional development, and shared instructional resources. g) Engage Families and Community Partners in Supporting Special Populations: Develop and implement outreach programs that actively involve families and community partners in supporting the academic success of special population groups. **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, Leaders of Learners Team, and PLC Facilitators **Title I:** 2.4, 2.5, 2.6 **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Engage in professional learning that assists teachers in the development, administration, and use of student performance data to evaluate the academic growth of under-performing students. **Actions:** a) Provide professional development for all teachers in analyzing and using a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (i.e. state testing and classroom instruction). b) Track student performance to determine progress toward success on meeting grade level standards. c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. d) Implement Data-Driven Instructional Coaching Cycles: Establish ongoing instructional coaching cycles where teachers receive individualized support in analyzing student performance data, setting instructional goals, and applying data-driven strategies in the classroom. e) Develop Collaborative Data Analysis Protocols within PLCs: Create and implement structured protocols for data analysis during Professional Learning Community (PLC) meetings. f) Create Data-Driven Goal-Setting Practices for Students: Train teachers to involve students in setting personal academic goals based on their performance data. **Staff Responsible for Monitoring:** Campus administration and instructional coach **Problem Statements:** Student Learning 1	5%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Birdville High School's Academic Growth Score of 61 and low Annual Growth Scores of 60 in Reading/Language Arts and Mathematics indicate minimal academic progress from 2023 to 2024. A notable 475 students made no progress, earning 0 points, and the Accelerated Learning Score was only 26, highlighting ineffective advancement for students below grade level. **Root Cause**: The stagnation in academic growth may be linked to challenges in addressing the needs of students below grade level. Issues such as resource limitations, varied effectiveness of instructional approaches, and monitoring practices might have influenced the overall progress and acceleration outcomes.

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

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

Evaluation Data Sources: Number of students meeting TSIA 2, SAT or ACT qualification scores, number of students graduating with a coherent sequence of CTE courses, number of students going into the military, number of students who complete CTE certifications and/or licensees.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district curriculum for social and character development (SCD). **Actions:** a) Monitor the implementation of the SCD curriculum (Character Strong). b) Establish a Student-Led SCD Initiative: Create opportunities for students to take leadership roles in promoting social and character development within the school. c) Collaborate with Families and Community Partners to Reinforce SCD: Develop programs and workshops that engage families and community partners in supporting the SCD curriculum outside of school. **Staff Responsible for Monitoring:** Campus Administration and Lead Counselor **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide support to all students to help them meet career and college readiness standards. **Actions:** a) Ensure that students are receiving services from the student assistance counselor, the graduation coach, and the department to provide pertinent information and support to meet career and college readiness requirements. b) Utilize the individualized graduation plan process to ensure that specific steps are implemented to address student preparation for meeting TSIA 2 passing rates as well as other career and college readiness requirements. c) Progress monitor all identified at-risk students to ensure they are meeting graduation and CCMR requirements. d) Administer a survey to all high school students to determine post-secondary plans. **Staff Responsible for Monitoring:** Campus Administration and Lead Counselor **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Expand the opportunities for students to meet college, career and military readiness (CCMR) indicators. **Actions:** a) Provide students interested in Dual Credit courses and all seniors the opportunity to take the TSIA 2 at BISD testing sites. b) Offer the SAT School Day for all juniors in the Spring semester and all seniors at no cost to the student. c) Provide test prep for college entrance exams to students through a variety formats, including the resources provided on the advisory choice board. d) Administer a fall and spring senior survey regarding CCMR intent upon graduation. e) Provide opportunities for students to take the ASVAB. **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

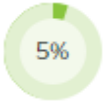
Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed. **Root Cause** : Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

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 who end up in a disciplinary placement.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement with fidelity the behavioral MTSS plan. **Actions:** a) Implement a research-based campus discipline management program that aligns with and supports the district behavior MTSS tiered plan. b) Utilize Focus to input behavioral MTSS student plans and then use the data for the assignment of students to DAEP. c) Provide Tier 1 behavior management training for teachers to avoid escalation to Tier 2 and Tier 3. d) Ensure appropriate interventions are in place to support student behavior. e) Increase parental educational opportunities to support student behavior. **Staff Responsible for Monitoring:** Campus administration, Academic Dean, Instructional Facilitator **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed. **Root Cause** : Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

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, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission
Aligns with Strategic Plan, Strategy 4

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Provide incentives to improve student attendance. b) Monitor student attendance and review progress with teachers on a nine weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. d) Utilize a third party vendor to support attendance efforts at all campuses through scheduled attendance tribunals. e) Provide Professional Development for Staff on Attendance Interventions: Offer professional development sessions for teachers, administrators, and support staff focused on effective strategies for improving student attendance. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Demographics 1	5%	50%		

 No Progress Accomplished Continue/Modify Discontinue

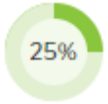
Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed. **Root Cause** : Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

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

Performance Objective 2: Use the district continuous improvement model (PDSA) to identify and improve operations and outcomes in every department and campus.

Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans.
Aligns with Strategic Plan, Strategies 1 and 2, All Objectives

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes at the district department level. **Actions:** a) Establish goals (Performance Measures) for each department (Reading and Math) to improve efficiency and effectiveness of operations at all levels of the organization. b) Develop and implement department plans to achieve goals, including identification of strategies and specific actions. c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate department successes through newsletters that follow the formative review cycles. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Recruit, employ and retain quality teaching, administrative, and professional support staff to attain excellence in student performance. **Actions:** a) Continue to support teachers in successful attainment of national board certification through the BISD national board certification cohort. b) Implement a Mentorship Program for New Teachers: Pair new teachers with experienced mentors to provide guidance, support, and professional development opportunities during their first years of teaching, fostering a positive and collaborative learning environment. c) Create and Support Professional Learning Communities (PLCs): Establish and maintain PLCs where teachers, administrators, and support staff can collaborate regularly to share best practices, analyze student data, and develop strategies to improve instructional outcomes. d) Offer Targeted Professional Development Workshops: Organize campus-specific professional development sessions based on identified areas of need, such as classroom management, differentiated instruction, technology integration, and data-driven instruction, ensuring that all staff have access to relevant and ongoing learning opportunities. e) Recognize and Reward Excellence Among Staff: Develop a recognition program to celebrate outstanding teaching, leadership, and support staff contributions. This will include "Teacher of the Week" awards, public acknowledgment in staff meetings, and opportunities for career advancement, all aimed at boosting morale and retention. **Problem Statements:** School Processes & Programs 1	5%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

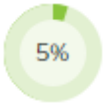
Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Despite the success of certain programs, not all students or processes may be receiving the same level of attention or resources, leading to potential gaps in support and opportunities for improvement. **Root Cause**: Inadequate feedback mechanisms and data analysis to assess the impact of our programs and processes.

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

Performance Objective 3: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement the campus plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Utilize funding from district to provide incentives to improve student attendance. b) Monitor student attendance and review progress with staff on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Create a system to celebrate campus attendance improvement at a campus level. d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. **Staff Responsible for Monitoring:** Campus Administration and Attendance Clerks **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed. **Root Cause** : Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.

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

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

Evaluation Data Sources: Annual Report of Disciplinary Incidents:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Use campus staff (Crisis counselors and assistant principals) to identify and address safety and social emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve campus safety concerns. d) Participate in safety audits to identify security issues on our campus. e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Perceptions 1	5%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The challenge lies in ensuring that all aspects of campus culture and climate are continually monitored and improved. **Root Cause**: The insufficient participation from all stakeholders in feedback mechanisms, which limits the comprehensiveness and effectiveness of the insights gathered.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment. **Actions:** a) Continue to review and update the campus accident prevention plan and related department safety plans. b) Require staff to review campus plan and related department plans through the SafeSchools platform. c) Work with campus staff to provide mandatory safety training sessions. d) Facilitate Campus Safety Committee meetings per district plan. e) Perform campus/building safety walk-throughs as required by district plan. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** School Processes & Programs 1	5%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Despite the success of certain programs, not all students or processes may be receiving the same level of attention or resources, leading to potential gaps in support and opportunities for improvement. **Root Cause**: Inadequate feedback mechanisms and data analysis to assess the impact of our programs and processes.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Deliver current and accurate information to students, parents, and staff regarding college admission, financial aid, and the TEXAS grant program opportunities. **Actions:** a) Continue to distribute information and provide training modules to counselors. b) Continue to monitor the effectiveness of the delivery of services. c) Work collaboratively with CTE and Advanced Academics to ensure students and families are informed about CCMR. **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Family Engagement - 211 - Title I				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Design and provide services that align and support academic achievement and reduce the dropout rate for at-risk students that meet one or more of the fifteen state criteria. **Actions:** a) Identify and serve students who are in danger of dropping out or not graduating from high school. b) Implement an Early Warning System for At-Risk Students: Develop a system to monitor key indicators such as attendance, grades, and behavior, identifying students who are at risk of dropping out. This system will allow for timely intervention and support. c) Establish Targeted Tutoring and Academic Support Programs: Offer before- and after-school tutoring, homework help, and academic coaching specifically tailored to meet the needs of at-risk students. d) Create a Comprehensive Mentorship Program: Pair at-risk students with adult mentors, including teachers, staff, or community volunteers, who can provide guidance, encouragement, and academic support. e) Develop Personalized Learning Plans (PLPs): Collaborate with at-risk students, their families, and educators to create PLPs that address each student's unique academic needs, interests, and career goals. f) Increase Access to Counseling and Mental Health Services: Expand on-campus counseling services to provide emotional and social support to at-risk students. Offer regular check-ins, group therapy sessions, and workshops on stress management, coping skills, and resilience building. g) Enhance Family and Community Engagement: Strengthen partnerships with families and community organizations to provide wraparound services, such as family counseling, access to social services, and workshops on topics like financial literacy, parenting, and college/career readiness. h) Offer Credit Recovery and Alternative Education Programs: Provide flexible options for students who have fallen behind in credits. i) Foster a Positive School Climate and Culture: Implement programs and activities that promote a sense of belonging, inclusivity, and positive behavior. **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1	5%	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Birdville High School's diversity presents challenges in meeting the needs of its students, particularly with 48% at risk, 36% economically disadvantaged, and significant numbers needing language support or special education services. The key challenge is providing equitable resources to ensure all students can succeed. **Root Cause** : Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.
School Processes & Programs
Problem Statement 1: Despite the success of certain programs, not all students or processes may be receiving the same level of attention or resources, leading to potential gaps in support and opportunities for improvement. **Root Cause**: Inadequate feedback mechanisms and data analysis to assess the impact of our programs and processes.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Build capacity of campus staff to implement the District curriculum and state-approved resources with fidelity at the campus level.
1	1	2	Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.
1	1	3	Provide training in data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching.
1	2	1	Conduct program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.

State Compensatory

Budget for Birdville High School

Total SCE Funds: $621,832.00
Total FTEs Funded by SCE: 8.5
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 Birdville High School

Name	Position	FTE
Chelsea Hernandez	Teacher	0.33
Estela Gonzales-Morales	Educational Assistant	1
Jaime Goad	Student Support Specialist	1
Jake Whitaker	Teacher	0.17
Lenaye Jackson	Educational Assistant	1
Maria Roman	Teacher	1
Mary Welborn	Teacher	0.5
Phillip Shaffer	Teacher	0.5
Richard Griffin	Student Assistance Counselor	1
Sara Mellado	Crisis Counselor	1
Tanna Falcon	Academic Dean	1

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 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.

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, ___% of students (# 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:

- *Whole Child Initiative*
- *Workshop Model*
- *Sheltered Instruction*
- *Social Skills Training*

Increased learning time is provided through pull out 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

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

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

Parents: **Wayne Moody, David Beloc, Jeanene Richardson**
Teachers: Allison Hudak, Bethany Fletcher, Tina Clifton, Julie Vick, Laura Douglas, and Margret Flusche
Administrators: *Tim Drysdale, Jennifer Beasley, Alan Wallace, John Deleon, Divya Tinsman, Kelly Black, and Tanna Falcon*
Other Campus and District Staff: *Cheryl Burch and Christine Thompson*

4.2: Offer flexible number of parent involvement meetings

The following family engagement activities are planned for 2024-2025:

- *August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum*
- *September Meet the Teacher Night on campus*
- *October Title I Meeting*
- *March Open House (Thursday only) on campus*
- *March Discover Birdville Event ~ Saturday 9:00-10:00 at Birdville High School*
- *May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library*

Title I Personnel

Name	Position	Program	FTE
Kelly Black	Instructional Facilitator	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	SCE Campus Personnel		$621,832.00
				Sub-Total	$621,832.00
				Budgeted Fund Source Amount	$621,832.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Facilitator		$64,653.00
3	3	1	Family Engagement		$0.00
				Sub-Total	$64,653.00
				Budgeted Fund Source Amount	$64,653.00
				+/- Difference	$0.00
				Grand Total Budgeted	$686,485.00
				Grand Total Spent	$686,485.00
				+/- Difference	$0.00

Birdville Independent School District

Bob E. Griggs High School

2024-2025 Campus Improvement Plan

Mission Statement

In a caring, safe, and respectful environment, we at Griggs High School empower students through innovative instruction, support, and leadership, to achieve real world success.

Core Beliefs

- **Action step**: *Promote a growth mindset to cultivate grit, perseverance, personal accountability, and consistency.*
- **Action step**: *Teach and model for students how to set goals and manage their time effectively.*
- **Action step**: *We will praise effort and growth, not just results.*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Please see the Multiple Measures of Data section

Demographics

Demographics Summary

Bob E Griggs (formally Shannon) High School is the Alternative Education Campus for Birdville ISD, serving our community's most at-risk population, 100%. Bob E Griggs has a mobility rate of 98%. The attendance rate is 79%.

School Population (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
Student Total	**132**	**100%**
9th Grade	21	15.91%
10th Grade	40	30.30%
11th Grade	22	16.67%
12th Grade	49	37.12%

Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
Gender		
Female	66	50.00%
Male	66	50.00%
Ethnicity		
Hispanic-Latino	76	57.58%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	7	5.30%
Native Hawaiian - Pacific Islander	0	0.00%
White	49	37.12%
Two-or-More	0	0.00%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 1/19/2023)	**Count**	**Percent**
Dyslexia	20	15.15%
Gifted and Talented	1	0.76%

Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 1/19/2023)	Count	Percent
Regional Day School Program for the Deaf	0	0.00%
Section 504	38	28.79%
Special Education (SPED)	14	10.61%
Bilingual/ESL		
Emergent Bilingual (EB)	26	19.70%
Bilingual	0	0.00%
English as a Second Language (ESL)	25	18.94%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	3	2.27%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 1/19/2023)	Count	Percent
At-Risk	132	100.00%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	0	0.00%
Intervention Indicator	45	34.09%
Migrant	0	0.00%
Military Connected	1	0.76%
Transfer In Students	0	0%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	100	75.76%
Free Meals	95	71.97%
Reduced-Price Meals	5	3.79%

Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 1/19/2023)	Count	Percent
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	5	3.79%
Shelter	0	0.00%
Doubled Up	5	3.79%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	2	1.52%
Is Unaccompanied Youth	3	2.27%

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 1/19/2023)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	1	7.14%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	0	0.00%
Emotional disturbance	6	42.86%
Learning disability	3	21.43%
Speech impairment	0	0.00%
Autism	4	28.57%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	0	0.00%
Homebound	0	0.00%
Hospital Class	0	0.00%

Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 1/19/2023)	Count	Percent
Mainstream	5	35.71%
Resource Room	0	0.00%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	9	64.29%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Staff Information (2022 - 2023 Preliminary Fall PEIMS file loaded 01/19/2023)	Count	Percent
Administrative Support	21	31.34%
Teacher	37	55.22%
Educational Aide	9	13.43%
Auxiliary	0	0.00%

Demographics Strengths

Demographics Strengths:

Although Bob E Griggs High School's mobility rate is 90% and well above the district and state mobility rate, the increase in attendance from 86.3% in 2018 to 88.4% in 2023 shows a statistically significant improvement. The students share a characteristic that indicates the need for a smaller, more supportive environment, especially post-Covid. Our diversity continues to add value to our campus climate. Our students support one another academically and emotionally.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 100% of our students are at-risk. **Root Cause:** Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.

Student Learning

Student Learning Summary

Bob E Griggs High School met the Alternative Standard under the new A-F Accountability System. We received an overall score of an 84 in Domain 1 and were not scored in Domain 2. However, in Domain 3 (Closing the Gaps) the Federal Accountability standards require a higher threshold to meet minimum standards. This requirement to at least demonstrate "Meets" resulted in Bob E Griggs earning only 4 points out of 30. It is significant to note that we did receive all 4 possible points towards graduation.

Student Learning Strengths

Bob E Griggs High School students performed very well in Domain 1 (Student Achievement). This domain is further broken down into three subheadings. They are:

1. STAAR Performance

2. College, Career, & Military Readiness, and

3. Graduation Rate

Out of the three components, Students Performance was a relative strength, in terms of solid growth, for Shannon students, scoring an 84 out of 100. Our graduation rate, as indicated in both Domain 3 demonstrated significant growth; so much so that we earned all 4 possible points for Graduation in Domain 3.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students continue to struggle with earning "Meets" **Root Cause:** Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.

School Processes & Programs

School Processes & Programs Summary

Bob E Griggs High School operates a Flex Blended model of instruction. Data analysis drives every instructional decision in our classrooms. Our teachers create student-centered-classrooms that give students voice and choice over how they demonstrate mastery of their learning. We provide a daily, 45 minute mentoring period to determine and ensure our students social and emotional needs are being addressed. Our faculty is committed to designing rigorous, relevant, and authentically engaging instruction to create an intrinsic level of motivation in our students. Our campus is blessed to have an incredibly gifted Dean of Instruction who works with our teachers daily, leading data analysis, collegial coaching, and collaborative conversations that challenge our teachers to operate at their highest instructional levels.

School Processes & Programs Strengths

Bob E Griggs teachers understand and embrace the challenges faced by our at-risk population. The principal and Dean work hard to support the efforts our teachers so that they are empowered to create and deliver outstanding instruction and support to their students. Our small class size, an extended, 85-minute class period, and 4 quarter master schedule model provide our students with the tools and structure they need to realize academic success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause:** Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

Perceptions

Perceptions Summary

Bob E Griggs High School is proud to graduate large number of students every year who, with our interventions and support, would likely have dropped out of school. The culture we have established is one that encourages, affirms, and celebrates every success our students experience. We are a campus of family members who give all we have to demonstrate an authentic and sincere care for our students' success. We support one another, fight for one another, and refuse to give up on one another. We believe that our students have the potential to be successful if we provide the unyielding commitment to doing whatever it takes to challenge and support our students resulting in not only earning their diploma, but providing them with real-world skills to ensure they are not only college, career, and/or work-place ready, but future ready.

Perceptions Strengths

Our students are given endless opportunities to realize success and graduate. 100% of our instructional and support staff are dedicated to ensuring that our environment is ripe with multiple opportunities for students to flourish. Our students demonstrate a willingness to take risks due to the safe environment we create in our classrooms. Bob E Griggs High School is highly attentive, not only to academics, but to the social and emotional needs of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. **Root Cause:** A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

Priority Problem Statements

Problem Statement 1: 100% of our students are at-risk.

Root Cause 1: Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our students continue to struggle with earning "Meets"

Root Cause 2: Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate.

Root Cause 3: Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning.

Root Cause 4: A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data

Employee Data

- Teacher/Student Ratio

Goals

Revised/Approved: June 3, 2024

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: 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. The target goal for Math is 32% and for Reading the target goal is 21%

High Priority

Evaluation Data Sources: Teachers' reading/writing rubrics, District ELAR strategy utilized in each classroom, WICOR strategies training/use in classrooms

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1.1.1 Facilitate instructional processes that customize a literacy plan in a personalized setting for Griggs students **Actions:** a) Focused, data-driven intervention class b) Teachers implement reading, writing, thinking and discussion strategies in all content areas c) Implement the district literacy plan **Staff Responsible for Monitoring:** Principal, Dean **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $166,796				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The reading interventionist supports the English teachers in order to improve English I and English II EOCs. **Actions:** Reviews Lexia and Power Up tests **Staff Responsible for Monitoring:** Reading interventionist **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All campus teachers will utilize WICOR strategies in their classrooms to support student learning and growth in reading and writing **Actions:** District staff will train teachers on WICOR strategies in August 2024. Teachers will have additional training in PLCs based on their content area. Administration will consistently monitor teacher growth and use of strategies in the classroom. **Staff Responsible for Monitoring:** Principal, Dean, ELAR and AVID district staff. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All retesting Algebra I students will work on personalized learning plans based on Aware generated assessments and student-created goals as evidenced by 5% growth on the December EOC. From August to December we will use the Aware assessment 3 times: beginning, middle and end of the semester. By December students who tested with GHS in the spring of 2024 will earn 10% growth on the Algebra I EOC test. **Actions:** Students assess in Aware, create goals and track their progress in their individual data folder. Teachers will help students in her Algebra I classes understand the importance of each operation and how it applies to their overall understanding of Algebra I needs. **Staff Responsible for Monitoring:** Math teachers, academic Dean, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 100% of our students are at-risk. **Root Cause**: Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.

Student Learning
Problem Statement 1: Our students continue to struggle with earning "Meets" **Root Cause**: Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.

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: Minimize achievement gaps that exist for all under-performing groups by 3%in all EOC testing areas as measured by STAAR/EOC and TEA Interim assessments.

Evaluation Data Sources: STAAR EOC scores, TEA Interim scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1.2.1 Implement a collaborative process that requires the monitoring of student progress on a regular and consistent basis **Actions:** a) PLCs conduct data digs on multiple data sets b) Teachers use data to design instructional pathways c) Progress monitor frequently and provide feedback to students d) Students will have conversations about their data by creating digital or hard copy data folders **Staff Responsible for Monitoring:** Principal, Dean, Academic Counselor, Teachers **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	20%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 100% of our students are at-risk. **Root Cause**: Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.

Student Learning
Problem Statement 1: Our students continue to struggle with earning "Meets" **Root Cause**: Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.

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 score 10% higher on the SE development questions with at least an "agree" rating on the EOY student climate survey as compared to the BOY data.

High Priority

Evaluation Data Sources: Campus student survey BOY - EOY.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1.3.1 Identify and deploy a district-approved program that teaches social-emotional skills **Actions:** a) Teachers received training regarding a new curriculum for social-emotional b) Teachers will implement the new Character Strong SEL lessons during the designated mentoring period c) Implement strategies from Trauma-Informed Classroom training d) Teachers and Opportunity Now presenters will provide SEL lessons during mentoring **Staff Responsible for Monitoring:** Principal, Dean, SAC, Mentor Teachers **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Student Assistance Counselor - 199 - General Funds: SCE - $90,000, Crisis Intervention Counselor - 199 - General Funds: SCE	20%	50%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause**: Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

Perceptions

Problem Statement 1: Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. **Root Cause**: A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

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: Assess the effectiveness of the use of the behavior RtI interventions by reducing by 3% the number of students assigned to tier 2 and 3.

Evaluation Data Sources: Focus Discipline Reports, MTSS data in Focus

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1.4.1 Implement the district's Behavioral RtI/MTSS plan with fidelity **Actions:** a) Implement the strategies, specific to the program b) Conduct quarterly evaluations of each program's implementation c) Invite the district coordinator to collaboration meetings **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1	30%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Analyze the data from each survey **Actions:** Students/staff will collaborate during their mentoring period/PLC time, discussing the overall climate in the building. Students and staff will offer suggestions as to what SHS might do differently, to decrease the number of Tier 2 & 3 behaviors in our building. **Staff Responsible for Monitoring:** Principal, Faculty & Staff, students **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1	20%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause**: Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.
Perceptions
Problem Statement 1: Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. **Root Cause**: A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

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 5: To address the special learning needs of our Hispanic, White, and Economically Disadvantaged student populations, as indicated in our Closing the Gaps from Domain 3; teachers will create data-driven and targeted instruction as indicated on the PLC Continuum Rubric with 100% of the PLCs and teachers scoring as proficient by the end of the year on their PLC Continuum rubric.

High Priority

Evaluation Data Sources: STAAR/EOC performance, classroom formative and summative data, PLC Continuum BOY/EOY surveys

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will disaggregate data to design personalized instruction. This disaggregation of data will occur during PLC time, and monitored weekly by our Dean of Instruction. **Actions:** Identify specific TEKs deficiencies and learning gaps necessary to design instruction. (Lowest SE's) **Staff Responsible for Monitoring:** Teachers, Dean, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Campus Personnel - 199 - General Funds: SCE - $303,317	15%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause**: Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

Perceptions

Problem Statement 1: Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. **Root Cause**: A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

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 6: At the conclusion of the school year, identified students will receive 30 hours of targeted tutorial support to address learning gaps as required in HB1416

High Priority

Evaluation Data Sources: AI tutorials through EOC prep classes, before and after school tutorials, and Saturday School tutorials.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Shannon teachers will serve as HB 1416 tutors for all AI students. **Actions:** Teachers will analyze prior performance data to create personalized lessons that address learning gaps. Identified students are provided with AI tutoring through our locally-developed EOC Prep classes. **Staff Responsible for Monitoring:** HB 1416 tutors (SHS core teachers), Dean of Instruction, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Dean - 199 - General Funds: SCE	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: Our students continue to struggle with earning "Meets" **Root Cause**: Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.
School Processes & Programs
Problem Statement 1: Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause**: Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

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 7: By the conclusion of the school year, Shannon High School will meet or exceed the English Language Proficiency Status target measure set by the state for the TELPAS progress rate of 38% through the use of SIOP strategies in all core content classes.

Evaluation Data Sources: TELPAS data, classroom walks

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will continue to use SIOP and other Best Practice, research-based strategies to improve student performance for Emergent Bilinguals/English Learners **Actions:** Teachers will use listening, speaking, reading, writing, and thinking strategies, through our campus-wide Zero Excuses Literacy program across all content areas. Teachers will use SIOP strategies to help make content comprehensible. **Staff Responsible for Monitoring:** Teachers, Dean of Instruction, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	20%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: 100% of our students are at-risk. **Root Cause**: Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.
Student Learning
Problem Statement 1: Our students continue to struggle with earning "Meets" **Root Cause**: Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.

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) by 3% as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

High Priority

Evaluation Data Sources: Daily attendance and graduation rate

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 2.1.1 Develop and implement a district-wide program that incentivizes student and staff attendance. **Actions:** a) Communicate requirements for developing campus plans to incentivize improved student and staff attendance b) Collect and review campus plans against district-designed criteria c) Develop and implement a system to track student attendance and review progress with principals on a nine-weeks basis d) Reward students with perfect attendance e) Review attendance and communicate with the graduation coach and counselor for a plan to keep students focused on graduation **Staff Responsible for Monitoring:** Principal **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Attendance Officer - 199 - General Funds: SCE	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause**: Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

Perceptions

Problem Statement 1: Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. **Root Cause**: A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

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

Performance Objective 2: Through the staff survey administered each quarter, 90% of the teachers will rate questions tied to improving the operations of the campus at a 4 or higher on the EOY as compared to the BOY.

Evaluation Data Sources: Meeting minutes, session notes and feedback, Use formal and informal staff meetings, (ie., PLC, SLT, PBIS, etc.)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 2.2.1 Develop and deploy continuous improvement processes **Actions:** a) Require every department to establish a SMART goal to improve efficiency and/or effectiveness of at least one department process b) Develop and deliver continuous improvement training for department leaders c) Daily PLC to review and ensure data-driven instruction and continuous improvement protocols are present in every lesson design **Staff Responsible for Monitoring:** Principal and Dean **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 - Perceptions 1	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase the graduation rate for 4-year, 5-year, and 6-year students and properly calculate the graduation rate for each of the graduating cohorts. **Actions:** Ensure that Lever codes are properly identified and the graduation rate is accurately calculated and reported in PEIMS, Focus, and OnDataSuite software. **Staff Responsible for Monitoring:** Principal, Professional Counselor, PEIMS clerk, attendance clerk **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1	20%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 100% of our students are at-risk. **Root Cause**: Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.
Student Learning
Problem Statement 1: Our students continue to struggle with earning "Meets" **Root Cause**: Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.
School Processes & Programs
Problem Statement 1: Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause**: Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.
Perceptions
Problem Statement 1: Our students exhibit significant apathy, resulting in a lack of motivation and engagement in their learning. **Root Cause**: A long history of academic failure at their traditional campuses, feelings of neglect regarding their social and emotional needs, and having little to no support away from school, has led to them being disengaged at school.

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

Performance Objective 1: On the quarterly staff and student campus-developed survey, a plan will be developed to address concerns if 100% do not report feeling safe at school.

Evaluation Data Sources: District Survey, staff: Campus survey (Campus Climate Survey)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 3.1.1A Review perception data from students, staff and parents to identify strategies to improve campus safety. **Actions:** a) Increase the visibility of school counselors, SRO, and administrators b) Conduct monthly principal's advisory council meetings c) Addition of a new school security officer **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	N/A	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 100% of our students are at-risk. **Root Cause**: Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.

Student Learning
Problem Statement 1: Our students continue to struggle with earning "Meets" **Root Cause**: Our students start with us at least two grade levels below their grade level standard in math and reading. We continuously learn that our students have taken their respective EOC exams multiple times without ever realizing success at even the "Approaches" level.

School Processes & Programs

Problem Statement 1: Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause**: Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

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

Performance Objective 2: Staff use of Navigate 360 for emergency drills and the weekly door audit check will result in 100% proficiency for each drill and weekly audit.

Evaluation Data Sources: Navigate 360, door audit,

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff and students will wear ID's at all times when they are in the building. **Actions:** Exterior and classroom doors are closed and locked. Security officer is providing additional security for our building this year (2024-2025). **Staff Responsible for Monitoring:** Principal, staff, students **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1	N/A	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 100% of our students are at-risk. **Root Cause**: Our students are facing the consequences of low performance over many years. This perpetual state of being behind their grade level peers led to a firmly entrenched state of hopelessness and apathy.

School Processes & Programs
Problem Statement 1: Students new to Bob E Griggs bring significant credit deficiencies with them. As such, the first challenge we face is to rebuild their self-confidence in believing that they can catch up and that they will graduate. **Root Cause**: Numerous factors present insurmountable challenges to our students long before they considered attending Bob E Griggs. These facts require that a great deal of social and emotional attention and intervention is provided, on a daily basis, to ensure our students are in the right place to achieve. This is achieved through our mentoring class and a full time Student Assistance/Crisis Counselor.

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Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	All campus teachers will utilize WICOR strategies in their classrooms to support student learning and growth in reading and writing
1	1	4	All retesting Algebra I students will work on personalized learning plans based on Aware generated assessments and student-created goals as evidenced by 5% growth on the December EOC. From August to December we will use the Aware assessment 3 times: beginning, middle and end of the semester. By December students who tested with GHS in the spring of 2024 will earn 10% growth on the Algebra I EOC test.
1	3	1	1.3.1 Identify and deploy a district-approved program that teaches social-emotional skills
2	2	1	2.2.1 Develop and deploy continuous improvement processes
2	2	2	Increase the graduation rate for 4-year, 5-year, and 6-year students and properly calculate the graduation rate for each of the graduating cohorts.
3	1	1	3.1.1A Review perception data from students, staff and parents to identify strategies to improve campus safety.

State Compensatory

Budget for Bob E. Griggs High School

Total SCE Funds: $166,796.00
Total FTEs Funded by SCE: 2
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 Bob E. Griggs High School

Name	Position	FTE
Karen Lopez	Academic Dean (FLEX)	1
Melissa Orman	Student Assistance Counselor	1

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Allyson Shamp	Teacher
Community Representative	Chris Bess	Branch Manager, ABC Roofing Supply
Classroom Teacher	Cliff Moran	Science Teacher
Student	Elexus Gonzalez	Student
District-level Professional	Elisha Vega	District English Coordinator
Classroom Teacher	John Shaddox	English Teacher
Admin	Karen Lopez	Academic Dean
Administrator	Liz Pena	Principal

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SCE Campus Personnel		$166,796.00
1	1	2	SCE Campus Personnel		$0.00
1	3	1	Crisis Intervention Counselor		$0.00
1	3	1	Student Assistance Counselor		$90,000.00
1	5	1	Campus Personnel		$303,317.00
1	6	1	Dean		$0.00
2	1	1	Attendance Officer		$0.00
				Sub-Total	$560,113.00
				Budgeted Fund Source Amount	$166,796.00
				+/- Difference	-$393,317.00
				Grand Total Budgeted	$166,796.00
				Grand Total Spent	$560,113.00
				+/- Difference	-$393,317.00

Birdville Independent School District

Haltom Middle School

2024-2025 Campus Improvement Plan

Mission Statement

***Mission**: ALL Tigers create a school where everyone feels safe, valued, and respected while growing our mind, body, and spirit.*

Vision

***VISION:** As a No Excuses University school, HMS employs the Six Systems to ensure all students develop their academic, social, and emotional potential to be successful at a university and career of their choice.*

Value Statement

***Motto:** "No Significant Learning Takes Place without a Significant Relationship"*

Dr. James Comer

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Haltom Middle School is located in Haltom City, Texas which is just northeast of downtown Fort Worth. We have approximately 910 students with 85% qualifying for Free/Reduced Lunch. Our student demographics are as follows: African American- 3%, American Indian-1%, Asian-4%, Hispanic-79%, White-13%, Two or More- 2%. Additionally, HMS has the following special population groups: Gifted and Talented 7%, Special Education 11%, ESL Students 40%, Mobility Rate 12%. We believe that having a positive and collaborative campus culture where everyone works together to do what is needed will help us meet the varied needs of our students. HMS is a No Excuses University school which means that the entire staff is committed to ensuring that all students are prepared to attend the college of their choice. Haltom staff values collaboration and effective professional learning communities (PLC's).

Demographics Strengths

The diversity at HMS is a strength due to our ability to learn from each other and value different ways of thinking to become global learners. Additionally, due to our students' experiences our staff is able to draw from a variety of life lessons which enhances the learning platform.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students continue to struggle with reading, writing and thinking skills that enable them to perform at or above grade level in all content areas. **Root Cause:** Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Our diverse population of students enters school with different levels of preparedness.

Problem Statement 2 (Prioritized): Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** PTA has not been successfully active in the past few years.

Student Learning

Student Learning Summary

As measured by the most recent summative data, our students continue to be successful in 8th grade math and reading. Over 95% of our 8th grade students were successful on the state exam in 8th grade math, 98% of our students were successful on the state Algebra I exam, and 91% were successful on the 8th grade English exam. Furthermore 7th grade reading and writing made double digit gains on their state testing. Additionally, Haltom students made gains in all areas except for 6th grade reading. In addition to state testing, 99% of our students were successful in passing all of their core classes (Reading, Writing, Math, Social Studies, and Science). Along with success in math, all of our Fine Arts department continues to place very high at UIL competitions (Sweepstakes in band, choir, and theatre). Haltom Middle did not meet accountability system safeguards in the following performance areas: Writing- ELL students, Science- Special Education and ELL students, Social Studies- ELL and special education students. HMS students excel in mathematics. Specifically, 95% of all 8th graders passed the 8th grade state test. Additionally, HMS students consistently qualify for the state engineering competitions (TAME) each year. In addition to our strength in math, HMS has had a DUKE tip scholar every year.

2024 All Subjects STAAR Scores (Approached, Meets, Masters): 58%; 29%; 10% / 2023: 69%; 40%; 15% / 2022: 69%; 38%; 19% / 2021: 63%; 34%, 14%

Combined Tests by Subject (Approached, Meets, Masters)

- ELAR: **2024** 65% 37% 14% / **2023** 73% 45% 15% / **2022**: 73%; 40%; 23% / **2021:** 61%; 32%; 14%
- Math: **2024:** 57%; 29%; 8% / **2023:** 70%; 38%; 14% **2022:** 68%; 38%; 17% / **2021:** 65%; 38%; 17%
- Science: **2024:** 53%; 23%; 6% / **2023:** 76%; 49%; 20% / **2022:** 82%; 52%; 24% / **2021:** 77%; 49%; 24%
- Social Studies: **2024:** 41%; 16%; 5% / **2023:** 51%; 25%; 9% / **2022:** 43%; 17%; 7% / **2021:** 49%; 17%; 6%

By grade level Math/Reading (Approached, Meets, Masters)

- 6 grade math: 52%; 24%; 4%
- 7 grade math: 46%; 26%; 9%
- 8 grade math: 72%; 35%; 11%
- 6 grade reading: 58%; 36%; 12%
- 7 grade reading: 63%; 36%; 16%
- 8 grade reading: 73%; 39%; 15%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Haltom Middle School did not meet the target with a TELPAS progress rate of 31%. In 2021-2022 Haltom Middle School again did not meet the target with a TELPAS progress rate of 25%. In comparing the progress rate from 2021 and 2022, Haltom Middle School demonstrated a 6% point decrease in students' English language development.

Student Learning Strengths

Academic:

Most updated data:

- 80% pass rate on 8th grade science
- 100% on Algebra state test
- 2 students qualified for the state TAME (Texas Alliance Minorities in Engineering).
- Pre-AP classes offered in all core subjects
- Gateway to Technology offered for high school credit
- AP Spanish offered for College Credit (80% of students earned college credit)

Fine Arts:

- 14 students made the All–Birdville/All Region Band
- All 3 band received straight first divisions at the Beach Within Reach Band Contest
- 21 straight years making UIL sweepstakes in Band
- Theatre Department excellent ratings in UIL and successful musical (Muana)
- Over 80% of our art students who participated in the highly-competitive *District Art Show* received 1st, 2nd and 3rd place awards.
- 6 Students competed on the regional level at Jr VASE and those who participated earned all 4's, with one young artist also winning a silver medal in visual arts.
- At our district art show 16 students received 1st, 2nd and 3rd place ribbons

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our eighth grade STAAR Social Studies scores are in need of improvement. **Root Cause:** Inconsistent implementation of rigorous instructional practices has led to lower than expected scores.

Problem Statement 2 (Prioritized): Overall scores on STAAR have dropped over the past year. **Root Cause:** Texas Education Agency updated the state assessment and included a variety of interactive question types and short written responses. Inadequate professional learning and inconsistent instructional practices have contributed.

School Processes & Programs

School Processes & Programs Summary

Haltom's focus for the year will be on improving our meets and masters on our state testing by providing high rigor, high relevance instruction. An emphasis will be placed on vertical collaboration and the use of technology to enhance instruction and create engagement while teaching hard to teach TEKS. Additionally, we will focus on improving our 8th grade social studies scores.

Administration Support - The administration team will work collaboratively with the faculty and staff to provide daily on-going support for the teachers, faculty, parents, students, and community. Open communication and collaboration will be modeled and supported and multiple forms of assistance will be given to whoever is in need.

Professional Learning Communities (PLC's) - The teachers and staff at Haltom will continue to participate in Professional Learning Communities (PLC's). Teachers will meet with their vertical teams and content teams to broaden their knowledge of the subjects, discuss and share instructional strategies, and data analysis with the goal of improving instruction.

Professional Learning will focus on getting to know our students, how to differentiate instruction, data analysis, technology tools, collaboration, and designing engaging lessons that meet the needs of our students. The Site Based Decision Making committee will assist in providing professional development to the faculty and staff based on needs of the campus.

The faculty and staff place value on knowing our students and designing engaging work that meets their needs. Our teachers pay attention to all content areas but give additional attention to reading, math, science, social studies, and writing. Student performance data on TEKS objectives are analyzed and used to guide instruction. Individual data based on the TEKS is used to design specific intervention plans to meet the needs of our students. Continuous progress monitoring and implementation of interventions will help us achieve excellence for the 2024-2025 school year.

The 2024-2025 school year will be exciting as our theme is: **"As One"** We are aligning our theme with the district and learning that each staff member contributes unique strengths towards a common goal.

School Processes & Programs Strengths

Mentoring new and experienced teachers is an on-going process at Haltom which fosters a sense of community and PLC. We have two academic coaches to meet the needs of our staff. Multiple opportunities for anonymous feedback to the administration ensures that staff voices are heard and valued at HMS.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In the last few years, we have hired new staff members and it is important to recruit highly effective teachers that will continue to build their career here. **Root Cause:** Not as many teachers are going into education causing a shortage in teachers and staff. By strengthening recruitment efforts and creating opportunities for professional development and career advancement, we can help attract and retain effective educators.

Problem Statement 2 (Prioritized): Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

Perceptions

Perceptions Summary

The Haltom Middle School faculty likes to describe themselves like a family. Our school staff embodies a spirit of mutual support and collaboration, consistently working together toward shared goals. They seamlessly blend their diverse skills and perspectives, fostering an environment where each member's contributions are valued and collective success is the primary focus. This cohesive teamwork ensures that both students and staff are empowered to achieve their highest potential.

Perceptions Strengths

The school staff is widely recognized for their exceptional dedication, adaptability, and collaborative spirit. Their ability to effectively communicate, embrace diverse perspectives, and work towards common objectives strengthens their impact on student achievement and creates a positive, supportive learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success
Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

Priority Problem Statements

Problem Statement 1: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like.

Root Cause 1: PTA has not been successfully active in the past few years.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our eighth grade STAAR Social Studies scores are in need of improvement.

Root Cause 2: Inconsistent implementation of rigorous instructional practices has led to lower than expected scores.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students continue to struggle with reading, writing and thinking skills that enable them to perform at or above grade level in all content areas.

Root Cause 3: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Our diverse population of students enters school with different levels of preparedness.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success

Root Cause 4: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: In the last few years, we have hired new staff members and it is important to recruit highly effective teachers that will continue to build their career here.

Root Cause 5: Not as many teachers are going into education causing a shortage in teachers and staff. By strengthening recruitment efforts and creating opportunities for professional development and career advancement, we can help attract and retain effective educators.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Overall scores on STAAR have dropped over the past year.

Root Cause 6: Texas Education Agency updated the state assessment and included a variety of interactive question types and short written responses. Inadequate professional learning and inconsistent instructional practices have contributed.

Problem Statement 6 Areas: Student Learning

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: 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 2026 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

High Priority

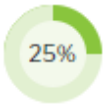
Evaluation Data Sources: Lexile levels, Renaissance STAR, iStation (grade 7 diagnostic for reading difficulties), Texas Education Agency (TEA) Interims reading/English Language Arts (ELA) and mathematics (grades 6-8, and Algebra)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity to implement the District literacy plan at the campus level. **Actions:** a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans. b) Support campus staff to lead the implementation of the District literacy plan. c) Establish exemplary classrooms to help teachers visualize practice in action. d) Develop a schedule for Instructional Rounds for all staff in order for professional growth. e) Continue utilizing literacy strategies in all core content classes. f) Continue to have Instructional Walks with the academic coaches and campus administration. g) Provide training and focus around the "Haltom Middle School (HMS) Instructional Playbook" in order for all staff members to provide exemplary instruction. h) Utilize poster maker for anchor charts i) Utilize color printer for student data folders. **Staff Responsible for Monitoring:** Campus administration and Instructional Facilitators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** Instructional Facilitator - 211 - Title I - $161,253, Instructional Personnel - 211 - Title I - $89,889, SCE Campus Personnel - 199 - General Funds: SCE - $617,783				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to implement literacy plan with a focus on responsive teaching and continuous improvement. **Actions:** a) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among campus administration and coordinators. b) Provide intensive writing training to teachers in order for writing to be used across the curriculum. c) Continue to collaborate with the Leaders of Learners (LOL) team each Friday morning to engage in the campus Plan Do Study Act (PDSA) cycle. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1	35%	55%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals (EBs). **Actions:** a) Identify trends by conducting data analysis to determine progress in reading and English language development. b) Develop collaborative strategic plans that align with campus improvement plans. c) Continue to provide Sheltered Instruction Observation Protocol (SIOP) training to all new staff members. d) Utilize SCE funded, teachers for language and credit support. e) Train teachers in Professional Learning Communities (PLC) different strategies to work with EBs. **Staff Responsible for Monitoring:** HMS Admin Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2 - Perceptions 1	30%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize professional learning communities to ensure collaboration in implementing Tier 1 instruction to enhance student performance as appropriate to individual student needs. **Actions:** a)Teachers will utilize backwards design to create rigorous, standards-based common assessments. b) Teachers will analyze assessment data to identify individual student strengths and weaknesses and use the data to guide future instruction. c)Teachers will provide structured, standards-based tutorials for students that do not meet the standard(s) on common assessments. d) Each department PLC will conduct one "Positive Pop-in" to another teacher every 9 weeks beginning in October, focusing specifically on the positive ways the teacher is implementing Tier I instruction e)Continue training for select teachers on Sheltered Instruction Observation Protocol f)The use of Advancement Via Individual Determination (AVID) strategies evident in classrooms g)Embedded ongoing professional development provided throughout year to help teachers enhance student performance h)Implement Refining a Lesson Protocol and After Action Review Protocol in Science, Social Studies, Math, and English PLCs to improve Tier I instruction as well as intervention for Tier 2 and 3 students. i) Teachers will be implementing higher-level questioning to improve Tier 1 instruction and increase the percent of Masters Level State of Texas Assessment of Academic Readiness (STAAR) scores. j) Provide training and focus around the "HMS Instructional Playbook" in order for all staff members to provide exemplary instruction. **Staff Responsible for Monitoring:** HMS administration, department heads, and academic coaches **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 2 **Funding Sources:** Instructional Facilitator - 255 - Title II - $75,568				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to refine and implement systemic approach to embed literacy instruction in all content areas **Actions:** (A) Continue utilizing literacy strategies in all core content classes. (B) Teachers will be trained to deliver literacy strategies across the curriculum. (C) Utilize coaching model to assist classroom teachers with implementation of strategies (plan, observe, provide feedback, co-teach, repeat) (D) Literacy coach will work with teachers individually, assist teachers in instruction of content area text, work with PLC department teams, demonstrate instructional strategies and provide ongoing support to teachers (E) Campus-wide writing in all content areas (F) Campus-wide use of close reading strategies in all content areas (G)Targeted tutorials before school & after school for specific groups of students who need additional support. (I) Use nonfiction reading strategies such as signpost and vocabulary strategies. **Staff Responsible for Monitoring:** Carrie Welborn, Principal Felicia Cherry, Derek Hinton, Jeremiah Pena , Asst. Principal Derek Andersen, Laura Bean, Sarah Slaughter, Instructional Facilitator Erin Gaworski , Dept. Head **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students. **Actions:** a) Support campus staff in using Star 360 Renaissance assessment for progress monitoring and intervention services. b) Use our instructional coaches to work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model. d) Use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math. e) Embed implementation strategies for progress monitoring in curriculum overviews. f) Use the district item bank for STAAR redesign within Aware. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1	25%	50%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students continue to struggle with reading, writing and thinking skills that enable them to perform at or above grade level in all content areas. **Root Cause**: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Our diverse population of students enters school with different levels of preparedness.
Student Learning
Problem Statement 2: Overall scores on STAAR have dropped over the past year. **Root Cause**: Texas Education Agency updated the state assessment and included a variety of interactive question types and short written responses. Inadequate professional learning and inconsistent instructional practices have contributed.
School Processes & Programs
Problem Statement 1: In the last few years, we have hired new staff members and it is important to recruit highly effective teachers that will continue to build their career here. **Root Cause**: Not as many teachers are going into education causing a shortage in teachers and staff. By strengthening recruitment efforts and creating opportunities for professional development and career advancement, we can help attract and retain effective educators. **Problem Statement 2**: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

Perceptions

Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

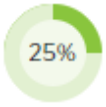
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Implement a multi-tiered system of support for RtI-identified students and students in our designated targeted groups for closing the gaps.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. **Actions:** a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. c) Collect examples during campus walk-throughs. d) Model examples of goal setting and digital data folders during LOL. e) Students will use data folders in core subject areas to track progress on campus designed assessments. f) Provide training and focus around the "HMS Instructional Playbook" in order for all staff members to provide exemplary instruction. g) Track assessment data for students in targeted groups and provide targeted tutorials as needed. **Problem Statements:** Student Learning 2	40%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. **Actions:** a) Continue to utilize a full time instructional facilitators to support students and staff. b) Employ two educational assistants to assist Tier II students in classrooms. c) Offer professional development opportunities for staff members to support their instructional methods. d) Offer families and the community members opportunities to engage with campus activities. e) Purchase laminator for word walls and teaching vocabulary f) Purchase color printer and poster maker to print and display materials to support instruction and resources for families. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Tutoring - 211 - Title I - $27,090	50%	60%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a multi-tiered system of support (MTSS) for identified students. **Actions:** a) Strengthen the communication and monitoring of the delivery of MTSS services. b) Provide ongoing training for all staff to build their capacity to implement MTSS through collaborative conferences. c) Support campus leadership teams to lead the implementation of MTSS. d) Provide technical, consulting, and coaching support for campus implementation plans. e) Continue to implement the district's social-emotional learning (SEL) curriculum. f) Provide professional learning and support for SEL & tiered behavior interventions. g) Provide supplemental resources for SEL supports. h) Continue to utilize the HMS Behavioral Framework in order to: identify students, provide interventions, and monitor behavior. i) Provide three Leadership Classes for our Tier III students and teach them social skills using the Boys Town and other curriculum. j) Utilize SCE-funded interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance. **Staff Responsible for Monitoring:** Campus administration **Problem Statements:** School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enlist community and business partners to assist in providing support to students and families. **Actions:** a) Coordinate existing community/business partnerships to create a clearinghouse of resources including people, time and contributions. b) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff. c) Create new community/business partnerships to enhance the academic, attendance, and personal achievements of students d) Continue to offer parent training through our Parent University and use The Boys and Girls Club staff **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement pedagogical strategies found in our campus Instructional Playbook that will increase 8th Grade Social Studies STAAR scores. **Actions:** a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. b)Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, curriculum-based assessments (CBAs), and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville Independent School District (ISD) and/or the content and curriculum. **Problem Statements:** Demographics 1	25%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Students continue to struggle with reading, writing and thinking skills that enable them to perform at or above grade level in all content areas. **Root Cause**: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Our diverse population of students enters school with different levels of preparedness.

Student Learning

Problem Statement 1: Our eighth grade STAAR Social Studies scores are in need of improvement. **Root Cause**: Inconsistent implementation of rigorous instructional practices has led to lower than expected scores.

Problem Statement 2: Overall scores on STAAR have dropped over the past year. **Root Cause**: Texas Education Agency updated the state assessment and included a variety of interactive question types and short written responses. Inadequate professional learning and inconsistent instructional practices have contributed.

School Processes & Programs

Problem Statement 1: In the last few years, we have hired new staff members and it is important to recruit highly effective teachers that will continue to build their career here. **Root Cause**: Not as many teachers are going into education causing a shortage in teachers and staff. By strengthening recruitment efforts and creating opportunities for professional development and career advancement, we can help attract and retain effective educators.

Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

Perceptions

Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

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

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

Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the district's curriculum for social-emotional learning (SEL). **Actions:** a) Implementing SEL curriculum b) Utilize the SEL committee to assess and evaluate the effectiveness of the SEL program. c) Provide ongoing professional learning to all stakeholders on the SEL program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients. e) Utilize district funded Crisis Counselors to provide support to students in areas of social-emotional learning. f) Host Challenge Day to support social-emotional learning **Staff Responsible for Monitoring:** Vanessa Pannell ~ Crisis Counselor **Problem Statements:** School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Professional Learning - 211 - Title I - $17,962	40%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.
Perceptions
Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

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 response to intervention (RtI) Tiers 2 and 3.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement with fidelity the behavioral RtI plan. **Actions:** a) Provide training to staff in the implementation of the campus behavior RtI plan with established procedures. b) Conduct positive behavior instructional support (PBIS) meetings with agendas and minutes and distribute to campus staff. c) Require each classroom to use Conversation Help Activity Movement Participation Success (CHAMPS) with fidelity. d) Provide staff training on how to use the Discipline Flowchart. e)Implement a campus-wide behavior tracker to drive grade-level collaborative conferences and proactive student-administrator discussions aligned with PBIS . f) During the school day, we will provide opportunities for teachers and administrators to support Tier 1 behaviors through the implementation of Positive Office Referrals, Power Cards, Tiger Bucks, and Tiger Store. **Staff Responsible for Monitoring:** HMS Admin Team **Title I:** 2.6 **Problem Statements:** School Processes & Programs 2 - Perceptions 1	30%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

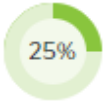
School Processes & Programs
Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

Perceptions
Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

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 5: Increase the number of students meeting college, career and military readiness requirements.

Evaluation Data Sources: Number of students enrolled in AVID, number of students enrolled in advanced courses, number of students enrolled in Career and College course

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide equitable access to career technology education (CTE) courses for students with a focus on at-risk students. **Actions:** a) Increase the number of students enrolled in Gateway to Technology and AVID. b) Provide field trips to the Birdville Career Technology and Advanced Learning (BCTAL) to allow students to visualize the learning environment. c) Schedule a "Career Day" and allow business partners to speak to students about the importance of CTE careers. **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause**: PTA has not been successfully active in the past few years.

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, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer public education information management system (PEIMS) submission

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement our plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Analyze data given to campus Admin by a district truancy officer b)Based on that data admin put students on an attendance tracking plan that includes daily check-ins and incentives for improved attendance c)Monitor the attendance of our at-risk population through Project Education and Focus d) Recognize and celebrate students who have perfect attendance during 9 weeks Award Assemblies. d) Implement strategies to identify and address social needs (weekend snack bags and other resources from the CIC) within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. **Title I:** 2.5, 2.6 **Problem Statements:** School Processes & Programs 2 - Perceptions 1	35%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

Perceptions
Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

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

Performance Objective 2: HMS will incorporate the 6 Exceptional systems of a No Excuses University (NEU) Campus

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implementation of the 6 Exceptional systems with fidelity. **Actions:** b) All teachers will adopt a college of their choice and teach various facets to the students c) Selected students will be nominated for Student of the Month Lunches once per 9 weeks based on our Tiger Values. d) Teachers will log onto NEU connect 2/month for lesson planning ideas e) Upload one stellar lesson to NEU connect by January 2025 f) The Campus Leadership Team will continue to train staff on the "HMS Play Book" that defines and describes the six systems as detailed in the NEU book. **Staff Responsible for Monitoring:** HMS Admin **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

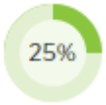
Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.
Perceptions
Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Identify and address safety and social-emotional concerns. b) Conduct safety meetings to evaluate and problem-solve district safety concerns. c) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. d)Conduct weekly Threat Assessment Meetings f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. g)Campus Security Officer conducts regular interior and exterior door checks and monitors hallways h)Conduct monthly safety drills(shelter in place, inclement weather, evacuation) I)SRO present throughout the day j) Create a Connections Student Group to improve a sense of belonging, security, and well-being for students. **Staff Responsible for Monitoring:** HMS Admin Team **Problem Statements:** Demographics 2 - School Processes & Programs 2 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need **Actions:** A) Collaborate with the Parent Teacher Association (PTA) to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. B) Identify and communicate the needs of the student population and their families with community partners C) Design and implement a Family and Parent Engagement Policy D) Host a Title 1 Meeting E) Apply to the Texas PTA so that our campus in back in good standing. **Staff Responsible for Monitoring:** Carrie Welborn ~ Principal Felicia Cherry- Assistant Principal **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause**: PTA has not been successfully active in the past few years.
School Processes & Programs
Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.
Perceptions
Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause**: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

State Compensatory

Budget for Haltom Middle School

Total SCE Funds: $617,783.00
Total FTEs Funded by SCE: 8.3
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 Haltom Middle School

Name	Position	FTE
Ashton Hurst	Teacher	1
Daylan Montgomery	Teacher	1
Diana Martinez	Teacher	1
Edith Torres	Teacher	1
Jeffrey Chavez	Teacher	1
Marixsangely Mendez Diaz	Educational Assistant	1
Melanie Shelton	Reading Intervention	0.65
Teri Perez	Reading Intervention	0.65
Vanessa Pannell	Student Assistance Counselor	1

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

Parents: **Jennifer Linder**
Community Members: Debbie Sheffield
Teachers: Rebecca Kellerman Davette Wilson Miranda Miears Jeannie Stevens Sarah Slaughter
Administrators: Nathan Frymark Jeremiah Pena Felicia Cherry Mike Castellon
Other Campus and District Staff: Angie Tidwell Sam Stinson Derek Andersen

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, 82% 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:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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

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

Parents: **Jennifer Linder** **Yvette Vega**
Teachers: Rebecca Kellerman Davette Wilson Miranda Miears Jeannie Stevens Sarah Slaughter
Administrators: Nathan Frymark Jeremiah Pena Felicia Cherry Mike Castellon
Other Campus and District Staff: Angie Tidwell Sam Stinson Derek Andersen

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

4.2: Offer flexible number of parent involvement meetings

SAMPLE ANSWER

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- September Meet the Teacher Night (Thursday only) on campus
- October Title I Meeting (Thursday/Friday) on campus
- November Literacy Event (Thursday/Friday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

Title I Personnel

Name	Position	Program	FTE
Jaylin Garcia	Educational Assistant	Title I	1.0
Laura Bean	Instructional Facilitator	Title I	1.0
Mahathelege Peiris	Educational Assistant	Title I	1.0
Sarah Slaughter	Instructional Facilitator	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SCE Campus Personnel		$617,783.00
				Sub-Total	$617,783.00
				Budgeted Fund Source Amount	$617,783.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Personnel		$89,889.00
1	1	1	Instructional Facilitator		$161,253.00
1	2	2	Tutoring		$27,090.00
1	3	1	Professional Learning		$17,962.00
				Sub-Total	$296,194.00
				Budgeted Fund Source Amount	$296,194.00
				+/- Difference	$0.00

255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Instructional Facilitator		$75,568.00
				Sub-Total	$75,568.00
				Budgeted Fund Source Amount	$75,568.00
				+/- Difference	$0.00
				Grand Total Budgeted	$989,545.00
				Grand Total Spent	$989,545.00
				+/- Difference	$0.00

Birdville Independent School District

North Richland Middle School

2024-2025 Campus Improvement Plan

Mission Statement

North Richland Middle School is committed to building a foundation of excellence in all students by fostering academic, social, and emotional success today, in order to create their future.

Vision

At NRMS, we will be the difference-makers in our students' futures.

Core Beliefs

1. We create an environment where students and parents feel cared about, valued, welcome, and have a sense of belonging.
2. We teach students to take risks, to be comfortable with the prospect of failure, to learn from their mistakes, and to not be discouraged by them.
3. We embrace new challenges as opportunities for growth.
4. We build strong relationships to foster social, emotional, and academic growth.
5. We treat all students with respect, regardless of race, religion, sexual orientation, disability, or economic status.
6. We achieve academic potential through a shared culture of good citizenship and the ongoing pursuit of excellence.
7. We model and teach respect, acceptance, cooperation, empathy, and kindness.
8. We show excitement and knowledge about the learning process.

9. We show pride and ownership of our campus.

10. We are empowered to create unique, memorable, and personal experiences to encourage parent involvement and student success.

11. We own and immediately resolve problems and model self-accountability by being solution-seekers, not problem-finders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Richland Middle School serves: Total 916

Based on 2024 data:

males 475
females 441
Hispanics 400
American Indian/Alaskan 5
Asian 42
African American 103
Hawaiian/Pacific Islander 3
White 333
Two or More Races 26

Identified Students:

Title I
Special Education 79
GT 87
Career and Tech 288
LEP 197
Migrant
EconDis 609
At-Risk 434
Immigrant
Transfer Students

Demographics

Demographics Summary

North Richland Middle School serves a diverse student population of 896 students, with 51% male and 49% female. The largest ethnic group is Hispanic-Latino, representing 46% of the student body, followed by White students at 32%, and Black or African American students at 14%. Approximately 26% of students are classified as Emergent Bilinguals, and 68% of the students are economically disadvantaged. Key student programs include Special Education, which serves 15% of the population, and Section 504, supporting 12%. The school is fully Title I, serving a high percentage of at-risk students (64%).

Demographics Strengths

North Richland Middle School boasts a vibrant and diverse cultural community, enriching the learning environment for all students. Teachers effectively use a variety of strategies tailored to support the diverse demographic makeup of the school, ensuring that each student's unique background is recognized and valued in the classroom. Additionally, both staff and students promote a culture of acceptance and inclusivity, creating a welcoming atmosphere where diversity is celebrated and embraced.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

Problem Statement 2 (Prioritized): EB performance in all areas are scoring lower than non EB studernts. **Root Cause:** We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.

Student Learning

Student Learning Summary

Data projections indicate that North Richland MS will receive a D rating in Domain 1 (state accountability) for the 2023-2024 school year with an average of 69% passing rate. In the 2023-2024 school year we added 20 new staff members with the majority of new teachers being alternatively certified. We worked throughout the year to grow teachers in understanding of creating engaging lessons. We continued to grow staff in Tier 1 priorities with collaboration between teachers and Facilitators, focus on implementation of Literacy Strategies, Response to Intervention (RtI) through math,reading and Limited English Proficiency (LEP) interventionist, use of backwards design for common assessments, intensive data discussions with a focus on EB and Sped populations, a focus on Culturally Responsive Teaching to target intentional instruction to support all learners, implementation of STEM (Science, Technology, Engineering and Math) curriculum in Math and Science.professional learning communities (PLC) collaboration of Tier 1 priorities to increase rigor, relevance and engagement, Tier 2 and 3 intervention with small group instruction and STMath for tutorial sessions within and outside of the school day to enrich and remediate all students. Students scored as follows:

	Approaches	Meets	Masters
Reading	71%	45%	17%
Math	58%	29%	8%
Science	67%	37%	14%
Social Studies	47%	18%	10%

Student Learning Strengths

North Richland Middle School shows strengths in student performance across multiple subjects. In Reading/Language Arts, a significant portion of students achieved the Approaches Grade Level standard or higher, with growth evident across many student groups. White and Asian students demonstrated particularly strong performance. Math results reflect progress, with many students meeting the Approaches standard, and notable achievement among Asian students. Science also demonstrates solid results, indicating the school's commitment to academic growth across core content areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our students have not shown mastery to level of like campuses. **Root Cause:** High turnover of staff over past three years, many were new to the teaching field with lack of experience. Not using appropriate resources Utilizing time to the most efficient use.

Problem Statement 2 (Prioritized): Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

School Processes & Programs

School Processes & Programs Summary

- NRMS daily schedule consists of 8 classes, with over 45 minutes in each class period. Mathematics is double blocked allowing two class periods. This provides one session for instruction and another for intervention. Sixth and seventh grade English Language Arts follow the blocked schedule like Mathematics.
- All NRMS teachers offer tutorials to students, with at least one morning tutorial session and one afternoon tutorial session to accommodate students needs.
- Teachers utilize PLC to plan using the Planning for Learning Protocols to align teaching to the rigor of the TEKS (Texas Essential Knowledge and Skills), CBA's (Common Based Assessment), Interim Assessments and STAAR (State of Texas Assessments of Academic Readiness) with a focus on backwards design of assessments to ensure alignment of taught and tested curriculum.
- CBA's and Interim Assessments are used to measure students growth on curriculum and are analyzed using district CBA protocols.
- Instructional Coherency Documents outline expectations for core content classrooms.
- Departments implement grade-level and team SMART (specific, measurable, achievable, relevant and time bound) goals to monitor students progress throughout the year. Goals are shared with students and monitored on a six-weeks basis as part of the PDSA (Plan-Do-Study-Act) protocols.
- RtI is implemented through small group instruction during one period of the math block and through Reading Intervention Classes.
- A focus on the district and campus professional learning in literacy development through the campus wide implementation of Literacy strategies in all contents and a focus on Read, Write, Think and Discuss.
- The campus professional learning focuses on the continued implementation of continuous improvement process and tools, including a PDSA board, posting of mission statements and use of student data folders.
- The campus implementation of STEM curriculum through Science and Math classes through the use of PBL's to increase the rigor and relevance.
- Specialized programs for special education students. PASS (Positive Approach to Student Success) is designed to serve students whose behaviors impede their learning or the learning of others. SEEC (Structured Environment to Enhance Communication) program is an early intervention environment designed to meet the need of K-8 grades students who have multiple learning and language barriers.
- Staff is recruited through job fairs, local universities and staff recommendations.
- Our campus has a number of resources available to teachers. Classrooms are equipped with one computer and projector for teacher use and document cameras are available for use. All classrooms are 1 to 1 student to device usage.
- Classrooms are equipped with Clear Touch interactive panels and 21 Smartboards throughout the campus.
- Teachers have personal laptops for their use.

School Processes & Programs Strengths

- Teachers utilize the instructional time to the fullest by teaching bell to bell and not holding students back from another class period.
- PLC's are functioning. The focus on collaboration and use of district and campus protocols for analyzing assessments and instruction.
- Common Assessments results are used to guide future instruction and adjust current instruction. They are used for remediation and intervention of students to close gaps in learning.
- Common assessment data utilized through AWARE is used to evaluate the alignment of the taught and tested curriculum and provide appropriate interventions to support students.
- CBA assessment protocols are completed for data analysis of instructional implications.
- SMART goals are monitored each six weeks to allow teachers to reflect on their goals and ensure they are moving towards the goal.
- NRMS teachers are attending professional development offered through the district in support of literacy strategies, continuous improvement, lesson planning system, technology resources and instructional best practices.
- NRMS teachers are utilizing Canvas to support all learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. **Root Cause:** The implementation of MTSS has lacked consistency and fidelity in the past.

Problem Statement 2 (Prioritized): Students are not attending school at required levels. **Root Cause:** Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.

Problem Statement 3 (Prioritized): Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause:** The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

Perceptions

Perceptions Summary

- Campus communication is offered in several languages to accommodate families that do not speak English as their first language.
- Students have a wide variety of academic and extra-curricular activities available at NRMS.
- Character Strong curriculum is supported through Falcon Way. Students also participate in Community Service activities throughout the year.
- Bullying is documented and investigated through the district protocols, including cyber-bullying, bullying and harassment. Campus administrators meet with victims of bullying and their perpetrators to resolve the students issues.
- Discipline data shows an improvement in student incidents. Most of the referrals represent a small percentage of students making up most of the referrals. The typical referral was a classroom disruption that negatively affected classroom instruction. Physical altercations decreased due to working with the school resource officer (SRO) to offer significant consequences for students and worked with students through mediation.
- Campus Mission Statements and Core Belief statements are evaluated each year to continue to focus on who we are as a campus.
- HOPE Squad is now in its third year and students are utilizing each other and staff members for support.
- NRMS Spirit Club has been implemented this year to focus on student organized school spirit.

Perceptions Strengths

At North Richland Middle School, campus communication is offered in multiple languages to support non-English speaking families, and students benefit from a wide range of academic and extracurricular activities. The Character Strong curriculum, supported by the Falcon Way and community service initiatives, fosters a positive campus culture. Recent discipline data indicates improvements, with a decrease in physical altercations and a focus on resolving issues through mediation. Staff perception has improved, campus culture is emerging, and students report feeling safe at school. The implementation of the HOPE Squad and NRMS Spirit Club further enhances student support and school spirit.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. **Root Cause:** Students may lack trust in the reporting process due to previous experiences where concerns were not adequately addressed, combined with a lack of awareness on how to report issues and a belief that reporting is "snitching."

Problem Statement 2: Campus culture is improving with staff, however, we need to engage the community to create a positive culture and positive relationships with external organizations and stakeholders. **Root Cause:** The lack of community engagement and the rebuilding of positive relationships at the school stem from staff turnover and the disbandment of the PTA, which possibly led to loss of support from external organizations and diminished support from the community.

Priority Problem Statements

Problem Statement 1: Special Education students performed much lower than the overall campus score for the 2024 school year.

Root Cause 1: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

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

Problem Statement 2: EB performance in all areas are scoring lower than non EB studernts.

Root Cause 2: We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning.

Root Cause 3: The implementation of MTSS has lacked consistency and fidelity in the past.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students are not attending school at required levels.

Root Cause 4: Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed.

Root Cause 5: Students may lack trust in the reporting process due to previous experiences where concerns were not adequately addressed, combined with a lack of awareness on how to report issues and a belief that reporting is "snitching."

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our students have not shown mastery to level of like campuses.

Root Cause 6: High turnover of staff over past three years, many were new to the teaching field with lack of experience. Not using appropriate resources Utilizing time to the most efficient use.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Campus department and/or faculty meeting discussions and data

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: Improve performance in Domain 3 Closing the Gaps by making a year's growth on Renaissance Star reading and mathematics which would in turn increase the number of students performing at the "meet" or"master" level as measured by the spring 2025 STAAR assessments.

The All Students group will score 47% on "Meets" for the 2025 STAAR Reading Assessment.
The All Students group will score 35% on "Meets" for the 2025 STAAR Math Assessment.

High Priority

Evaluation Data Sources: Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading) and State Interim Assessments for EOC tested subjects Alignment to Strategic Plan,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity of campus staff to implement the District curriculum and Tier 1 Strategies .				
Actions: a) Oversee the implementation of Tier 1 strategies and the campus coherency documents. b) Utilize campus facilitators to provide professional learning for Tier 1 and campus strategies. c) Use walk through data to provide feedback and support teachers on the use of Tier 1 and campus strategies in the classroom. d) Implement strategies from Suzie Pepper Rollins Learning in the Fast Lane to improve vocabulary usage. e) Assist teachers with collecting data and using it to develop lessons and target instruction. f) Implement Fundamental 5 by Sean Cain g) Arrange opportunities for teachers to observe classrooms h) Implement strategies and routines from Nancy Motley's Talk Read Talk Write to improve critical thinking through student discourse. I) Utilize district curriculum coordinators, multilingual services and the DLS team monthly to provide professional learning and collaboration to enhance our Tier 1 instructional practices. **Staff Responsible for Monitoring:** Administrative Leadership Team Facilitators Department Heads **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 3 **Funding Sources:** Instructional Facilitator - 255 - Title II - $78,710, Instructional Facilitator - 211 - Title I - $84,309				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop a system for teachers to routinely observe and reflect on best teaching strategies. **Actions:** A) Create Observation Protocols B) Provide Training and Support C) Implement a Schedule and Rotations D) Facilitate Observation Sessions E) Encourage Peer Feedback and Collaboration F) Promote Reflection and Action Planning **Staff Responsible for Monitoring:** Administrative Leadership Team Facilitators Department Heads **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide training on 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) Use Campus Protocol and walk throughs that are specific to instruction and program implementation for the purpose of improving student performance. c) Conduct training on using data from multiple assessments (Unit Test, Star Renaissance, and Interims) to inform instruction and document student growth. d) Support teacher training on the implementation of tier-one priorities. f) Continue to train and require the regular use of continuous improvement processes in the classroom. g) Collect, analyze and use data to monitor student progress for the purpose of closing achievement gaps and responding to the individual needs of students to ensure all students make expected growth . h) Implement and conduct the district Lesson Refinement and After-Action Protocols in PLC to inform instruction and responsive teaching. **Staff Responsible for Monitoring:** Facilitators, Administration, **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause**: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.
Problem Statement 2: EB performance in all areas are scoring lower than non EB studernts. **Root Cause**: We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.
Student Learning
Problem Statement 1: Our students have not shown mastery to level of like campuses. **Root Cause**: High turnover of staff over past three years, many were new to the teaching field with lack of experience. Not using appropriate resources Utilizing time to the most efficient use.
Problem Statement 2: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause**: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.
School Processes & Programs
Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. **Root Cause**: The implementation of MTSS has lacked consistency and fidelity in the past.
Problem Statement 3: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause**: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

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 state and district assessments.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize district resources to close gap in student performance on STAAR Social Studies to achieve the campus goal of 22% at MEETS on all campus, district and state assessments. **Actions:** A) Utilize classroom observations, feedback, and resources from Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. B) Collaborate with district content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. C) Provide Social Studies teachers with training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. D) Monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. E) Train and implement the Nancy Motley's Talk Read Talk Write routines and strategies to increase student critical thinking and discourse. **Staff Responsible for Monitoring:** Administration, Instructional Facilitator, Social Studies Coordinator **Problem Statements:** Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 3	65%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure that students learn course content by providing a schoolwork recovery program for academic achievement. **Actions:** a) Train Staff b) Recruit staff members c) Create spreadsheet to provide communication to staff, families, and students. d) Create a resource center e) Communicate with students and parents of missing work and time and date for recovery. f) Analyze progress. **Staff Responsible for Monitoring:** Administration Classroom Teachers **Problem Statements:** School Processes & Programs 1	55%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs. **Actions:** A) Standardize processes for making decisions regarding programming, assessment, supports and accommodations for all students receiving specialized services B) Provide necessary resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student need C) Provide training to general education teachers to support the learning of students receiving specialized services D) Provide information to staff, parents and community about specialized programs **Staff Responsible for Monitoring:** Administrative Leadership Team, EB Coach, Content Coordinators, SPED Coordinator **Title I:** 2.4, 4.2 **Problem Statements:** Demographics 1, 2 - Student Learning 2 - School Processes & Programs 3 **Funding Sources:** Professional Development - 211 - Title I - $689				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize resources to provide personnel, technology and instructional materials in order to close achievement gaps in core content areas. **Actions:** A) Hire necessary staff to meet HB4545 and RtI of all students B) Provide instructional materials for staff as needed. Assess effectiveness of use. C) Train staff in software used for programming and monitor student progress. **Staff Responsible for Monitoring:** Administrative Leadership Team **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Tutoring - 211 - Title I - $2,120, SCE Campus Personnel - 199 - General Funds: SCE - $294,277				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Enlist community and business partners to assist in providing support to students and families **Actions:** A) Collaborate with PTA to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. B) Identify and communicate the needs of the student population and their families with community partners C) Design and implement a Family and Parent Engagement Policy D)Host a Title 1 Meeting E) Develop and give a campus parent survey **Staff Responsible for Monitoring:** Administration Leadership Team **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1	55%	65%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implementation of STEM inquiry and PBL through science classrooms to ensure 41% of NRMS science students meet grade level expectations on all campus, district and state assessments. **Actions:** A) Ensure all math and science teachers are STEM certified. B) Develop PLC with department heads and facilitators to provide support on areas of need based on data and the district PLC rubric. C) Provide coaching on Tier 1 priorities for teachers. D) Utilize the district Tier 1 rubric to calibrate teacher's implementation of domains within instruction through walk through data. E) Collaborate with district content coordinator to provide the science PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. F) Train and support implementation of Nancy Motley's Talk Read Talk Write routines and strategies to increase student critical thinking and discourse in the classroom. **Staff Responsible for Monitoring:** Administrative Leadership Team (includes Department Heads, Admin Instructional Facilitators), Math and Science Teachers, Content Coordinators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 3	45%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause**: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.
Problem Statement 2: EB performance in all areas are scoring lower than non EB studernts. **Root Cause**: We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.
Student Learning
Problem Statement 1: Our students have not shown mastery to level of like campuses. **Root Cause**: High turnover of staff over past three years, many were new to the teaching field with lack of experience. Not using appropriate resources Utilizing time to the most efficient use.
Problem Statement 2: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause**: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.
School Processes & Programs
Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. **Root Cause**: The implementation of MTSS has lacked consistency and fidelity in the past.
Problem Statement 3: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause**: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure at-risk students remain engaged in school. **Actions:** A) Provide appropriate interventions and support for students in danger of not completing high school on the recommended or distinguished plan within four years. B) Continue developing PBIS store and look for moving Falcon Funds to online format. C) Utilize Tier 3 Behavior Team to develop a plan for student success. D) Campus Counselor will meet with Tier 2 and 3 students who need support for social and emotional needs. E) Provide opportunities to prepare for postsecondary possibilities through college visits. I) Establish a Ron Clark "House System" to help increase student sense of ownership on the campus. J) Establish a book study leadership team with the focus on growth mindset; Annie Brock's Growth Mindset Coach to help teachers implement growth mindset practices and lessons for their classroom. K) Train teachers on De-escalation strategies through the research based strategies by Dr. Ruby Payne's Emotional Poverty and Slocumb's Boy's in Crisis. L) Create a Doug Lemov's Teach Like a Champion playlist for teachers to reference throughout the year. M) Train teachers on the TLC playlist strategies during monthly faculty meetings and PLCs. **Staff Responsible for Monitoring:** Administrative Leadership Team, Teachers, Facilitators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement programs and create conditions and expectations for students to be involved in co-curricular and extra curricular activities **Actions:** A) Coordinate co and extra curricular activities along with community activities B) Review data of extra curricular enrollment to determine effectiveness of program C) Review participation of community activities D) Survey students to identify needs and interest for after school activities. E) Develop leadership and leadership skills across the campus to improve students social and emotional wellness F) Provide technology for students to pursue their interest and increase their learning opportunities G) Establish a Spirit Club for students to participate. **Staff Responsible for Monitoring:** Administrative Leadership Team, Teacher Sponsors **Title I:** 4.1 **Problem Statements:** Perceptions 1	60%	70%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. **Root Cause**: Students may lack trust in the reporting process due to previous experiences where concerns were not adequately addressed, combined with a lack of awareness on how to report issues and a belief that reporting is "snitching."

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 behavior RtI tiers 2 and 3.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement and monitor Behavior RtI process **Actions:** A) Implement the campus behavior RtI process b) Train staff on Behavior RtI process C) Align campus discipline with PBIS team suggestions D) Implement Campus wide Restorative Discipline plan. E) Train staff in Restorative Practices and Conscious Discipline. F) Monitor students assigned to DAEP and return to campus. G) Develop leadership class for Tier 3 students to learn appropriate school behaviors. H) Train staff in STOIC and CHAMPS strategies. I) Maintain campus store for students to purchase items using Falcon Funds. **Staff Responsible for Monitoring:** Administrative Leadership Team, Classroom Teachers **Title I:** 2.4 **Problem Statements:** Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 3	60%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause**: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.
Problem Statement 2: EB performance in all areas are scoring lower than non EB studernts. **Root Cause**: We have varying levels of EB students. We have some with less than a year in the building and need more time to gain their second language. Other EB students have gaps from elementary.

Student Learning

Problem Statement 2: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause**: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

School Processes & Programs

Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. **Root Cause**: The implementation of MTSS has lacked consistency and fidelity in the past.

Problem Statement 3: Special Education students performed much lower than the overall campus score for the 2024 school year. **Root Cause**: The lower performance of Special Education students may be attributed to a lack of differentiated instructional strategies and insufficient individualized support. There may also be gaps in targeted interventions and accommodations tailored to meet the specific needs of these students.

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: Focus, report cards

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase student and staff attendance **Actions:** A) Ensure that our campus designs and implements improvement plan strategies to increase student attendance. B) Ensure that our campus designs and implements improvement plan strategies to increase staff attendance. C) Utilize resources to reward students for increased attendance to raise attendance to 96% D) Utilize resources to increase staff morale to increase staff attendance. E) Administration will utilize Project Education to track, monitor and address attendance issues. **Staff Responsible for Monitoring:** Administrative Leadership Team **Problem Statements:** School Processes & Programs 2	40%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Students are not attending school at required levels. **Root Cause**: Inconsistent attendance may be due to a variety of factors, including a lack of engagement with the school environment, external pressures such as family responsibilities or socioeconomic challenges, and inadequate support systems for students facing barriers to regular attendance.

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus Continuous Improvement **Actions:** A) Expand continuous improvement implementation to include additional elements and tools. B) Utilize PLC to provide professional development on continuous improvement in the classroom through Department Heads. C) Monitor implementation of Continuous Improvement implementation in the classrooms. D) Align PGSLO for teachers with continuous improvement. E) Use PDSA to evaluate campus programs F) Monitor PDSA through intentional data walks and meetings with Admin to monitor growth on reassessment of needed content. G) Implement teacher data binders to track student accomodations and monitor student progress/growth. **Staff Responsible for Monitoring:** Administrative Leadership Team, Content Coordinators, Department Chairs **Problem Statements:** School Processes & Programs 1	30%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. **Root Cause**: The implementation of MTSS has lacked consistency and fidelity in the past.

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Collect perception data from students on safety at school. **Actions:** A) Collect data from students on school safety B) Analyze data to identify areas of improvement C) Implement strategies to address areas of need such as arrival, passing periods and dismissal. D) Communicate safety drill expectations to all students E) Participate in monthly safety drills **Staff Responsible for Monitoring:** Administrative Leadership Team **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. **Root Cause**: Students may lack trust in the reporting process due to previous experiences where concerns were not adequately addressed, combined with a lack of awareness on how to report issues and a belief that reporting is "snitching."

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%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review district data about safety **Actions:** A) Complete safety training as provided by district B) Complete monthly safety walks of campus C) Utilize data from safety walks and safety audits to make improvements **Staff Responsible for Monitoring:** Assistant Principal **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. **Root Cause**: The implementation of MTSS has lacked consistency and fidelity in the past.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize CIP to focus campus improvement with students and staff **Actions:** 1. Utilize PDSA to evaluate and communicate programs to student, staff, and community members. 2. Monitor growth towards meeting safety goals and academic growth. **Staff Responsible for Monitoring:** Administrative Leadership Team (includes Department Heads, admin, and Academic Coach) **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Family Engagement - 211 - Title I - $880	55%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Evaluate and refine the implementation of MTSS through the PDSA to identify and address gaps in student learning. **Root Cause**: The implementation of MTSS has lacked consistency and fidelity in the past.

State Compensatory

Budget for North Richland Middle School

Total SCE Funds: $294,277.00
Total FTEs Funded by SCE: 3.65
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 North Richland Middle School

Name	Position	FTE
Mirtha Brown	Teacher	1
Sandra Orta	Student Assistance Counselor	1
Sherry Grosenbach	Reading Intervention	0.65
Yannis Espino	Educational Assistant	1

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: **Allyson Duncan**
Community Members: Mindi Ramirez and Natasha Havrda
Teachers: Andrew Wilson, Ashley Robb, Molly Woodruff, Ashley Cousins
Administrators: Sherri Gamble Blythe Smith Justin Mathews Travis Kidd

Parents: **Allyson Duncan**
Other Campus and District Staff: Savannah Hegar Britney Chapple Leslie Detrick Stacey Edwards Dustin Henderson

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, 68% 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:

- Tier 1 Priorities
- Restorative Practices
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorial

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

Parents: **Allyson Duncan**
Community Members: Mindi Ramirez and Natasha Havrda
Teachers: Andrew Wilson, Ashley Robb, Molly Woodruff, Ashley Cousins

Parents: **Allyson Duncan**
Administrators: Sherri Gamble Justin Mathews Blythe Smtih Travis Kidd
Other Campus and District Staff: [LIST NAMES]

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

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event at WG Thomas Coliseum
- September Meet the Teacher Night on campus
- September Title I Meeting on campus
- October Fall Haul on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

5.1: Determine which students will be served by following local policy

Title I Personnel

Name	Position	Program	FTE
Aubrey Steinbeck	Instructional Facilitator	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	SCE Campus Personnel		$294,277.00
				Sub-Total	$294,277.00
				Budgeted Fund Source Amount	$294,277.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Facilitator		$84,309.00
1	2	3	Professional Development		$689.00
1	2	4	Tutoring		$2,120.00
3	3	1	Family Engagement		$880.00
				Sub-Total	$87,998.00
				Budgeted Fund Source Amount	$87,998.00
				+/- Difference	$0.00

255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Facilitator		$78,710.00
				Sub-Total	$78,710.00
				Budgeted Fund Source Amount	$78,710.00
				+/- Difference	$0.00
				Grand Total Budgeted	$460,985.00
				Grand Total Spent	$460,985.00
				+/- Difference	$0.00

Addendums

NORTH RICHLAND MIDDLE SCHOOL
TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Pursuant to the Every Student Succeeds Act, Birdville Independent School District will:

1. Engage parents and families of participating children in a meaningful consultation to plan and implement programs, activities, and procedures for the involvement of parents in Title I, Part A schools.
2. Develop jointly with, agree on with, and distribute to, parents and families of participating children North Richland Middle School's written parent and family engagement policy.
3. Provide coordination, technical assistance, and other support for Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
4. Assist parents of children served by Title I, Part A schools in understanding such topics as state academic standards and assessments, how to monitor a child's progress, and how to work with educators to improve their children's achievement.
5. Provide materials and training to help parents work with their children to improve achievement at Title I, Part A schools.
6. With the assistance of parents, educate teachers, school leaders, and other personnel at Title I, Part A schools in the value and utility of parent contributions, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
7. Coordinate and integrate parent involvement programs and activities with other federal, state, and local programs that encourage and support parents at Title I, Part A schools.
8. Ensure that information related to Title I, Part A School and parent programs, meetings, and other activities are provided in a understandable and uniform format and in a language that parents can understand, to the extent practicable.
9. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the NRMS parent and family engagement policy in improving the academic quality of Title I, Part A schools. NRMS will use the findings to design strategies for more effective parent and family engagement and to revise, if necessary, its parent and family engagement policies.

Statement of Purpose

The purpose of the North Richland MS Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. NRMS has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. Additionally, as per Section 1116 of Public Law 114-95, the district will support its campuses in their efforts to build capacities of the school staffs, as well as the capacities of parents, families, and community members, to work together as equal partners to succeed in improving achievement for all students.

The original policy was drafted by the NRMS Parent Advisory Council (BPAC), presented to a representative group of parents, edited, made available to all parents for further review and comment, and finalized with consideration of additional input from parents. Each year, the policy content and opportunities for parent involvement is evaluated and revised as needed.

Goals

- Schools promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Schools provide a safe and open atmosphere for parents and families to visit the school their children attend and to actively encourage parent and family support and assistance for school programs
- Schools and staff develop and deliver timely information and training to parents, including language classes
- Schools respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Schools disseminate information to parents on all required Title 1 notifications

Annual meeting

Each Title I, Part A campus will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. NRMS will support the efforts of Title I, Part A schools by providing PowerPoint presentations, simultaneous translation equipment, communication tools, translators, childcare, and printing. These same district resources will be available to campuses to support a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

Parents' Right to Know

Each Title I, Part A campus will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

Building Capacity for Parent-School Partnerships

Through the district's parent liaisons and staff, NRMS will provide the following services to parents:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

To foster better collaboration with parents, NRMS will also provide the following services:

- Staff training regarding contributions parents make to their children's education
- Communication tools and templates for promoting activities and services offered at Title I, Part A schools
- Other support as needed to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities

School-Parent Compacts

Each Title I, Part A campus will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the Title I, Part A school and its families through regular two-way, meaningful communication. Each campus will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Among others, each Title I, Part A school has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

Parent Engagement Evaluation

Each spring, NRMS will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of their family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent

participation. Based on this input and through a collaborative consultation process, the district and each Title I, Part A campus will review the existing family engagement policy and make revisions as necessary.

ESCUELA DE NORTH RICHLAND MIDDLE
TÍTULO I, PARTE A POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS

De conformidad con la Ley de éxito de todos los estudiantes, el Distrito Escolar Independiente de Birdville:

1. Involucrar a los padres y las familias de los niños participantes en una consulta significativa para planificar e implementar programas, actividades y procedimientos para la participación de los padres en las escuelas de Título I, Parte A.
2. Desarrollar conjuntamente, acordar y distribuir a los padres y familias de los niños participantes la política escrita de participación de padres y familias de Birdville ISD. Esta política se incorporará en el plan del distrito para el Título I, Parte A.
3. Proporcionar coordinación, asistencia técnica y otro tipo de apoyo a las escuelas de Título I, Parte A, en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar.
4. Ayudar a los padres de los niños atendidos por las escuelas Título I, Parte A a comprender temas como los estándares académicos estatales y las evaluaciones, cómo monitorear el progreso de un niño y cómo trabajar con educadores para mejorar el rendimiento de sus hijos.
5. Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento en las escuelas Título I, Parte A.
6. Con la ayuda de los padres, edvcar a los maestros, líderes escolares y otro personal de las escuelas Título I, Parte A, sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo comunicarse, comunicarse con los padres y trabajar con ellos como iguales. socios, implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela.
7. Coordinar e integrar los programas y actividades de participación de los padres con otros programas federales, estatales y locales que alientan y apoyan a los padres en las escuelas Título I, Parte A.
8. Asegúrese de que la información relacionada con el Título I, Parte A, la escuela y los programas para padres, reuniones y otras actividades se proporcionen en un formato comprensible y uniforme y en un idioma que los padres puedan entender, en la medida de lo posible.
9. Llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la efectividad de la política de participación de los padres y la familia de Birdville ISD para mejorar la calidad académica de las escuelas Título I, Parte A. Birdville ISD utilizará los resultados para diseñar estrategias para una participación más efectiva de los padres y la familia y para revisar, si es necesario, sus políticas de participación de los padres y la familia

Declaración de propósito

El propósito de la Política de Participación de Padres y Familias de Birdville ISD es promover una asociación de trabajo altamente efectiva entre las familias y el personal. Birdville ISD ha adoptado la política para garantizar que brindemos a los padres y familias oportunidades sustanciales y significativas para participar como socios iguales en la educación de sus hijos. Además, según la Sección 1116 de la Ley Pública 114-95, el distrito apoyará a sus escuelas universitarias en sus esfuerzos por desarrollar las capacidades del personal escolar, así como las capacidades de los padres, las familias y los miembros de la comunidad, para trabajar juntos como socios iguales para tener éxito en mejorar el rendimiento para todos los estudiantes.

La política original fue redactada por el Consejo Consultivo de Padres de Birdville ISD (BPAC), presentada a un grupo representativo de padres, editada, disponible para todos los padres para una revisión y comentarios adicionales, y finalizado con consideración de aportes adicionales de los padres. Cada año, el contenido de la política y las oportunidades para la participación de los padres se evalúan y revisan según sea necesario.

Metas

• Las escuelas promueven la comunicación regular y bidireccional entre el hogar y la escuela
• Los padres, las familias, los educadores y los miembros de la comunidad ayudan a mejorar el rendimiento estudiantil al apoyar la participación de la familia en la educación de sus hijos
• Las escuelas proporcionan un ambiente seguro y abierto para que los padres y las familias visiten la escuela a la que asisten sus hijos y alienten activamente el apoyo y la asistencia de los padres y la familia para los programas escolares.
• Las escuelas y el personal desarrollan y entregan información y capacitación oportunas a los padres, incluidas las clases de idiomas
• Las escuelas responden a barreras tales como el idioma, la cultura, los niveles de educación y los horarios de trabajo de los padres y las familias que pueden limitar las oportunidades para participar plenamente en la educación de sus hijos
• Los padres y las familias apoyan el aprendizaje de sus hijos en el hogar y en la escuela y sirven como defensores de sus hijos
• Las escuelas difunden información a los padres en todas las notificaciones requeridas del Título 1

Reunión anual

Cada campus de Título I, Parte A celebrará una reunión anual de padres para educar a los padres sobre los fondos del Título I y cómo se utilizará para apoyar el compromiso de los padres y la familia. Birdville ISD apoyará los esfuerzos de las escuelas Título I, Parte A, proporcionando presentaciones en PowerPoint, equipos de traducción simultánea, herramientas de comunicación, traductores, guarderías e impresiones. Estos mismos recursos del distrito estarán disponibles para los campus para apoyar un número flexible de reuniones con los padres durante el año escolar. El objetivo principal de estas reuniones será establecer a los padres como socios iguales en el logro académico de sus hijos.

El derecho de los padres a saber

Cada Título I, Parte A del campus proporcionará a los padres una notificación anual que describe el derecho de los padres a conocer las calificaciones profesionales de los maestros del salón de clases que instruyen a sus hijos, así como a los paraprofesionales que brindan servicios al niño.

Creación de capacidad para asociaciones entre padres y la escuela

A través de los enlaces con los padres y el personal del distrito, Birdville ISD proporcionará los siguientes servicios a los padres:
• Capacitación para los padres para comprender la evaluación estatal y local de los estudiantes y los resultados de la evaluación
• Otras capacitaciones para padres basadas en necesidades y solicitudes identificadas
• Enlaces a recursos de agencias externas, según sea necesario
• Clases de habilidades para padres
• Clases de ESL
• Entrenamiento de ayuda con la tarea
• Servicios de traducción para la tarea.
• Servicios de interpretación para las evaluaciones de ARD, LPAC, PPCD, consejería, evaluaciones psicológicas, conferencias de maestros / directores con los padres en las escuelas de Título I, Parte A, reuniones de distrito, PTA y otros

Para fomentar una mejor colaboración con los padres, Birdville ISD también proporcionará los siguientes servicios a las escuelas y departamentos del distrito:

• Capacitación del personal sobre las contribuciones que los padres hacen a la educación de sus hijos.
• Servicios de traducción escrita a escuelas y departamentos.
• Herramientas y plantillas de comunicación para promover actividades y servicios ofrecidos en las escuelas Título I, Parte A
• Otro apoyo, según sea necesario, para ayudar a las escuelas Título I, Parte A a planificar e implementar actividades efectivas de participación de padres y familias

Pactos entre la escuela y los padres

Cada campus de Título I, Parte A desarrollará y compartirá conjuntamente con los padres un pacto entre la escuela y los padres. El acuerdo entre la escuela y los padres describe cómo los padres, el personal y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes. También describe la asociación necesaria que debe desarrollarse entre la escuela Título I, Parte A y sus familias a través de una comunicación regular y significativa. Cada campus realizará una revisión anual de colaboración de su pacto entre la escuela y los padres y hará las revisiones que sean necesarias.

Entre otras, cada escuela Título I, Parte A tiene la responsabilidad de:

• Implementar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.
• Utilizar las secciones relevantes del pacto entre la escuela y los padres para guiar las conferencias de padres y maestros
• Proporcionar informes frecuentes a los padres sobre el progreso de sus hijos
• Ofrecer a los padres acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos y observación de las actividades en el aula
• Iniciar y responder a las comunicaciones de los padres.

Las responsabilidades de los padres para apoyar el aprendizaje de sus hijos incluyen:

• Asegurar la asistencia regular.
• Participar en decisiones relacionadas con la educación de sus hijos.
• Supervisar el uso positivo del tiempo extracurricular, establecer hábitos saludables y modelar la alfabetización en el hogar
• Completar un formulario de registro de voluntarios en línea y ser voluntario en el campus, siempre que sea práctico
• Iniciación y respuesta a las comunicaciones escolares.

Evaluación de la participación de los padres

Cada primavera, Birdville ISD y cada Título I, Parte A del campus formarán un equipo, que incluye padres, maestros y miembros del personal del Título I, para revisar el contenido y la eficacia de sus políticas y programas de participación familiar. La información de la evaluación se recopilará a través de las encuestas de padres que miden los niveles de participación de la familia al identificar las barreras para la participación de los padres. Sobre la base de esta información ya través de un proceso de consulta colaborativa, el distrito y cada campus de Título I, Parte A revisarán la política de participación familiar existente y realizarán las revisiones según sea necesario.

North Richland Middle School
Family/School Compact
2019-2020

The Family/School Compact is a voluntary agreement between students, parents, teachers and the principal at North Richland Middle School. The Compact outlines how students, parents, teachers and the principal will share responsibly in helping the student meet the state and district academic standards.

As a student, I will:

- Participate actively in my own learning.
- Be on time and come to school each day.
- Follow all school rules.
- Come to school with a positive attitude and maintain it throughout the day.
- Respect myself, other students, school staff and property.
- Complete all assigned work and understand it is required and not an option.

_____ _____

Student's Signature Date

As a parent/guardian, I will:

- Have my child attend school regularly and arrive on time.
- Attend called parent/teacher conferences and openly communicate the needs of my child.
- Check my child's grades via Skyward on-line weekly. https://schools.birdvilleschools.net/bisd. Use of public library or school library computers are available.
- Expect my child to practice self-discipline and show respect.
- Establish a time for homework, review it regularly and partner in my child's education.

_____ _____

Parent/Guardian Signature Date

As a Teacher, I will:

- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners succeed.
- Respect students, parents, and community members as equal partners in the education process.
- Maintain an open line of communication between school and home.
- Create a learning environment that will help develop responsible, caring, and independent students.

North Richland Middle School Teachers 5-13-19

Teacher's Signature Date

As a **principal, I will**

- Provide an environment that allows for positive communication between the student, parent and school staff.
- Support this form of student, parent, and school staff involvement.

_____ _____

Principal's Signature Date

North Richland Middle School

Contrato entre Familia/Escuela

2018-2019

Este Contrato entre Familia/Escuela es un acuerdo voluntario entre estudiantes, padres, maestros y el/la directora(a) de North Richland Middle School. El contrato describe como los estudiantes, padres, maestros y el/la director(a) compartirían la responsabilidad de ayudar el/la estudiante para lograr los estándares académicos en el estado y también el distrito.

Como estudiante, yo voy a:

- Participar activamente en mi propio aprendizaje.
- Asistir escuela y llegar a tiempo a la escuela cada día.
- Seguir todas las reglas de escuela.
- Venir a escuela con una actitud positiva y mantenerla por el día entero.
- Mostrar respeto a mi mismo, a otros estudiantes, a los maestros y a la propiedad de escuela.
- Completar todo el trabajo asignado y entender que es requerido y no una opción personal.

_____ _____

Firma de Estudiante Fecha

Como padre/madre/guardia, yo voy a:

- Asegurar que mi hijo/a está asistiendo escuela regularmente y que llega a tiempo.
- Asistir a conferencias de padre/maestro si sean llamadas y comunicar libremente de lo que se necesita mi hijo/a para tener éxito.
- Chequear semanalmente, las calificaciones de mi hijo/a en el sistema on-line Skyward
  Se puede usar computadoras en la escuela si es necesario https://schools.birdvilleschools.net/bisd
- Mandar a mi hijo/a que sea disciplinado, que tienen autocontrol y que muestra respeto siempre.
- Establecer tiempo para tarea, repasarla regularmente y juntar en la educación de mi hijo/a.

_____ _____

Firma de Padre/Madre/Guardia Fecha

Como maestros, nosotros vamos a:

- Mantener expectaciones altas para éxito académico y comportamiento positivo.
- Aceptar el desafío de ayudar todos los estudiantes en tener éxito.
- Respetar estudiantes, padres y miembros de la comunidad como compañeros iguales en el proceso educacional.
- Mantener una línea abierta de comunicación entre la escuela y casa.
- Crear un ambiente de aprendizaje que ayudaría desarrollar estudiantes responsables, cariñosos, e independientes.

North Richland Middle School Teachers 5-21-18

Firma de maestro Fecha

Como Director(a) yo voy a:

- Proveer un ambiente que permite para comunicación positive entre estudiante, padre y empleados de la escuela.
- Apoyar esta manera de involucramiento del estudiante, padres y empleados de la escuela.

_____ _____

Firma de Director(a) Fecha

NORTH RICHLAND MIDDLE SCHOOL
TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Pursuant to the Every Student Succeeds Act, Birdville Independent School District will:

1. Engage parents and families of participating children in a meaningful consultation to plan and implement programs, activities, and procedures for the involvement of parents in Title I, Part A schools.
2. Develop jointly with, agree on with, and distribute to, parents and families of participating children North Richland Middle School's written parent and family engagement policy.
3. Provide coordination, technical assistance, and other support for Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
4. Assist parents of children served by Title I, Part A schools in understanding such topics as state academic standards and assessments, how to monitor a child's progress, and how to work with educators to improve their children's achievement.
5. Provide materials and training to help parents work with their children to improve achievement at Title I, Part A schools.
6. With the assistance of parents, educate teachers, school leaders, and other personnel at Title I, Part A schools in the value and utility of parent contributions, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
7. Coordinate and integrate parent involvement programs and activities with other federal, state, and local programs that encourage and support parents at Title I, Part A schools.
8. Ensure that information related to Title I, Part A School and parent programs, meetings, and other activities are provided in a understandable and uniform format and in a language that parents can understand, to the extent practicable.
9. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the NRMS parent and family engagement policy in improving the academic quality of Title I, Part A schools. NRMS will use the findings to design strategies for more effective parent and family engagement and to revise, if necessary, its parent and family engagement policies.

Statement of Purpose

The purpose of the North Richland MS Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. NRMS has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. Additionally, as per Section 1116 of Public Law 114-95, the district will support its campuses in their efforts to build capacities of the school staffs, as well as the capacities of parents, families, and community members, to work together as equal partners to succeed in improving achievement for all students.

The original policy was drafted by the NRMS Parent Advisory Council (BPAC), presented to a representative group of parents, edited, made available to all parents for further review and comment, and finalized with consideration of additional input from parents. Each year, the policy content and opportunities for parent involvement is evaluated and revised as needed.

Goals

- Schools promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Schools provide a safe and open atmosphere for parents and families to visit the school their children attend and to actively encourage parent and family support and assistance for school programs
- Schools and staff develop and deliver timely information and training to parents, including language classes
- Schools respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Schools disseminate information to parents on all required Title 1 notifications

Annual meeting

Each Title I, Part A campus will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. NRMS will support the efforts of Title I, Part A schools by providing PowerPoint presentations, simultaneous translation equipment, communication tools, translators, childcare, and printing. These same district resources will be available to campuses to support a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

Parents' Right to Know

Each Title I, Part A campus will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

Building Capacity for Parent-School Partnerships

Through the district's parent liaisons and staff, NRMS will provide the following services to parents:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

To foster better collaboration with parents, NRMS will also provide the following services:

- Staff training regarding contributions parents make to their children's education
- Communication tools and templates for promoting activities and services offered at Title I, Part A schools
- Other support as needed to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities

School-Parent Compacts

Each Title I, Part A campus will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the Title I, Part A school and its families through regular two-way, meaningful communication. Each campus will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Among others, each Title I, Part A school has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

Parent Engagement Evaluation

Each spring, NRMS will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of their family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent

participation. Based on this input and through a collaborative consultation process, the district and each Title I, Part A campus will review the existing family engagement policy and make revisions as necessary.

ESCUELA DE NORTH RICHLAND MIDDLE
TÍTULO I, PARTE A POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS

De conformidad con la Ley de éxito de todos los estudiantes, el Distrito Escolar Independiente de Birdville:

1. Involucrar a los padres y las familias de los niños participantes en una consulta significativa para planificar e implementar programas, actividades y procedimientos para la participación de los padres en las escuelas de Título I, Parte A.
2. Desarrollar conjuntamente, acordar y distribuir a los padres y familias de los niños participantes la política escrita de participación de padres y familias de Birdville ISD. Esta política se incorporará en el plan del distrito para el Título I, Parte A.
3. Proporcionar coordinación, asistencia técnica y otro tipo de apoyo a las escuelas de Título I, Parte A, en la planificación e implementación de actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar.
4. Ayudar a los padres de los niños atendidos por las escuelas Título I, Parte A a comprender temas como los estándares académicos estatales y las evaluaciones, cómo monitorear el progreso de un niño y cómo trabajar con educadores para mejorar el rendimiento de sus hijos.
5. Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento en las escuelas Título I, Parte A.
6. Con la ayuda de los padres, edvcar a los maestros, líderes escolares y otro personal de las escuelas Título I, Parte A, sobre el valor y la utilidad de las contribuciones de los padres, y sobre cómo comunicarse, comunicarse con los padres y trabajar con ellos como iguales. socios, implementar y coordinar programas para padres, y construir lazos entre los padres y la escuela.
7. Coordinar e integrar los programas y actividades de participación de los padres con otros programas federales, estatales y locales que alientan y apoyan a los padres en las escuelas Título I, Parte A.
8. Asegúrese de que la información relacionada con el Título I, Parte A, la escuela y los programas para padres, reuniones y otras actividades se proporcionen en un formato comprensible y uniforme y en un idioma que los padres puedan entender, en la medida de lo posible.
9. Llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la efectividad de la política de participación de los padres y la familia de Birdville ISD para mejorar la calidad académica de las escuelas Título I, Parte A. Birdville ISD utilizará los resultados para diseñar estrategias para una participación más efectiva de los padres y la familia y para revisar, si es necesario, sus políticas de participación de los padres y la familia

Declaración de propósito

El propósito de la Política de Participación de Padres y Familias de Birdville ISD es promover una asociación de trabajo altamente efectiva entre las familias y el personal. Birdville ISD ha adoptado la política para garantizar que brindemos a los padres y familias oportunidades sustanciales y significativas para participar como socios iguales en la educación de sus hijos. Además, según la Sección 1116 de la Ley Pública 114-95, el distrito apoyará a sus escuelas universitarias en sus esfuerzos por desarrollar las capacidades del personal escolar, así como las capacidades de los padres, las familias y los miembros de la comunidad, para trabajar juntos como socios iguales para tener éxito en mejorar el rendimiento para todos los estudiantes.

La política original fue redactada por el Consejo Consultivo de Padres de Birdville ISD (BPAC), presentada a un grupo representativo de padres, editada, disponible para todos los padres para una revisión y comentarios adicionales, y finalizado con consideración de aportes adicionales de los padres. Cada año, el contenido de la política y las oportunidades para la participación de los padres se evalúan y revisan según sea necesario.

Metas

• Las escuelas promueven la comunicación regular y bidireccional entre el hogar y la escuela
• Los padres, las familias, los educadores y los miembros de la comunidad ayudan a mejorar el rendimiento estudiantil al apoyar la participación de la familia en la educación de sus hijos
• Las escuelas proporcionan un ambiente seguro y abierto para que los padres y las familias visiten la escuela a la que asisten sus hijos y alienten activamente el apoyo y la asistencia de los padres y la familia para los programas escolares.
• Las escuelas y el personal desarrollan y entregan información y capacitación oportunas a los padres, incluidas las clases de idiomas
• Las escuelas responden a barreras tales como el idioma, la cultura, los niveles de educación y los horarios de trabajo de los padres y las familias que pueden limitar las oportunidades para participar plenamente en la educación de sus hijos
• Los padres y las familias apoyan el aprendizaje de sus hijos en el hogar y en la escuela y sirven como defensores de sus hijos
• Las escuelas difunden información a los padres en todas las notificaciones requeridas del Título 1

Reunión anual

Cada campus de Título I, Parte A celebrará una reunión anual de padres para educar a los padres sobre los fondos del Título I y cómo se utilizará para apoyar el compromiso de los padres y la familia. Birdville ISD apoyará los esfuerzos de las escuelas Título I, Parte A, proporcionando presentaciones en PowerPoint, equipos de traducción simultánea, herramientas de comunicación, traductores, guarderías e impresiones. Estos mismos recursos del distrito estarán disponibles para los campus para apoyar un número flexible de reuniones con los padres durante el año escolar. El objetivo principal de estas reuniones será establecer a los padres como socios iguales en el logro académico de sus hijos.

El derecho de los padres a saber

Cada Título I, Parte A del campus proporcionará a los padres una notificación anual que describe el derecho de los padres a conocer las calificaciones profesionales de los maestros del salón de clases que instruyen a sus hijos, así como a los paraprofesionales que brindan servicios al niño.

Creación de capacidad para asociaciones entre padres y la escuela

A través de los enlaces con los padres y el personal del distrito, Birdville ISD proporcionará los siguientes servicios a los padres:
• Capacitación para los padres para comprender la evaluación estatal y local de los estudiantes y los resultados de la evaluación
• Otras capacitaciones para padres basadas en necesidades y solicitudes identificadas
• Enlaces a recursos de agencias externas, según sea necesario
• Clases de habilidades para padres
• Clases de ESL
• Entrenamiento de ayuda con la tarea
• Servicios de traducción para la tarea.
• Servicios de interpretación para las evaluaciones de ARD, LPAC, PPCD, consejería, evaluaciones psicológicas, conferencias de maestros / directores con los padres en las escuelas de Título I, Parte A, reuniones de distrito, PTA y otros

Para fomentar una mejor colaboración con los padres, Birdville ISD también proporcionará los siguientes servicios a las escuelas y departamentos del distrito:

• Capacitación del personal sobre las contribuciones que los padres hacen a la educación de sus hijos.
• Servicios de traducción escrita a escuelas y departamentos.
• Herramientas y plantillas de comunicación para promover actividades y servicios ofrecidos en las escuelas Título I, Parte A
• Otro apoyo, según sea necesario, para ayudar a las escuelas Título I, Parte A a planificar e implementar actividades efectivas de participación de padres y familias

Pactos entre la escuela y los padres

Cada campus de Título I, Parte A desarrollará y compartirá conjuntamente con los padres un pacto entre la escuela y los padres. El acuerdo entre la escuela y los padres describe cómo los padres, el personal y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes. También describe la asociación necesaria que debe desarrollarse entre la escuela Título I, Parte A y sus familias a través de una comunicación regular y significativa. Cada campus realizará una revisión anual de colaboración de su pacto entre la escuela y los padres y hará las revisiones que sean necesarias.

Entre otras, cada escuela Título I, Parte A tiene la responsabilidad de:

• Implementar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.
• Utilizar las secciones relevantes del pacto entre la escuela y los padres para guiar las conferencias de padres y maestros
• Proporcionar informes frecuentes a los padres sobre el progreso de sus hijos
• Ofrecer a los padres acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos y observación de las actividades en el aula
• Iniciar y responder a las comunicaciones de los padres.

Las responsabilidades de los padres para apoyar el aprendizaje de sus hijos incluyen:

• Asegurar la asistencia regular.
• Participar en decisiones relacionadas con la educación de sus hijos.
• Supervisar el uso positivo del tiempo extracurricular, establecer hábitos saludables y modelar la alfabetización en el hogar
• Completar un formulario de registro de voluntarios en línea y ser voluntario en el campus, siempre que sea práctico
• Iniciación y respuesta a las comunicaciones escolares.

Evaluación de la participación de los padres

Cada primavera, Birdville ISD y cada Título I, Parte A del campus formarán un equipo, que incluye padres, maestros y miembros del personal del Título I, para revisar el contenido y la eficacia de sus políticas y programas de participación familiar. La información de la evaluación se recopilará a través de las encuestas de padres que miden los niveles de participación de la familia al identificar las barreras para la participación de los padres. Sobre la base de esta información ya través de un proceso de consulta colaborativa, el distrito y cada campus de Título I, Parte A revisarán la política de participación familiar existente y realizarán las revisiones según sea necesario.

North Richland Middle School
Family/School Compact
2019-2020

The Family/School Compact is a voluntary agreement between students, parents, teachers and the principal at North Richland Middle School. The Compact outlines how students, parents, teachers and the principal will share responsibly in helping the student meet the state and district academic standards.

As a student, I will:

- Participate actively in my own learning.
- Be on time and come to school each day.
- Follow all school rules.
- Come to school with a positive attitude and maintain it throughout the day.
- Respect myself, other students, school staff and property.
- Complete all assigned work and understand it is required and not an option.

_____ _____

Student's Signature Date

As a parent/guardian, I will:

- Have my child attend school regularly and arrive on time.
- Attend called parent/teacher conferences and openly communicate the needs of my child.
- Check my child's grades via Skyward on-line weekly. https://schools.birdvilleschools.net/bisd. Use of public library or school library computers are available.
- Expect my child to practice self-discipline and show respect.
- Establish a time for homework, review it regularly and partner in my child's education.

_____ _____

Parent/Guardian Signature Date

As a Teacher, I will:

- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners succeed.
- Respect students, parents, and community members as equal partners in the education process.
- Maintain an open line of communication between school and home.
- Create a learning environment that will help develop responsible, caring, and independent students.

North Richland Middle School Teachers 5-13-19

Teacher's Signature Date

As a **principal, I will**

- Provide an environment that allows for positive communication between the student, parent and school staff.
- Support this form of student, parent, and school staff involvement.

_____ _____

Principal's Signature Date

North Richland Middle School

Contrato entre Familia/Escuela

2018-2019

Este Contrato entre Familia/Escuela es un acuerdo voluntario entre estudiantes, padres, maestros y el/la directora(a) de North Richland Middle School. El contrato describe como los estudiantes, padres, maestros y el/la director(a) compartirían la responsabilidad de ayudar el/la estudiante para lograr los estándares académicos en el estado y también el distrito.

Como estudiante, yo voy a:

- Participar activamente en mi propio aprendizaje.
- Asistir escuela y llegar a tiempo a la escuela cada día.
- Seguir todas las reglas de escuela.
- Venir a escuela con una actitud positiva y mantenerla por el día entero.
- Mostrar respeto a mi mismo, a otros estudiantes, a los maestros y a la propiedad de escuela.
- Completar todo el trabajo asignado y entender que es requerido y no una opción personal.

_____ _____

Firma de Estudiante Fecha

Como padre/madre/guardia, yo voy a:

- Asegurar que mi hijo/a está asistiendo escuela regularmente y que llega a tiempo.
- Asistir a conferencias de padre/maestro si sean llamadas y comunicar libremente de lo que se necesita mi hijo/a para tener éxito.
- Chequear semanalmente, las calificaciones de mi hijo/a en el sistema on-line Skyward
  Se puede usar computadoras en la escuela si es necesario https://schools.birdvilleschools.net/bisd
- Mandar a mi hijo/a que sea disciplinado, que tienen autocontrol y que muestra respeto siempre.
- Establecer tiempo para tarea, repasarla regularmente y juntar en la educación de mi hijo/a.

_____ _____

Firma de Padre/Madre/Guardia Fecha

Como maestros, nosotros vamos a:

- Mantener expectaciones altas para éxito académico y comportamiento positivo.
- Aceptar el desafío de ayudar todos los estudiantes en tener éxito.
- Respetar estudiantes, padres y miembros de la comunidad como compañeros iguales en el proceso educacional.
- Mantener una línea abierta de comunicación entre la escuela y casa.
- Crear un ambiente de aprendizaje que ayudaría desarrollar estudiantes responsables, cariñosos, e independientes.

North Richland Middle School Teachers 5-21-18

Firma de maestro Fecha

Como Director(a) yo voy a:

- Proveer un ambiente que permite para comunicación positive entre estudiante, padre y empleados de la escuela.
- Apoyar esta manera de involucramiento del estudiante, padres y empleados de la escuela.

_____ _____

Firma de Director(a) Fecha

Birdville Independent School District

Richland Middle School

2024-2025 Campus Improvement Plan

Mission Statement

Our mission is to cultivate a safe, nurturing environment, rich in opportunities for all stakeholders to recognize, foster, and meet their potential in our school, community, and beyond.

Vision

It's okay not to be okay, it's not okay to stay that way.

Going from Good to Great!

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Comprehensive Needs Assessment

Revised/Approved: August 30, 2024

Demographics

Demographics Summary

The number of renters as opposed to homeowners in our Richland Middle School attendance zone accounts for much of our mobility. Many of the students have gaps in their schooling associated with moving and it is difficult to assess quickly the academic capabilities of these students.

In addition to the mobility rate, we have a large population of Economically Disadvantaged and at Risk students who come to us with educational gaps. Approximately 25% of the students on campus are designated Special Education and/or 504. Over 30% limited English proficient students. With the increase in our limited English proficient students Richland Middle School will utilize resources to prepare and accommodate students to ensure we are providing the best education for them, both socially and academically.

Student Population 2023 (CY=Current Year/PY=Previous Year)

- Grade 6: CY - 239; PY - 176; Change: +63
- Grade 7: CY - 192; PY - 167; Change: +25
- Grade 8: CY - 191; PY - 197; Change: -6
- Total Student Population Change: +28 students

Ethnic Distribution

- African American: CY - 19.0%; PY - 20.8%; Change: -1.8%
- Hispanic: CY - 54.4%; PY - 48.8%; Change: +5.6%
- White: CY - 21.1%; PY - 24.8%; Change: -3.7%
- American Indian: CY - 0.3%; PY - 0.6%; Change: -0.3%
- Asian: CY - 2.8%; PY - 1.3%; Change: +1.5%
- Pacific Islander: CY - 0.8%; PY - 0.6%; Change: +0.2%
- Two or more races: CY - 1.6%; PY - 3.1%; Change: -1.5%

Economically Disadvantaged: CY - 76.8%; PY - 78.5%; Change: -1.7%

Demographics Strengths

We had increases demographically in the English proficient students.The district has provided support in personnel to meet these needs. The campus has also realigned the use of its core personnel trained in SIOP (Sheltered Instruction) to meet core departments with techniques when working with EB students in the classroom. This will be an ongoing process to

work with the RMS core teachers to provide training and support. We will be strategic in utilizing PLC (Professional Learning Communities) time to provide continuing SIOP training for staff at RMS. In the 2025 school year RMS will also begin a push in model in which our campus EB (Emergent Bilingual) Specialist will provide in class support to teachers and students. RMS is also contracting services for training to assist with culturally responsive teaching.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. **Root Cause:** With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

Student Learning

Student Learning Summary

Richland Middle School showed gains in several areas in 2023. Both 6th and 7th grade honors math reached 100% approaches. Our 8th grade Algebra was able to obtain 100% approaches, 100% meets, and 98% masters. Our reading continued to improve with 6th grade honors achieving 96% approaches, 7th grade honors 98% approaches and 8th grade honors at 99% approaches. While 8th grade social studies has been an area of concern, scores showed growth again in 2023 honors with results of 85% approaches, 48% meets, 42% masters.

8th grade STAAR Approaches Grade Level (2023):

- Math: Actual -70% ; Target - 73%;
- Reading: Actual- 76% ; Target - 83%;
- Science: Actual - 67%; Target - 80%;
- Soc St: Actual - 50% ; Target - 66%;
- Algebra 1: Actual -100% ; Target - 100%;

7th grade STAAR Approaches Grade Level (2023)

- Math: Actual -% ; Target - 68;
- Reading: Actual -69% ; Target - 80%;

6th grade StAAR Approaches Grade Level (2022)

- Math: Actual -80% ; Target - 83%;
- Reading: Actual -64% ; Target - 67%;

8th grade STAAR Masters Grade Level (2023)

- Math: Actual -5% ; Target - 8%;
- Reading: Actual -30% ; Target - 33%;
- Science: Actual -14% ; Target - 17%;
- Soc St: Actual -13% ; Target - 16%;
- Algebra 1: Actual -90% : Target - 93%;

7th grade STAAR Masters Grade Level (2023)

- Math: Actual -18%; Target -21% ;
- Reading: Actual - 36%; Target - 39%;

6th grade STAAR Masters Grade Level (2023)

- Math: Actual - 14%; Target - 17%;
- Reading: Actual - 16%; Target - 19%;

8th grade STAAR Special Ed Performance Approaches Grade Level (2023)

- Math: Actual - 46%; Target - 48%;
- Reading: Actual - 56%; Target - 58%;
- Science: Actual - 52%; Target - 54%;
- Soc St: Actual - 52%; Target - 54%;

7th grade STAAR Special Ed Performance Approaches Grade Level (2023)

- Math: Actual - 56%; Target - 58%;
- Reading: Actual -66%; Target - 68%;

6th grade STAAR Special Ed Performance Approaches Grade Level (2023)

- Math: Actual - 68%; Target - 70%;
- Reading: Actual - 47%; Target - 49%;

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Richland MS School did not meet the target with a TELPAS progress rate of 23%. In 2021-2022 Richland MS School again did not meet the target with a TELPAS progress rate of 28%. In comparing the progress rate from 2021 and 2022, Richland MS demonstrated a 5% point increase in students' English language development.

Student Learning Strengths

RMS experienced tremendous gains during the 2022/2023 school year overall in honors mathematics and reading. Both 6th and 7th grade honors math reached 100% approaches. Our 8th grade Algebra was able to obtain 100% approaches, 100% meets, and 98% masters. Our reading continued to improve with 6th grade honors achieving 96% approaches, 7th grade honors 98% approaches and 8th grade honors at 99% approaches. While 8th grade social studies has been an area of concern, scores showed growth again in 2023 honors with results of 85% approaches, 48% meets, 42% masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause:** Our EB population accounts for approximately 30% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.

Problem Statement 2 (Prioritized): There are still several areas below a 50% Approaches Grade Level Pass Rate in our Identified populations. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause:** A lack of cohesive vision and consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.

School Processes & Programs

School Processes & Programs Summary

This year RMS experienced its lowest turnover in the teaching staff in the past five years. This in large part is due to mentoring programs and mentor teachers assigned to everyone who is new to RMS. This year we are having numerous people present to the faculty their Best Products. We are celebrating successes with individualized recognition in staff meetings. Teachers are expected to serve on at least one committee and in one event so that everyone has a positive say in the RMS way.

We also house the ACCESS and AABLE student units on our campus. ACCESS deals with student who are severely handicapped mentally, emotionally and physically. Although many of our children are mobile this year, they do have different mobility issues. AABLE houses our children who would fall in the upper Life Skills category. Some of them have out classes while others are totally self contained.

School Processes & Programs Strengths

The teachers are committed to the House System evolving into a true success story. The House Committee is planned an amazing first community day for our students. It involves team building, school spirit, one word activities to describe themselves and even a pep rally. Kids seem to be anxious about earning points for their houses so that they win the nine weeks prize. RMS will be working with local businesses to try and secure support to help with this initiative and provide additional school resources.

The teachers also had their own form of team building during staff development. Teachers were partnered in groups to create and design products that represented the RMS community. This helped to bond them even further so that the start of the school year was seamless and to understand the students/community we serve.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge. **Root Cause:** Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.

Perceptions

Perceptions Summary

The way the faculty likes to describe themselves is that they are like family and have pulled together through several principals and varying staff personalities. They are proud to be at RAM Nation and want the students, school and community to thrive. They also want to change the perception that they are the most difficult school in BISD. They are willing to follow leaders to the point of clarifications as long as the end goal is understood. Most teachers have attended several meetings prior to the start of school to ensure that everything ran smoothly.

Perceptions Strengths

There is a strong sense of trust on this campus between most teachers and the administration. This was evident in that staff turn over was at it's lowest in three years. Teachers also have full buy-in with lessons in leadership. RMS has been able to bridge the social emotional gaps, bring about mental health awareness, and overall security of our students. Finally, their sphere of influence on how things work at RMS seems to be in an equal balance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause:** Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

Priority Problem Statements

Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement.

Root Cause 1: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. This is an ongoing concern that will be measured in the 2025 school year.

Root Cause 2: Our EB population accounts for approximately 30% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There are still several areas below a 50% Approaches Grade Level Pass Rate in our Identified populations. This is an ongoing concern that will be measured in the 2025 school year.

Root Cause 3: A lack of cohesive vision and consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge.

Root Cause 4: Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year.

Root Cause 5: Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

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: 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

High Priority

Evaluation Data Sources: Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading) and State Interim Assessments for EOC tested subjects Alignment to Strategic Plan,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement PDSA cycles to allow staff and students to monitor student growth during the school year and to determine students at risk of not reaching 1 years growth. **Actions:** 1.) Instructional Facilitators will meet with teachers to track progress among all tiers and conduct PDSA (Plan, Do, Study, Act) cycles on a monthly basis following progress monitoring tests in Renaissance. 2.) Admin/Instructional Facilitators will monitor PDSA data and meet with teachers as needed to support PDSA cycles. 3.) Instructional Facilitators will provide PLC (Professional Learning Community) training to all core departments by the end of September about effect PDSA use in the classroom to increase student performance levels. 4.) Admin/Instructional Facilitators will do calibration walks to model the use of best practices involving PDSA. 5.) All students will track their progress by utilizing our campus RMS digital data folder. **Staff Responsible for Monitoring:** RLA/Math Teachers Instructional Facilitators RLA secondary content coordinator Math secondary content coordinator District PAR Administration **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Instructional Facilitator - 211 - Title I - $75,746, Instructional Facilitators - 255 - Title II - $78,122				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Incorporate reading strategies regularly in all core and CTE content areas to support student reading growth. **Actions:** 1.) All Core teachers will utilize reading strategies within their content on a weekly basis to support the learning of all students. Emphasis will be placed on student mastery of the strategy. This goal will be measured by weekly and monthly calibration walkthroughs performed by Administration, Instructional Facilitators. 2.) Instructional Facilitators will provide intentional structured training during PLC's throughout the year for educators to assist with implementation of reading strategies in all core content areas. 3.) RLA (Reading Language Arts) Department Chair will provide instruction to all staff during September Instructional Focus Faculty Meeting on high impact reading strategies. **Staff Responsible for Monitoring:** All Core teachers Instructional Coach MTSS Specialist Administration RLA secondary content coordinator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Offer ongoing professional learning during PLC that will positively impact the success of our EB students. **Actions:** 1.) RMS (Richland Middle School) will begin with a push in model for in class support of EB students. The RMS EB specialist will provide SIOP (Sheltered Instruction Observation Protocols) strategies. This process will be monitored by the assessment of TELPAS in the spring of 2025. 2.) PLC topics will be based on the needs of students as revealed through data, PLCs and campus walks. 3.) RMS will procure the assistance of outside vendor Jennifer Kleiber and Responsive teaching to assist with EB strategies and implementation of district initiatives. RMS will utilize Title I funds to source this initiative and provide targeted teachers the training and follow-up assistance in the classrooms. **Staff Responsible for Monitoring:** EB District Representative EB Teachers Instructional Facilitators Administrator over EB **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1	40%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. **Root Cause**: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

Student Learning
Problem Statement 1: There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause**: Our EB population accounts for approximately 30% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.

Student Learning

Problem Statement 2: There are still several areas below a 50% Approaches Grade Level Pass Rate in our Identified populations. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause**: A lack of cohesive vision and consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.

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 STAAR .

High Priority

Evaluation Data Sources: Richland Middle School will experience gains in STAAR 2025 scores so that we can begin to walk away from targeted problem areas as outlined by the state and federal government. This will be an ongoing effort for Richland Middle School beginning in the 2025 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to strengthen Tier 1 classroom instruction through professional development, supplemental instructional resources and supplemental technology hardware and software. **Actions:** Utilize multiple funding sources to pay for professional development, instructional resources and technology to be used in Tier I instruction. **Staff Responsible for Monitoring:** Administrators Instructional Facilitators Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Professional Development - 211 - Title I - $26,827				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize all summative and district data in PDSA processes within core classrooms to drive student achievement on state objectives. **Actions:** 1.) All formative and summative assessments will be utilized as data for PDSA discussions in the classroom both as a whole class and individually to determine student areas of needed growth. 2.) Remediation plans will be created by the teacher and student to shore up gaps via HB1416. 3.) Administration will have individual data discussions with core teachers by 08/21/2024. 4.) Instructional Facilitators will provide continuous support for all core subjects through the school year during PLC's. This is a fully funded district initiative. **Staff Responsible for Monitoring:** Core content teachers Administration Secondary Core content coordinators Instructional Facilitators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1, 2 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $448,768				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use BOY, MOY and EOY Screeners, and Progress Monitor Screeners, CBA's, State Interim tests in the spring of 2025 and prior year STAAR scores in all core classes to create remediation watch lists. **Actions:** 1.) Remediation watch lists will be updated each nine weeks by the core teachers. 2.) Teachers will create specific mandatory tutorials for students on watch lists and will track student work and progress on a campus document. 3.) Admin and Instructional Facilitators will monitor watch list document and support teachers as necessary. **Staff Responsible for Monitoring:** Core content teachers Administration Instructional Facilitators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Social Studies department will provide rigorous STAAR 2.0 aligned questions in order to increase each 8th grade and Social Studies student's familiarity with the STAAR 2.0 test. This is an ongoing district provided initiative. **Actions:** 1.) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. 2.) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. 3.) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. 4.) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. 5.) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum. **Staff Responsible for Monitoring:** Social Studies PLC Administration Instructional Facilitators **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1, 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Offer Tutorials before and after school for all students in areas of deficiencies based on the state TEKS. Due to HB1416 this is an ongoing concern that will be measured in the 2025 school year. **Actions:** 1.) Teachers will be given the opportunity to tutor their children in core subject area to help close significant gaps. They will be paid using Title I funds. 2.) We will provide additional tutoring for students before and after school utilizing Title I funds. We will also work with the Interventionist to help Tier 3 students close their gaps in class settings of students that are significantly smaller in number. **Staff Responsible for Monitoring:** All Teacher Tutors One outside Tutor for Math One outside Tutor for Reading Administration Instructional Facilitators **Problem Statements:** Demographics 1 - Student Learning 1, 2 **Funding Sources:** Tutors - 211 - Title I - $48,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: RMS will enlist community and business partners to assist in providing educational support to students and families. This is an ongoing effort that will be measured in the 2025 school year. **Actions:** 1.) Utilize the Social Community Committee to schedule and host school-wide events in order to increase parent involvement 2.) Identify and communicate the needs of the student population and their families with community partners 3.) Design and Implement a Family and Parent Engagement Policy 4.) Host a Title 1 Meeting on 08/06/2024 and 08/22/2024. 5.) Provide opportunities, on and off campus, for our Life Skills Students to experience real-life working scenarios. **Staff Responsible for Monitoring:** Campus Administration Corporate Sponsor and Campus Liaison PTA Parents RMS Teachers and Staff Community members AABLE and ACCESS Teachers and Students Local Businesses **Title I:** 4.2 **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Title I Family Engagement - 211 - Title I - $13,800	30%	60%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Use Title I funds to supplement addition staff support with an additional Instructional Facilitators. **Actions:** We will use Title I funds to pay for the following instructional positions: Amanda Walker 1.0 **Staff Responsible for Monitoring:** Principal Principal's Secretary BISD Personnel. **TEA Priorities:** Build a foundation of reading and math - **Problem Statements:** Demographics 1 - Student Learning 1, 2	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. **Root Cause**: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.
Student Learning
Problem Statement 1: There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause**: Our EB population accounts for approximately 30% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.
Problem Statement 2: There are still several areas below a 50% Approaches Grade Level Pass Rate in our Identified populations. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause**: A lack of cohesive vision and consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.
School Processes & Programs
Problem Statement 1: Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge. **Root Cause**: Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.
Perceptions
Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause**: Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

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 dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions. This is an ongoing concern that will be measured in the 2025 school year.

High Priority

Evaluation Data Sources: The House leaders will notify administration anytime that teachers are not participating in the RMS House Point System. Those individuals will have private conversations to encourage them to participate in this activity. This will be evaluated on a bi-weekly basis by administration and the Leadership Committee. Students will have a stronger sense of belonging to RMS which will be measured by a reduction in discipline slips and suicide attempts. Administration will do weekly walks to ensure that the Character Strong Curriculum is utilized with fidelity.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Distribute weekly points to Houses from individual classrooms that promote high quality instruction and interaction among peers and between students and adults. **Actions:** 1.) Teachers will award up to 200 points per week between the different Houses based on specific learning and behavioral successes (PBIS) 2.) Teachers will upload points using a Google Form and campus implementation team will review points for consistency and timely reporting. 3.) House Committee will post points weekly for students to see and support communities as necessary. **Staff Responsible for Monitoring:** Teachers Administration Instructional Facilitators Counselors **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the district Character Strong curriculum in leadership classes to address cyberbullying and social media use and misuse. **Actions:** 1.) RMS CCMR Committee will distribute 36 citizenship lessons using the Character Strong curriculum to the campus teachers over the course of the 2025 school year. 2.) Campus teachers will utilize the curriculum in their leadership classes throughout the 2025 school year. 3.) Admin/RTI team will collect data on number of reported cyber incidents and compare data to previous years. **Staff Responsible for Monitoring:** Teachers Administration Counselors **Problem Statements:** School Processes & Programs 1 - Perceptions 1	35%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge. **Root Cause**: Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.

Perceptions
Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause**: Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

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. This is an ongoing concern that will be measured in the 2025 school year.

High Priority

Evaluation Data Sources: Richland Middle School will utilize a student committee to provide rewards to students with perfect attendance in hopes that we can raise our ADA from 93% to 95 %.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students with perfect attendance every nine weeks will win prizes or receive special accolades. **Actions:** 1.) Attendance clerk will provide ADA by nine weeks. 2.) Develop a student committee to find what motivates today's student to attend school. 3.) Students with perfect attendance will receive an a pizza party during respective lunches. 4.) Students with perfect attendance by semester will win another type prize using funds provided by RMS. 5.) Student names who have had perfect attendance all will be entered in a drawing and win something agreed upon by the student 2025 perfect attendance committee. Drawings will occur in three week increments throughout the nine weeks. **Staff Responsible for Monitoring:** Administration Attendance clerk Attendance Committee **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop a comprehensive plan for parent conferences and communication with regard to student absences. RMS will utilize the Attendance system of attendance tracking to progress monitor throughout the 2025 school year. **Actions:** 1.) Attendance clerk will provide absence data to teachers and administration at key intervals. 2.) Teachers will make contact with students and their parents to provide positive wishes and invite them back to class, offer makeup assignments, etc. 3.) Administration will increase number of parent conferences with students who have excessive absences as well as meeting with the students themselves. 4.) Administration will provide tracking data to review students of concern. **Staff Responsible for Monitoring:** Administration Teachers Attendance clerk **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

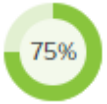
Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. **Root Cause**: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus. This is an ongoing concern that will be measured in the 2025 school year.

Evaluation Data Sources: Continuous Improvement PDSA charts will be one of the items that we look for in every room during T-TESS observations and Walk-Throughs. Three strategic walk-throughs will be conducted to measure this objective. The first walk will be in early fall, a second in late winter, and final walk in early spring. RMS will also add a layer of Instructional Calibration walks to verify the use of all academic systems.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Employ continuous improvement cycles in all core classes for each unit of instruction. **Actions:** 1.) 1st PD portion of the CI (Continuous Improvement) cycle will be done the first week of each nine weeks with Instructional coach and administration. 2.) Evidence on PDSA will be collected by admin and Instructional Coach during walkthroughs and a administrative PDSA cycle will be held during admin staff meeting to address needs for teachers . Core teacher evidence/PDSA training will occur during August PLC by Instructional Coach and MTSS Specialist. 3.) Individual teacher support will be delivered by coaches and admin as needed. **Staff Responsible for Monitoring:** Instructional Coach MTSS Specialist Administration Department chairs Teachers **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use behavioral MTSS data as well as other discipline data to increase student time in class. This will be measured by end of the year discipline results. Richland Middle School has set a reduction goal of 5% from the previous 2024 year of students who were out of placement (In School Suspension/Out of School Suspension) **Actions:** 1.) Data will be collected by asst. principals each of the five MTSS sessions throughout the school year. 2.) Administrators will review the discipline data on a weekly basis and utilize progressive discipline to help remediate inappropriate students behavior which in turn will provide a better experience in the classroom. 3.) Administrators will begin weekly discipline reviews to ensure effectiveness of behavior monitoring systems by educators. **Staff Responsible for Monitoring:** Administration Instructional Facilitators Counselors **ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1 - Perceptions 1	35%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. **Root Cause**: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.

Student Learning

Problem Statement 1: There are still several areas below a 50% Approaches Grade Level Pass Rate in our EB populations. Also in our white population we failed to meet our Target for the meets category in both Reading and Math. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause**: Our EB population accounts for approximately 30% of our population and our teachers are still not proficient in sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.

Problem Statement 2: There are still several areas below a 50% Approaches Grade Level Pass Rate in our Identified populations. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause**: A lack of cohesive vision and consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.

Perceptions

Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause**: Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

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

Performance Objective 3: RMS will highlight/spotlight students to promote healthy well-being and achievements.

Evaluation Data Sources: RMS will monitor quarterly discipline, attendance, academic, and acts of leadership to ensure there is improvement in each category quarter over quarter. RMS will also utilize end of year student surveys to review the effectiveness and efficiency of this objective.
RMS will utilize the frequency of the House system to promote positive well-being by tracking points earned by individual and groups of students. These groups of students will be celebrated throughout the 2025 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: On a monthly basis, teachers will each nominate two students of the month, one male and one female. **Actions:** 1.)RMS will develop a Ram Store that inspires the character qualities of the BISD Portrait of A Graduate. 2.) Students will receive a reward from the RMS Ram Store. 3.) Students recognized each month will have the opportunity to be chosen to attend Camp Connect, provided by BISD. **Staff Responsible for Monitoring:** Administration Teachers **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1	25%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: RMS will create and distribute Ram Bucks for students displaying characteristics of leadership. **Actions:** 1.) Teachers will recognize students on a frequent basis by providing Ram Bucks to students who display being an empowered learner, responsible citizen, global competitor, and innovative entrepreneur. 2.) Students will be able to spend their Ram Bucks in the Ram Store. **Staff Responsible for Monitoring:** Administration Teachers **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1	20%	20%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge. **Root Cause**: Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.
Perceptions
Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause**: Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2025 school year.

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

High Priority

Evaluation Data Sources: Use a district and campus survey in May 2025 to gauge the success of this goal.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use Character Strong and Responsive Teaching to increase the general feelings of well being among the stakeholders on campus. **Actions:** 1.) Character Strong lessons surrounding safe and appropriate interactions at school will be developed by provided by the district and teachers will implement during elective times weekly. 2.) Staff will utilize Responsive Teaching training to encourage the sense of well being among all stakeholders on campus. 3.) RMS will highlight eight different teachers each month to bolster family atmosphere and sense of well being. 4.) RMS Faculty Advisory Committee will design opportunities for students to take leadership initiatives to improve the wellbeing of all stakeholders. **Staff Responsible for Monitoring:** Administration CCMR Committee Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	35%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause**: Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2025 school year.

Performance Objective 2: Ensure staff and students have a sense of safety and security while at Richland Middle School.

High Priority

Evaluation Data Sources: Faithfully present all BISD Safety and Security Videos to appropriate groups.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Perform safety walkthroughs to ensure that safety and security guidelines are being followed. **Actions:** 1.) Administration/Head custodian will perform weekly walkthroughs to identify and address potential safety concerns on campus. 2.) Administration will put any safety heat tickets into the system within 24 hours of walkthroughs. 3.) Administration will adhere to District guidelines ensuring the safety of all. 4.) Administration will conduct monthly safety drills utilizing NAV360 as its reporting system. **Staff Responsible for Monitoring:** Administration Head custodian **Problem Statements:** School Processes & Programs 1 - Perceptions 1	35%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge. **Root Cause**: Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.
Perceptions
Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause**: Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2025 school year.

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

Evaluation Data Sources: Sign in sheets for all meetings that are appropriate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a Parent Involvement and Family Engagement policy for the campus **Actions:** 1.) Administration team will create the plan and distribute the plan to all stakeholders. 2.) RMS has a Social Community committee designed to reach out to all stakeholders with fidelity and report back to administration on a monthly basis. 3.) RMS will provide opportunities for stakeholders to be involved in Community Engagement events throughout the 2025 school year. **Staff Responsible for Monitoring:** Administration CNA Committee **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1	60%	75%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Filling the academic gaps of children could pose a challenge in the on-level classrooms. RMS had an increase in its Mobility Rate, At-Risk, and Emergent Bilingual populations during the 2025 school year. These are all areas of need for improvement. **Root Cause**: With approximately 30% of the RMS population as mobile, we are combining a variety of learning styles and teaching methods into each classroom. This poses opportunities for our teachers to find ways to meet those children where they are and assist them in closing educational gaps due to Mobility.
School Processes & Programs
Problem Statement 1: Although there have been amazing events during the 2024 school year, RMS' ability to obtain consistent stakeholder involvement is an on-going challenge. **Root Cause**: Due to our large At-Risk population, the availability of parents to show up and attend our events is limited.

Perceptions

Problem Statement 1: Community and student involvement has grown in the 2024 school year yet is still an area of opportunity for growth. This is an ongoing concern that will be measured in the 2025 school year. **Root Cause**: Events were developed and executed early in the 2024, but the process of engaging and including parents in a timely manner was not fully integrated.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement PDSA cycles to allow staff and students to monitor student growth during the school year and to determine students at risk of not reaching 1 years growth.
1	1	2	Incorporate reading strategies regularly in all core and CTE content areas to support student reading growth.
1	1	3	Offer ongoing professional learning during PLC that will positively impact the success of our EB students.
1	2	1	Continue to strengthen Tier 1 classroom instruction through professional development, supplemental instructional resources and supplemental technology hardware and software.
1	2	3	Use BOY, MOY and EOY Screeners, and Progress Monitor Screeners, CBA's, State Interim tests in the spring of 2025 and prior year STAAR scores in all core classes to create remediation watch lists.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement PDSA cycles to allow staff and students to monitor student growth during the school year and to determine students at risk of not reaching 1 years growth.
1	1	2	Incorporate reading strategies regularly in all core and CTE content areas to support student reading growth.
1	1	3	Offer ongoing professional learning during PLC that will positively impact the success of our EB students.
1	2	1	Continue to strengthen Tier 1 classroom instruction through professional development, supplemental instructional resources and supplemental technology hardware and software.
1	2	3	Use BOY, MOY and EOY Screeners, and Progress Monitor Screeners, CBA's, State Interim tests in the spring of 2025 and prior year STAAR scores in all core classes to create remediation watch lists.

State Compensatory

Budget for Richland Middle School

Total SCE Funds: $448,768.00
Total FTEs Funded by SCE: 5.23
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 Richland Middle School

Name	Position	FTE
Cynthia Silva	Teacher	1
Inia Umpierre	Reading Intervention	0.65
Leslie Thomas	Teacher	0.29
Lindsay Nicol	Teacher	1
Louisa Clayton	Teacher	0.29
Lynn Poston	Student Assistance Counselor	1
Marian George Mekhail	Educational Assistant	1

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

All eligible schools operating a schoolwide program shall develop a Campus Improvement Plan.

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.

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

Community Members: **Fred Maldonado**
Student Members: Justin Howell, Sampson Aldridge, Yeslian Rodriguez
Teachers: Jonathan Mickens, Alexis Lopez, Elizabeth Traylor, Courtney Mata, Stacy Howell, Amanda Walker
Administrators: Billy Neal
Other District Personnel: Sharon Lane, Jennifer Moreau, Jeannie Cannata

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

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 campus must indicate locations where the LEA made the CIP available. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (specify "other").

The district and Title 1, Part A campuses will ensure regular, two-way, meaningful communication between family members and school staff, and to the extent practicable. in a language that family members can understand (websites, emails, letters).

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

1. Identify students who may be at risk for academic failure with ongoing assessments and data gathering.

2. Provide additional education assistance to individual students who need help in meeting the challenging State academic standards.

Through the Campus Needs Assessment, 65.9% 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

1. Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

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

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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

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

1. Identify and provide services to at risk students, including homeless and teen parents that will support their enrollment, attendance, and success.

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

Annually evaluate the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. [ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)].

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.

The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The campus must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (Specify "other").

The campus must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other specify other language (Specify "other").

SAMPLE ANSWER

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

Community Members: **Fred Maldonado**
Student Members: Justin Howell, Sampson Aldridge, Yeslian Rodriguez
Teachers: Jonathan Mickens, Alexis Lopez, Elizabeth Traylor, Courtney Mata, Stacy Howell, Amanda Walker
Administrators: Billy Neal
Other District Personnel: Sharon Lane, Jennifer Moreau, Jeannie Cannata

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

4.2: Offer flexible number of parent involvement meetings

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.

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Jumpstart Back to School Event (Tuesday, 08/15/2022 4:30-6:30) on campus
- August Title I Meeting (Tuesday, 08/15/2022, 5:30 - 6:30) on campus
- August Meet the Teacher Night (Thursday, 08/25/2022) on campus
- September Heritage Night (Monday, 09/26/2022) on campus
- September Title I Meeting (Monday, 09/26/2022) on campus
- November Literacy Event (Thursday/Friday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- March Open House (Thursday 03/22/2023) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

Title I Personnel

Name	Position	Program	FTE
Amanda Walker	Instructional Facilitator	TItle I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	SCE Campus Personnel		$448,768.00
				Sub-Total	$448,768.00
				Budgeted Fund Source Amount	$448,768.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Facilitator		$75,746.00
1	2	1	Professional Development		$26,827.00
1	2	5	Tutors		$48,000.00
1	2	6	Title I Family Engagement		$13,800.00
				Sub-Total	$164,373.00
				Budgeted Fund Source Amount	$164,373.00
				+/- Difference	$0.00

255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Facilitators		$78,122.00
				Sub-Total	$78,122.00
				Budgeted Fund Source Amount	$78,122.00
				+/- Difference	$0.00
				Grand Total Budgeted	$691,263.00
				Grand Total Spent	$691,263.00
				+/- Difference	$0.00

Birdville Independent School District

North Oaks Middle School

2024-2025 Campus Improvement Plan

Mission Statement

We will engage students in rigorous learning with a foundation of positive relationships and student responsibility.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Current Student Overview:

The student population is diverse, with a balanced gender distribution and representation from various ethnic and racial backgrounds. The student body is split 50%, 50% based on gender. Ethnically, the Hispanic-Latino students constitute the largest group at 47.85%, followed by White students at 33.39%. African-Americans constitute 23% of the population, while Asians represent 10% of the student body. The student body includes significant representation of students in special programs: 7.53% with Dyslexia, 7.14% in Gifted and Talented, and 14.21% in Special Education. Additionally, 26.41% are Emergent Bilingual students. The mobility rate of the campus is 19.3%. A population of 61% represent students who are at-risk, characterized by The Public Education Information Management System (PEIMS) data collected by the Texas Education Agency (TEA). The Title I Schoolwide Program supports a broad range of students as 73.3% are identified as Economically Disadvantaged and all learners benefit from the federal program. There is a strong commitment to utilizing Title funds and other resources to address the diverse needs of the school community.

Current Staff Overview:

The campus is home to 60 staff members. Among these, 91% are professional staff, a category that includes teachers, professional support staff, and school leadership. Teachers make up the largest group, comprising 70.8% of the staff. The teacher population reflects a mix of ethnic backgrounds, but there's room for improvement. Currently, African American teachers constitute 4.3% of our staff, while Hispanic teachers make up 16.4%. Both of these figures fall short of the district and state averages. Conversely, White teachers represent 69.2% of our staff, which is higher than the district average and significantly above the state average. There is also a modest representation of Asian teachers at 2.5% and a notable percentage of teachers identifying as Two or More Races at 7.6%. Gender distribution among teachers shows that 41.7% are male, which exceeds the district average, but is still lower than the state average. Female teachers make up 58.3% of the teaching staff. The credentials of the professional staff at North Oaks includes 71.2% who hold a Bachelor's degree, which aligns with district and state averages, 26.3% who have earned a Master's degree, and 2.5% who possess a Doctorate, which surpasses the district and state averages.

The North Oaks Middle School teachers have a range of experience levels. Beginning teachers make up 15.4% of the staff, which is higher than both the district and state averages. This suggests a significant influx of new educators, which we will address by enhancing our support and development programs. Teachers with 11 to 20 years of experience constitute 28.7% of our staff, matching district and state averages and reflecting a stable, experienced core. However, our staff with over 30 years of experience is relatively low at 1.3%, compared to district and state figures. This indicates a need to focus on retaining seasoned educators.

In addition to teachers, 14.9% of staff serve in professional support roles and 5.4% are campus administration. These roles are crucial for maintaining the smooth operation of our school and supporting both students and teachers. Currently, there is one full-time librarian and two full-time counselors. A staff that is representative of the student population, highly qualified, strategically placed increase will better support our students and align our campus with broader educational standards and increase student success.

Demographics Strengths

North Oaks Middle School demonstrates several notable demographic strengths based on recent performance data. Academic achievement across diverse groups, strong performance

in End-of-Course (EOC) exams, consistent performance in STAAR performance, effective support for economically disadvantaged students, and support for students served in special education.

First, the data reveal some academic achievement across diverse groups in reading and math proficiency. In reading proficiency, the school has achieved high performance rates with students across various ethnic groups generally meeting or exceeding grade-level expectations. Specifically, Hispanic and White students show strong performance in reading, with Hispanic students showing improvements, reaching 82% at Approaches Grade Level or Above in 7th grade reading in 2023. In 8th grade reading, African American and Hispanic students performed particularly well, with 83% of African American students and 85% of Hispanic students scoring at Approaches Grade Level or Above in 2023. In mathematics, the school has experienced improvements across various grade levels. For example, 7th grade mathematics saw 73% of Hispanic students achieving Approaches Grade Level or Above in 2023. Asian students also showed some mathematical success, achieving high performance rates in both Approaches and Meets Grade Level or Above categories.

Secondly, the campus has experience strong performance in Algebra I, End-of-Course (EOC) Exams, which is the only EOC tested at North Oaks, as it is a high school level course. The entire student body, regardless of demographic background, has shown exceptional performance in Algebra I, with 100% of all groups meeting or exceeding the Approaches Grade Level standard in both 2022 and 2023. High performance rates are consistent among different ethnic groups, including African American and Hispanic students.

Next, the school has shown consistent improvement in STAAR performance. To begin, at grade level performance, the overall percentage of students meeting or exceeding grade-level standards has shown improvement from 2022 to 2023. For instance, in 6th grade reading, performance increased from 70% to 77% at Approaches Grade Level or Above. In mathematics, the percentage of students meeting grade-level expectations has improved across multiple grades, indicating progress and suggests the broader use of effective instructional strategies. Students characterized as economically disadvantaged have seen improvements, particularly in reading. For instance, in 6th grade reading, economically disadvantaged students improved from 65% at Approaches Grade Level or Above in 2022 to 73% in 2023.

Finally, the data suggests increasing and effective support of students in special education. Their performance has shown positive trends. For example, 7th grade students with special education needs achieved 67% at Approaches Grade Level or Above in mathematics in 2023.

Overall, the strengths of the demographic data include high and improving performance, equity across demographics, and effective End-of-Course Results. Across most subjects and grades, North Oaks Middle School demonstrates strong and improving performance, particularly in reading and mathematics. The school has successfully supported various student groups, including Hispanic, African American, and economically disadvantaged students, showcasing equitable academic progress. Consistently high performance in Algebra I reflects effective preparation and support across all demographic groups in this program. These strengths provide a solid foundation for further enhancing educational outcomes and addressing areas needing improvement in the campus improvement plan.

While, the campus celebrates the strengths of the data, there is a glaring recognition of areas of improvement. Recognizing that "Approaching Grade Level" is passing, but not indicative of a students grade level performance is one. The campus endeavors to increase the percentages and number of students who meet and master grade level standards. Additionally, although diverse groups of students are experiencing growth, gaps between and among learners persist and must be addressed. There is also an increasing number of emergent bilingual students who speak a variety of native languages and must be support in their acquisition of learning the English language while concurrently aiming to approach, met, and master grade level standards.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Emergent bilinguals struggle with performance gaps, particularly in Reading and Mathematics. For example, only 17% of EB/EL students in 8th grade met grade level expectations in Mathematics in 2023. **Root Cause:** English Learners may struggle with academic content due to limited proficiency in English, affecting their performance in reading, writing, and other subjects. Moreover, there may be inadequate or lack of fidelity to support programs or strategies to assist EB/EL students in acquiring academic English proficiency.

Problem Statement 2: Students who are economically disadvantaged consistently show lower performance levels compared to their peers. For instance, only 23% of economically disadvantaged 6th graders met grade level expectations in Reading and Mathematics combined in 2023, compared to 35% of non-economically disadvantaged students. **Root Cause:** Economically disadvantaged students face barriers such as limited access to after-school tutoring, enrichment programs, and educational materials. Additionally,

socioeconomic factors, including unstable housing and a lack of a supportive study environment, can negatively impact their academic performance and access to necessary support at home.

Student Learning

Student Learning Summary

STAAR performance data from the most recent TEA (TAPR, 2023) presented both, areas of growth and areas requiring improvement. The school serves a diverse student body, with notable disparities in performance among different demographic groups. Strengths in student learning were assessed in reading, math, science, and social studies. First in reading, Grade 6 Reading experienced significant improvements in the percentage of students meeting and exceeding grade level expectations, rising from 66% to 74% at the "Approaches Grade Level or Above" standard. Grade 7 Reading: High performance with 83% of students meeting or exceeding grade level standards. Grade 8 Reading: Consistent performance with 83% of students meeting or exceeding grade level standards, maintaining steady results from 2022. Next, in mathematics, End of Course Algebra I: 100% of students meeting grade level expectations, a remarkable achievement, and Grade 6 Mathematics: Improvement in students meeting grade level standards from 60% to 78%. Finally, in Science and Social Studies: Grade 8 Science: Maintained performance with 74% of students meeting or exceeding grade level standards. Grade 8 Social Studies: Positive results with 78% of students meeting grade level expectations, showing consistent performance.

Even so, areas for improvement were also identified from the 2023 TAPR. Disparities in performance exist and should be addressed. In Grade 6 Reading, performance gaps persist between demographic groups. For instance, African American students had a lower percentage (72%) compared to their White (80%) and Asian (69%) peers. In Grade 7 Mathematics, lower performance among Hispanic students (58%) compared to White (78%) and Asian (59%) students persists, highlighting a need for targeted interventions. Another concern includes the percentage among and disparity between groups who meet and master standards. For example, in Grade 7 Mathematics there are ow percentages of students meeting or exceeding grade level standards, especially among Hispanic (24%) and African American (37%) students. In Grade 8 Mathematics, low performance is present, as only 46% of the students are meeting grade level standards. Additionally, English Language Learners (EB/EL) show lower performance across subjects. For example, in Grade 6 Reading, only 38% of EB/EL students met the standard compared to higher percentages in the general population. Finally, the campus has an opportunity to improve the learning experience for students who are in Special Education and identified as Economically Disadvantaged Students. Students with special needs show lower performance levels. For example, in Grade 6 Reading, only 71% of Special Education students met the standard. Students who are Economically disadvantaged having Performance lagging performance compared to their non-economically disadvantaged peers across all subjects, particularly in Mathematics and Science.

Data representing performance from the most recent STAAR tests and EOCs (Spring 2024) were also reviewed by grade level and content area. The following highlights strengths and areas for improvement across Reading Language Arts, Mathematics, Science, and Social Studies. Areas are noted in Algebra I EOC, 8th Grade Reading. Reading Language Arts (RLA), 7th Grade RLA, and social studies. For example, 100% of students taking the Algebra I EOC met the minimum standard, 82% meeting grade-level standards, and 42% achieved mastery. In Grade 8 Reading Language Arts a high percentage of students meet the minimum standard (93%) and achieved mastery (27%). For Grade 7 Reading Language Arts a **s**trong performance was rendered with 80% of students meeting the minimum standard and 36% achieving mastery. Finally, in 8th grade social studies, a moderate percentage of students meet the minimum standard (66%).

Conversely, areas of improvement exist with special education and EB students. SPED and newcomers showed significantly lower performance across all grades and subjects. These students show minimal progress, necessitating targeted interventions and substantial support. In mathematics, students showed promising statistics in the area of meeting the minimum standards. Therefore, mathematics mastery across all grade levels exists as an area of improvement. Simply meeting the minimum standards will not remain sufficient for all students, as Grade 6 has only 4% mastering the standard, and Grade 8 has 3%. The same is true for Grade 8 Science where low percentages in meeting grade-level standards (44%) and achieving mastery (4%) were evident. Finally, Grade 6 and 7 RLA exhibited high percentages of students meeting the minimum standard. Again, improvements are needed in the percentages meeting grade-level standards and achieving mastery.

The Student Learning Summary reveals that 65% of the 1,161 STAAR tests were at the Approaches Grade Level (GL) standard or above, with 37% meeting GL, and 15% mastering GL. RLA was the strongest subject, with 76% approaching GL or above. Mathematics, Science, and Social Studies showed weaker performance. Asian and highly mobile students showed improvement, while economically disadvantaged and special education students struggled, particularly in Mathematics and Science.

The analysis of STAAR performance data at North Oaks Middle School shows that 65% of all tests administered met the Approaches Grade Level (GL) standard or above, with 37% of students meeting and 15% mastering the GL standard. Reading/Language Arts (RLA) emerged as the strongest subject, with 76% of students reaching the Approaches GL standard or higher. However, performance in Mathematics, Science, and Social Studies was lower, particularly in mastery levels. Conversely, economically disadvantaged and special education students displayed lower achievement across all subjects, particularly in Mathematics and Science. Additionally, White and Asian students should are in need of an upward trend in growth across content areas. These findings highlight a need for a focus on improving meeting standards and targeted interventions in these areas and student groups to enhance overall academic performance at North Oaks Middle School.

This summary will guide our campus improvement efforts, focusing on strengthening support in Mathematics, Science, and Social Studies while continuing to build on the successes in RLA.

Student Learning Strengths

The North Oaks student learning strengths include reading across all grade levels, Algebra I EOC, 6th grade math, and 8th grade science and social studies. Grade 6 Reading showed notable improvement in students meeting and exceeding grade level expectations, increasing from 66% to 74% at the "Approaches Grade Level or Above" standard. Seventh graders exhibited high performance in reading with 83% of students meeting or exceeding grade level standards. While 8th grade readers also performed with 83% of students meeting or exceeding grade level standards. For the Algebra I EOC, students showed outstanding achievement with 100% of students meeting grade level expectations, 82% meeting grade-level standards, and 42% achieving mastery. Grade 6 Mathematics improved to 78% of students meeting grade level standards, up from 60%. Grade 8 Science maintained performance with 74% of students meeting or exceeding grade level standards. And, even though there is room for growth, Grade 8 Social Studies put forth a positive result with 78% of students meeting grade level expectations. This summary reflects the strong areas in student performance across various subjects and grades, highlighting where the school is excelling.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Mathematics performance is below target, with only 30% of students meeting the grade-level standard and insufficient academic growth across most subgroups. This contrasts with stronger performance in Reading/Language Arts. **Root Cause:** Variability in instructional practices and support strategies in Mathematics, combined with insufficient professional development and targeted interventions, are contributing to the underperformance in this subject.

Problem Statement 2 (Prioritized): English Language Learners show significantly lower performance compared to their peers, particularly in Grade 6 Reading, where only 38% meet the standard. **Root Cause:** Insufficient language support and resources for English Language Learners contribute to their lower performance, particularly in reading and other core subjects.

Problem Statement 3: Mastery rates are notably low, with only 4% of students mastering the standard in Grade 6 Mathematics, 3% in Grade 8 Mathematics, and 4% in Grade 8 Science. Additionally, students in Special Education and Economically Disadvantaged categories exhibit significantly lower performance levels. **Root Cause:** The low mastery rates in Mathematics and Science indicate potential issues with curriculum alignment, instructional strategies, and the need for more effective teaching practices to address gaps in student understanding and skills.

Problem Statement 4: Although Grade 8 Social Studies shows some positive results, there is room for improvement in meeting grade-level standards and achieving higher levels of mastery. **Root Cause:** While there are positive results, there is a need for more targeted strategies to improve student performance in Social Studies, focusing on both meeting and mastering grade-level standards.

School Processes & Programs

School Processes & Programs Summary

North Oaks Middle School offers a range of academic, extracurricular, and support programs designed to aid in and promote student learning and development. Academic Programs include a district provided core curriculum in Mathematics, Science, Reading Language Arts, and Social Studies that form the foundation of the middle school curriculum. The school provides instruction that aligns with state standards and aims to prepare students for high school. Additionally, as of the Fall 2023 semester, the student programs at North Oaks reflect a diverse range of services and supports designed to meet the varied needs of our student body. Dyslexia Support: We have 53 students, making up 11.32% of the student population, receiving specialized dyslexia services, accommodations or monitoring. Gifted and Talented: 26 students, or 5.56% of the student body, are enrolled in the Gifted and Talented program, providing them with advanced learning opportunities, such as Honors and Honors Plus. Special Education (SPED): There are 69 students, representing 14.74% of the total, who receive tailored support through our Special Education services. The campus houses one of three middle school PASS Programs, which includes a students with a range of behavioral needs. Section 504: 33 students, or 7.05%, are supported under Section 504, which ensures accommodations for those with disabilities - temporary or permanent. Emergent Bilingual (EB) and ESL: A significant portion of our student body, 118 students (25.21%), are classified as Emergent Bilingual or participate in English as a Second Language (ESL) programs. This reflects a strong focus on supporting students who are developing their English language skills. Finally, 73% of North Oaks Students are considered Economically Disadvantaged as determined by the number of students who qualify for the Federal free and Reduced Lunch Program. Being overy the 40% threshold criteria for qualification, this earns the campus a designation of Title I. As a result, every student in the school benefits from the Title I Program. This comprehensive approach ensures that every student benefits from Title I resources and support, enhancing their overall educational experience. In summary, our school offers a robust array of programs to support students with diverse needs, including special education, dyslexia services, and language acquisition programs. The full implementation of the Title I Schoolwide Program highlights our commitment to providing equitable educational opportunities for all students.

Extracurricular Programs, including clubs and organizations, sports and athletics, and fine arts provides students with opportunities to excel outside of the classroom. Clubs and organizations like Student Council, National Junior Honor Society, Yearbook Club, Camp Connect, as well as a few interest-based clubs provide students with opportunities to develop leadership skills, engage in community service, and explore personal interests. Meanwhile, sports and athletics includes sports such as basketball, football, track and field, volleyball, and others, depending on the season and available facilities. Fine Arts includes music, theater, and visual arts allow students to explore their artistic talents in band, choir, art, and theater.

Student Support Services include guidance and crisis intervention counseling services to provide support for academic planning, career exploration, conflict resolution, and personal counseling. Students also receive tutoring from their teachers before and after school. Through the Student Code of Conduct and campus-wide PBIS, clear guidelines and expectations are delineated for student behavior to maintain a positive and respectful learning environment. Moreover, students participate in Character Strong, social-emotional learning, twenty minutes per week.

Parent and community involvement and communication are limited and few strategies, programs, and processes exist . The campus does not currently have an active PTA or volunteer presence to encourage parents and community members to participate in school activities and support student success. Nor, does the campus outline a plan for community and family engagement, despite Title I funds to increase participation in these areas.

The PLC process is also in need of strengthening.

School Processes & Programs Strengths

North Oaks Middle School offers a comprehensive suite of academic, extracurricular, and support programs designed to foster student learning and development across various needs and interests. The school provides a district-aligned core curriculum in Mathematics, Science, Reading Language Arts, and Social Studies, ensuring that instruction meets state standards and prepares students for high school. A variety of clubs and organizations, such as Student Council, National Junior Honor Society, Yearbook Club, and Camp Connect,

provide students with opportunities to develop leadership skills, engage in community service, and explore personal interests. The school offers a range of sports, including basketball, football, track and field, and volleyball, depending on the season and available facilities. Students have opportunities to explore artistic talents through band, choir, art, and theater, supporting their creative development. The school provides guidance and crisis intervention counseling for academic planning, career exploration, conflict resolution, and personal support. The Student Code of Conduct and campus-wide PBIS ensure clear guidelines and expectations for behavior, while the Character Strong program offers social-emotional learning for 20 minutes each week. Overall, North Oaks Middle School demonstrates a strong commitment to supporting a diverse student body through its range of academic, extracurricular, and support programs. Enhancing community involvement and PLC processes will further contribute to the school's ongoing efforts to improve student outcomes and engagement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. **Root Cause:** The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

Problem Statement 2: The campus currently lacks an active PTA or volunteer presence, and there is no strategic plan for increasing community and family engagement despite receiving Title I funds intended to enhance these areas. **Root Cause:** The school may not have effective communication channels or outreach strategies to actively engage parents and community members. Additionally, parents and community members might not be fully aware of the resources and opportunities available through the Title I program.

Problem Statement 3: Although student support services, including guidance counseling and tutoring, are available, there is a need for more targeted and comprehensive support to address diverse student needs effectively. **Root Cause:** There may be insufficient resources to provide comprehensive and individualized support for all students. Also, support services may be fragmented and lack coordination, leading to gaps in addressing students' needs.

Problem Statement 4: Although the school provides various academic support programs, disparities exist in the effectiveness and accessibility of these programs for different student groups, particularly for those in special education and economically disadvantaged backgrounds. **Root Cause:** There may be a lack of ongoing monitoring and adjustment of support programs to ensure they are meeting the diverse needs of all student groups.

Perceptions

Perceptions Summary

The 2023-2024 Student Safety Survey, in which 62% of the student body responded, revealed perspectives of the student experience on several topics. Overall, the data reflects a generally supportive and connected student body, but also highlights areas where additional efforts could help those who may feel less connected. Eighty-nine (89%) of students report having a trusting relationship with a least one other student, while 3.4% and 6.8% of students didn't have a trusting relationship, or weren't sure. The data also shows a strong engagement in athletics and fine arts programs, suggesting these areas are well-supported and popular among the respondents. Many students are involved in multiple activities, indicating a diverse range of interests and commitments. The presence of a substantial number of respondents not involved in extracurricular activities presents an opportunity for schools or organizations to promote and facilitate greater participation in such activities. Overall,

The majority of respondents (around 70%) consider the campus to be safe and orderly. A significant portion of respondents (about 25%) are unsure about the campus safety and orderliness, indicating some uncertainty or variability in experiences or perceptions. A smaller percentage (about 5%) do not consider the campus to be safe and orderly. The predominant view among respondents is that the campus is perceived as safe and orderly. However, there is a notable level of uncertainty among many, which suggests that while most people feel positive about campus safety and order, there are still concerns or ambiguities that need to be addressed. The small percentage of negative responses highlights that there might be specific areas where improvements could be beneficial. Addressing the uncertainties and concerns could further enhance the overall perception of safety and orderliness on campus. Students also reported their understanding of a PBIS program although, both student and teacher behaviors do not always reflect its use and new teachers and staff had not been trained.

The annual parent survey included 37 parents who indicated they felt their kids were safe at school. The number of respondents would indicate a need for more parent involvement, education, and understanding of the instructional processes and procedures. Parents requested more supervision in the drop off line, more communication, and more education for the students on conflict resolution.

Teacher's indicated the need for students being held more accountable.

Perceptions Strengths

Perceptual Survey data reveals several strengths at North Oaks Middle School. Trusting Relationships Among Students, Engagement in Extracurricular Activities, Engagement in Extracurricular Activities, Positive Perception of Campus Safety and Orderliness, Parental Perception of Student Safety, and Understanding of PBIS Program. Students report trusting relationships among each other. A high percentage of students (89%) report having a trusting relationship with at least one other student. This indicates a supportive and connected student body with a strong sense of peer support. Secondly, engagement in extracurricular activities is also a strength. There is strong engagement in athletics and fine arts programs, reflecting their popularity and support among students. The involvement in multiple activities shows diverse interests and commitments, suggesting effective programs and opportunities in these areas. Moreover, positive perceptions of campus safety and orderliness was reported. Approximately 70% of students consider the campus to be safe and orderly. The majority of students have a positive perception of campus safety, indicating that the campus is generally perceived as a secure and well-managed environment. Even so, variability in perceptions can undermine overall confidence in campus safety, indicating a need for more uniform practices and clearer communication about safety measures.

Parental perception of student safety was also reported to be high from the small sample size of parents completing the surveyed. All parents surveyed indicated that they felt their children were safe at school suggesting that, from a parental perspective, there is a strong sense of security regarding student safety. Insufficient parent participation can lead to missed opportunities for feedback and collaboration in supporting student success and safety. Finally, an understanding of PBIS Program was reported by the students implicating there is awareness of the program among students, indicating that the program's goals and principles are communicated effectively, even if full implementation may need improvement. Without full implementation, the PBIS program may not be as effective in shaping student behavior and fostering a positive school culture.

Overall, North Oaks Middle School shows notable strengths in fostering trusting relationships among students, engaging them in extracurricular activities, and maintaining a generally positive perception of campus safety and orderliness. Parent feedback also supports the notion of student safety, and there is awareness of the PBIS program among students. These

strengths highlight areas where the school is successfully supporting student experience and engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. **Root Cause:** The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

Problem Statement 2: Although students understand the PBIS program, there is evidence that full implementation and consistent application may be lacking. **Root Cause:** Awareness of the PBIS program is not fully translated into consistent practice, possibly due to inadequate training for new staff or inconsistent application across the school.

Problem Statement 3: About 25% of students are unsure about the campus safety and orderliness, suggesting variability in perceptions or experiences. **Root Cause:** The uncertainty reported by a significant portion of students may stem from inconsistent enforcement of safety and orderliness protocols or differences in individual experiences.

Priority Problem Statements

Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement.

Root Cause 1: The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: English Language Learners show significantly lower performance compared to their peers, particularly in Grade 6 Reading, where only 38% meet the standard.

Root Cause 2: Insufficient language support and resources for English Language Learners contribute to their lower performance, particularly in reading and other core subjects.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Mathematics performance is below target, with only 30% of students meeting the grade-level standard and insufficient academic growth across most subgroups. This contrasts with stronger performance in Reading/Language Arts.

Root Cause 3: Variability in instructional practices and support strategies in Mathematics, combined with insufficient professional development and targeted interventions, are contributing to the underperformance in this subject.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication.

Root Cause 4: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

Problem Statement 4 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: 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: Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading) and State Interim Assessments for EOC tested subjects Alignment to Strategic Plan,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strengthen the PLC process to support the instructional delivery system and provide teachers with job embedded coaching and learning that will positively impact learning outcomes for all students.				
Actions: a. Teacher will meet daily in the PLC office with the Instructional Facilitator and the administrator responsible for the T-TESS appraisal of the department. The Instructional Facilitator (IF) will provide a weekly plan for the meetings using the PLC tools. As well, the IF will adjust the activities, contingent upon the needs of students as teachers matriculate through the instructional delivery system. b. Content coordinators will deliver Curriculum Previews during the PLC prior to each grading period and follow-up throughout the year to support on-going learning. c. Teachers are required to use AWARE for all Common Assessments. Teachers will plan, improve, and analyze the data from assessments in the PLC. d. Teachers will use, analyze, respond to, and store the Data Analysis Protocol with fidelity e. District content coordinators and other district teaching and learning staff will visit PLCs to train and support teachers toward strengthening the learning of subgroups (Multi-lingual Services, Data office, etc.) f. Edit and adhere to campus Instructional Coherency documents for each core content area with a focus on district "look fors" outlined in each curriculum document. **Staff Responsible for Monitoring:** Administrators and Instructional Facilitator **Title I:** 2.4, 2.5, 2.6 **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $230,982				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Improve (or create), and monitor the implementation and effectiveness of instructional support systems designed to expand student learning outcomes for all students by increasing the instructional prowess of teachers. **Actions:** a. Campus administration will articulate the use of the district academic MTSS system to monitor and improve learning for targeted students and sub-groups, to include regular intervals for progress monitoring. b. Campus administration will create and use a weekly walkthrough system and provide teachers with snapshots of the campus learning culture to discuss during PLCs and make improvements. This will be separate from T-TESS Walkthroughs c. Campus administrators and teacher leaders will create and monitor the implementation of a more systemic tutorial system for targeted students and subgroups. d. Campus administrators and teacher leaders will explore the use of a teaching and instructional strategy training for teachers (i.e., Kaagan, book study, training relative to teaching and learning) e. The Instructional Facilitator, with the support of the Data and Assessment office, will train teachers on the use of data collection and analysis software tools (STAR Renaissance, Eduphoria/AWARE, etc.,) to monitor student progress and make instructional decisions based on the data with emphasis on subpopulations targeted for improvement. **Staff Responsible for Monitoring:** Administrators, Instructional Facilitator **Title I:** 2.4 **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Instructional Facilitator - 255 - Title II - $76,531				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Create and implement a system of support for subgroups making minimal progress as measured by the "Closing the Gaps" model (i.e., Emergent Bilinguals) **Actions:** a. Identify students in the white and Asian subgroups and ensure, through the PLC process, teachers are aware of their baseline data. b. Use ODS focus groups, Aware monitor groups, and a Pertinent Data Sheet to track student progress. c. Assign case managers to students in these groups who will also serve as family contacts. d. Use the PLC process and feedback from instructional support systems to increase monitoring and improvement capacity. e. Understand the cultural, emotional, and academic backgrounds of our students. f. Explore the use of sheltered instructional strategies to support emergent bilinguals. g. Host family engagement event(s) to train and support parents in their student's learning with the assistance of Multilingual Services and Phil Beckman's office. **Staff Responsible for Monitoring:** Administrators, Instructional Facilitator **Title I:** 2.4, 2.5, 2.6 **- Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Tutoring - 211 - Title I - $3,469	20%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Mathematics performance is below target, with only 30% of students meeting the grade-level standard and insufficient academic growth across most subgroups. This contrasts with stronger performance in Reading/Language Arts. **Root Cause**: Variability in instructional practices and support strategies in Mathematics, combined with insufficient professional development and targeted interventions, are contributing to the underperformance in this subject.
Problem Statement 2: English Language Learners show significantly lower performance compared to their peers, particularly in Grade 6 Reading, where only 38% meet the standard. **Root Cause**: Insufficient language support and resources for English Language Learners contribute to their lower performance, particularly in reading and other core subjects.

School Processes & Programs

Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. **Root Cause**: The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

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: By the end of the school year, 100% of students will demonstrate improved behavioral and emotional outcomes through the implementation and continuous refinement of a comprehensive Positive Behavioral Interventions and Supports (PBIS) system. This system will be designed and maintained by teachers, involve all stakeholders, and integrate targeted programs and practices, resulting in a 25% decrease in behavioral incidents and a 20% increase in student engagement and satisfaction as measured by surveys and behavioral data.

Evaluation Data Sources: Focus (Referrals), Safe School Climate Surveys by Staff, Students, and Parents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a User-Friendly PBIS System while exploring the use of programs to strengthen its foundation. **Actions:** a. Collaborate with teachers to design a PBIS system that is practical and user-friendly. Ensure it includes clear behavioral expectations, rewards, and supports tailored to the needs of the students. b. Establish a feedback loop for ongoing input from teachers to refine and enhance the PBIS system throughout the school year. c. Involve students, parents, teachers, and other stakeholders in the development and implementation of the PBIS system through surveys, focus groups, and meetings to ensure their perspectives and needs are addressed. **Staff Responsible for Monitoring:** Counselors and Administrators **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement programs that support the ongoing development and enhancement of student character and emotional development and well-being. **Actions:** a. Utilize Camp Connect as a platform for building community, fostering relationships, and reinforcing the PBIS system's behavioral expectations and core values. b. Implement the Strengths Explorer tool to help students identify their strengths and build on them, integrating these insights into their behavioral and academic goals. **Staff Responsible for Monitoring:** Counselors and Administrators **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Hire and Utilize a part-time Crisis Intervention Counselor to support the needs of the campus. **Actions:** Employ a .5 Campus Intervention Counselor (CIC) to provide targeted training for staff on PBIS implementation, trauma-informed practices, student individual and small group interventions, and other relevant support strategies. **Staff Responsible for Monitoring:** Administrators, Title I Office **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Crisis Counselor - 211 - Title I - $49,093	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide comprehensive training for teachers in areas that will bolster the social/emotional understanding of each stakeholder in the building and improve the overall culture. **Actions:** a. Trauma-Informed Practices: To better support students with trauma backgrounds. b. Conscious Discipline: To promote a safe and nurturing learning environment. c. Reframing Behavior (CPI Network): To offer strategies for understanding and addressing student behavior effectively. **Problem Statements:** School Processes & Programs 1	70%	85%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Ascertain and synthesize core values and refine campus vision, mission, and beliefs. **Actions:** a. Identify the core values of the staff and align these with the campus's core values. Incorporate these values into the PBIS system and all related practices to ensure a cohesive approach to student support. b. Through staff meetings and discussions, refine the vision, mission, and beliefs of the campus **Staff Responsible for Monitoring:** Counselors, Administrators, and Teachers **Problem Statements:** School Processes & Programs 1	65%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. **Root Cause**: The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

Perceptions

Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. **Root Cause**: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

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: By the end of the academic year, increase community and parent engagement by 30% through the implementation of targeted outreach programs and events, resulting in improved student outcomes as measured by a 15% increase in parent participation in school activities and a 10% increase in student academic performance and overall school satisfaction.

Evaluation Data Sources: Feedback Surveys, Increased Social Media Visits, Sign-In Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue and create community partnerships with local churches, businesses, community organizations. **Actions:** a. Continue food program with The Hills Church b. Start a Youth in Action Program c. Explore partnerships to phase into involvement in upcoming years. d. Enter into discussion for future implementation of a TRiO Programs Talent Search grant. **Staff Responsible for Monitoring:** Counselors, Administrators. **Problem Statements:** Perceptions 1	45%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Begin a North Oaks Middle School PTA. **Actions:** a. Work with the BISD Council PTA President to phase in a North Oaks PTA Board and membership. **Staff Responsible for Monitoring:** Administrators and Counselors **Problem Statements:** Perceptions 1	50%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase family engagement and communication opportunities. **Actions:** a. Plan and execute monthly family engagement activities b. Principal's monthly coffee or evening chips and salsa events /town halls c. Improved Family Communication i. Weekly progress report from teacher ii. Weekly progress report from principal iii. Weekly parent newsletter **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 1 **Funding Sources:** Family Engagement - 211 - Title I - $531				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. **Root Cause**: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

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, through improved student retention, recruitment, and days in attendance.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a. Provide incentives to improve student attendance. b. Monitor student attendance and review progress in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c. Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. d. Refine the campus attendance system and monitor through the attendance committee that will meet on regular intervals. **Staff Responsible for Monitoring:** Administrators and Attendance Officer **Problem Statements:** Student Learning 1 - Perceptions 1	30%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

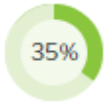
Student Learning
Problem Statement 1: Mathematics performance is below target, with only 30% of students meeting the grade-level standard and insufficient academic growth across most subgroups. This contrasts with stronger performance in Reading/Language Arts. **Root Cause**: Variability in instructional practices and support strategies in Mathematics, combined with insufficient professional development and targeted interventions, are contributing to the underperformance in this subject.
Perceptions
Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. **Root Cause**: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

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

Performance Objective 2: Utilize the district's continuous improvement model (PDSA) and feedback mechanisms to gather baseline data on campus operations, in order to enhance the efficiency, effectiveness, and overall satisfaction of processes and departments across the campus.

Evaluation Data Sources: Survey data, PDSA, Evaluation of goal attainment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish baseline data collection. **Actions:** a. Determine the key operational processes and departments to be assessed, such as student enrollment, classroom management, and administrative procedures. b. Create or adapt data collection tools such as surveys, checklists, and observation forms to gather baseline data on these processes. **Staff Responsible for Monitoring:** Administrators, Office Staff, Counselors **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the PDSA Cycle to begin the evaluative process of determining the effectiveness and efficiency of the processes identified in Strategy 1. **Actions:** a. Clearly define the objectives and goals for each process or department to be improved and create detailed plans for data collection and analysis, including timelines and responsibilities. b. Implement the data collection tools and procedures to gather baseline data on current operations. Additionally, conduct pilot tests of the data collection methods in selected areas to refine processes before full implementation. c. Review and analyze the collected data to identify patterns, strengths, and areas for improvement. Share findings with relevant stakeholders and use them to assess the current state of efficiency, effectiveness, and satisfaction. d. Based on the analysis, develop action plans to address identified issues and enhance processes. e. Apply the proposed changes and monitor their impact on operational efficiency and satisfaction. **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Monitor and evaluate progress and use the feedback loop for continued improvement. **Actions:** a. Schedule regular meetings with stakeholders to review progress on the implementation of improvements and to discuss any challenges or adjustments needed. b. Use performance metrics to track the impact of changes on efficiency, effectiveness, and overall satisfaction. c. Use ongoing feedback to make iterative adjustments to processes and ensure that improvements are responsive to the needs of the school community. **Staff Responsible for Monitoring:** Administrators, Office Staff, Stakeholders **Problem Statements:** School Processes & Programs 1	10%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. **Root Cause**: The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

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

Performance Objective 3: By the end of the fall semester, review the master schedule and teacher certifications to balance class sizes and improve overall classroom efficiency and effectiveness, as measured by improved student performance metrics and optimal class distribution.

Evaluation Data Sources: Master schedule, class size

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Determine certification capacity and goals of all teaching staff. **Actions:** a. Conduct a thorough assessment of teacher certifications and identify gaps in core content areas that can impact class balance and learning effectiveness. b. Use master scheduling to strategically assign teachers with specialized and multiple certifications to classes where their expertise can address specific student needs and improve overall class balance. c. Recruit and encourage teachers to increase certifications to benefit student improvement. **Staff Responsible for Monitoring:** Administrators, Professional Counselor **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Mathematics performance is below target, with only 30% of students meeting the grade-level standard and insufficient academic growth across most subgroups. This contrasts with stronger performance in Reading/Language Arts. **Root Cause**: Variability in instructional practices and support strategies in Mathematics, combined with insufficient professional development and targeted interventions, are contributing to the underperformance in this subject.
Problem Statement 2: English Language Learners show significantly lower performance compared to their peers, particularly in Grade 6 Reading, where only 38% meet the standard. **Root Cause**: Insufficient language support and resources for English Language Learners contribute to their lower performance, particularly in reading and other core subjects.
School Processes & Programs
Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. **Root Cause**: The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

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

Performance Objective 1: By the end of the academic year, achieve 90% adherence to the PBIS (Positive Behavioral Interventions and Supports) program by ensuring consistent implementation and practice across the school, as evidenced by regular observations and feedback.

Evaluation Data Sources: PBIS Implementation Data: Use observation data, implementation audits, and staff feedback to measure adherence to the PBIS program and identify areas for improvement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide comprehensive training for staff and students through implementation and evaluation phases. **Actions:** a. Provide regular, comprehensive training for all staff and students, including new hires, on the PBIS program to ensure consistent understanding and application. b. Offer periodic refresher courses and workshops to reinforce PBIS practices and address any inconsistencies in implementation. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor and support implementation of the PBIS Program. **Actions:** a. Conduct regular audits and observations to assess the consistency of PBIS implementation and identify areas needing additional support or adjustments. b. Create PBIS support teams or committees to assist with the ongoing implementation, address challenges, and provide feedback and guidance to staff. **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Enhance communication and feedback (PDSA) around the PBIS system for implementation with consistency and fidelity. **Actions:** a. Schedule regular check-ins with staff to discuss PBIS implementation progress, share successes, and address any concerns or challenges. b. Establish feedback channels for staff to share their experiences and suggestions related to PBIS implementation and support. **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. **Root Cause**: The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.

Perceptions
Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. **Root Cause**: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

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

Performance Objective 2: By the end of the academic year, increase student perceptions of campus safety and orderliness by 30% through consistent enforcement of safety protocols and enhanced communication of safety procedures.

Evaluation Data Sources: Student Perception Surveys: Administer surveys to assess changes in student perceptions of safety and orderliness, and analyze the data to evaluate the effectiveness of safety protocols and communication efforts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Administrators will ensure consistent enforcement of safety protocols. **Actions:** a. Review and reinforce campus safety and orderliness protocols, to include Safe Schools Training, with all staff to ensure consistent application across the school. b. Conduct regular safety audits and observations to monitor adherence to protocols and address any inconsistencies or issues. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Administrators, counselors, and teachers will enhance student awareness and communication regarding campus safety. **Actions:** a. Conduct safety education programs for students to increase their understanding of safety procedures and the importance of following them. b. Communicate regularly with students about safety protocols and any updates or changes to ensure they are aware and informed. **Staff Responsible for Monitoring:** Administrators,, Counselors **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Administrators, counselors, and teachers will address individual and group concerns on safety topics. **Actions:** a. Continue the use of Incident Reports, Anonymous Alerts, and Threat Assessments to promote feedback mechanisms for individual and group safety concerns. b. Address individual and group concerns related to safety promptly and effectively, and provide additional support or resources as needed. **Staff Responsible for Monitoring:** Administrators, Counselors, and Teachers **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The PLC process at North Oaks Middle School is currently underdeveloped, affecting the effectiveness of collaborative professional development, focus on data, and instructional improvement. **Root Cause**: The PLC process may lack clear goals, structures, and accountability measures to ensure productive and goal-oriented meetings. Moreover, staff may lack sufficient training or understanding of best practices for effective PLC implementation.
Perceptions
Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. **Root Cause**: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

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

Performance Objective 3: By the end of the academic year, increase parent engagement by 40% through the implementation of targeted outreach and communication strategies, resulting in a more representative sample of parent feedback and improved school-community collaboration.

Evaluation Data Sources: Parent Engagement Metrics: Track participation rates in parent engagement events, survey response rates, sign-in sheets, and the number of new communication strategies implemented to measure the increase in parent engagement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Enhance outreach and communication to increase stakeholder support of the teaching and learning environment. **Actions:** a. Develop and execute targeted communication campaigns using multiple channels such as emails, text messages, social media, and community events to reach a broader parent audience b. Organize regular, diverse parent engagement events such as workshops, informational sessions, and family nights to increase parent participation and involvement. **Staff Responsible for Monitoring:** Administrators, Counselors **Problem Statements:** Perceptions 1	35%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Improve survey participation to increase sample size and gain a more comprehensive view of safety among the school community. **Actions:** a. Simplify surveys by ensuring they are short, simple, and accessible, with clear instructions and multiple language options to increase completion rates. b. Send follow-up reminders and offer incentives for completing surveys to boost participation rates. **Problem Statements:** Perceptions 1	15%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. **Root Cause**: The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Strengthen the PLC process to support the instructional delivery system and provide teachers with job embedded coaching and learning that will positively impact learning outcomes for all students.
1	1	2	Improve (or create), and monitor the implementation and effectiveness of instructional support systems designed to expand student learning outcomes for all students by increasing the instructional prowess of teachers.
1	1	3	Create and implement a system of support for subgroups making minimal progress as measured by the "Closing the Gaps" model (i.e., Emergent Bilinguals)

State Compensatory

Budget for North Oaks Middle School

Total SCE Funds: $230,982.00
Total FTEs Funded by SCE: 3.44
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 North Oaks Middle School

Name	Position	FTE
Carmen Rosalez	Teacher	0.5
Jackin Johnson	Reading Intervention	0.65
James Snider	Teacher	0.29
Michelle Mitchell	Student Assistance Counselor	1
Mohni Dadlani-Nelson	Educational Assistant	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 Campus Improvement Plan was developed through the input and involvement of the following:

Administrators: Frankie Norris, Principal; Julie Bates, Assistant Principal; Todd Hayes, Assistant Principal

Instructional Facilitator: Carrie Growald

Counselors: Richard Pence, Professional Counselor; Melanie Mitchell, Crisis Intervention Counselor

Teachers: Megan Wetz, John Garcia, Alex Snider, Holley Hoskins, Courtney Elliott, and Sidney Bailey

Parent: Denise Ross

Community Members: Dusty Simmons & Jason Rogers

Other District Staff: Brian Allen & Jennifer Guataco

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, 59% 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:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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

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 recognition, 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 Plan was developed through the input and involvement of parents, teachers and administrators.

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

4.2: Offer flexible number of parent involvement meetings

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum

- September 8- Meet the Teacher Night on campus
- December 15- Winter Festival
- March Discover Birdville Event at Birdville High School

Title I Personnel

Name	Position	Program	FTE
Amy Hoyle-Gaston	Crisis Counselor	Title I	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SCE Campus Personnel		$230,982.00
				Sub-Total	$230,982.00
				Budgeted Fund Source Amount	$230,982.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Tutoring		$3,469.00
1	2	3	Crisis Counselor		$49,093.00
1	3	3	Family Engagement		$531.00
				Sub-Total	$53,093.00
				Budgeted Fund Source Amount	$53,093.00
				+/- Difference	$0.00

255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Facilitator		$76,531.00
				Sub-Total	$76,531.00
				Budgeted Fund Source Amount	$76,531.00
				+/- Difference	$0.00
				Grand Total Budgeted	$360,606.00
				Grand Total Spent	$360,606.00
				+/- Difference	$0.00

Birdville Independent School District

Watauga Middle School

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Watauga Middle School is to ensure student success at their highest potential to prepare them for global citizenship through a cooperative effort among school leaders, parents and students, as distinguished by outstanding academic, athletic and fine arts achievement.

Vision

Watauga Middle School will provide innovative instruction in every class to empower exceptional students ready for an ever-changing society.

Value Statement

Student-centered, Diverse, Rigorous: Watauga Middle School

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

CNA 2024

Demographics

Demographics Summary

- Watauga is a suburb of Fort Worth located in Tarrant County.
- Watauga Middle School (WMS) serves approximately 582 students.
- Student ethnicity is comprised of:
    - 51.37% Hispanic
    - 30.76% White
    - 7.90% African American
    - 7.39% Asian
    - 1.55% American Indian - Native Alaskan
    - .86% Native Hawaiian - Pacific Islander
- Approximately 72.51% of students are Economically Disadvantaged (ED).
- Approximately 33.68% of students are English Language Learners (ELLs)
- Approximately 19.07% of students are served in Special Education (SpEd).
- Approximately 66.49% of students are At-Risk.
- Approximately 12.89% of students have a 504 plan.
- Approximately 14.09% of students have Dyslexia.
- Approximately 8.08% of students are served through the Gifted and Talented program (GT). (Which is an Honors+ program in which extension activities are written into the Honors Curriculum in addition to a separate curriculum.)
- Approximately 53.5% of students take one or more Career and Technology Education (CTE) courses
- Twelve students were served in District Alternative Education Program (DAEP) placements in 2023-2024. (Students were sent to DAEP due to the implementation of HB 114. All students who were sent to DAEP have been in possession of a vape with the exception of three students. Two students served two times. One student served three times.)
- All staff is highly qualified.
- Professional Development (PD) is often offered through the Professional Learning Communities (PLCs), as well as through offerings on campus and district professional development days. That allows for frequent follow-up and discussions about new processes or methods.
- PLC form changes have encouraged greater collaboration and reflection around common assessment data.
- Additional protocols are regularly implemented during PLC periods for all contents (Lesson Refinement Protocol, Test Refining Protocol).
- Walk-throughs aid in verifying the implementation of district and campus priorities.
- Curriculum Based Assessments (CBAs) and State of Texas Assessments of Academic Readiness (STAAR) data help to evaluate the impact that professional development has on student achievement.
- Teachers are evaluated with the Texas Teacher Evaluation and Support System (T-TESS). Administrators are evaluated with the Texas Principal Evaluation and Support System (T-PESS).

Demographics Strengths

- Approximately 8.08% of students are served through the Gifted and Talented program.
- Approximately 53.5% of students take one or more Career and Technology courses.
- All staff is highly qualified.
- WMS staff is diverse. 35% of teachers are male. 65% of teachers are female. Various ethnicities are represented and several languages are spoken by staff members.
- Professional development is often offered through the PLCs, as well as through offerings on campus and district professional development days. That allows for frequent follow-up and discussions about new processes or methods.

- Walk-throughs aid in verifying the implementation of district and campus priorities.
- Blended training and technology competent teachers allow for effective collaboration in the Canvas Learning Management System (LMS).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause:** There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

Problem Statement 2 (Prioritized): Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause:** SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

Problem Statement 3 (Prioritized): Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Problem Statement 4 (Prioritized): The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives. **Root Cause:** Families face barriers to PTA participation due to financial constraints and limited availability, which hinder their ability to engage fully with the organization.

Student Learning

Student Learning Summary

- Watauga Middle School students achieved 20% at Masters Grade Level performance overall; 48%at the Meets Grade Level; and 70% at Approaches Grade Level on 2024 STAAR
- Of the 51 Watauga Middle School Algebra I students who tested in the 2023-2024 school year, 100% achieved Approaches Grade Level, 92% Met Standard, and 69% Mastered Standard.
- While Approaches Grade Level achievement remains relatively steady, Meets and Masters Grade Level achievement continues to lag based on 2023 and 2024 data.
- The scores of students in Special Education continue to perform below their peers based on 2024 data.
- We had 17 students take the Advanced Placement (AP) Spanish Language and Culture Exam. 71% of the students scored a three or higher.
- Two of seven Distinctions Earned in 2019. No distinctions given for 2021. Five of seven Distinctions Earned in 2022.
- The English Language Proficiency Status target is measured by the performance of Emergent Bilinguals each year on the Texas English Language Proficiency Assessment System (TELPAS). In 2023-2024, only 19.8% of EBs progressed 1 or more level; only 1.8% progressed 2 or more levels.

Student Learning Strengths

- Watauga Middle School students achieved 20% at Masters Grade Level performance overall; 48% at the Meets Grade Level; and 70% percent at Approaches Grade Level.
- Of the 51 Watauga Middle School Algebra I students who tested in the 2023-2024 school year, 100% achieved Approaches Grade Level, 92% Met Standard, and 69% Mastered Standard.
- We had 17 students take the Advanced Placement (AP) Spanish Language and Culture Exam. 71% of the students scored a three or higher.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause:** There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

Problem Statement 2 (Prioritized): Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause:** SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

Problem Statement 3 (Prioritized): While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause:** Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

Problem Statement 4 (Prioritized): Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Problem Statement 5 (Prioritized): The need for professional development aligned to district and campus initiatives is significant. **Root Cause:** Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

School Processes & Programs

School Processes & Programs Summary

- Our daily schedule consists of eight 47 minute class periods.
- State law helps to determine the amount of time assigned to each content area.
- A Dyslexia Program is used to aid students who are dyslexic.
- Each teacher offers several tutorial times each week, with at least one after-school tutorial session and one before-school tutorial session.
- Gifted and Talented (GT) services are through participation in Honors+ courses.
- Our campus strictly adheres to the state standards and the district curriculum.
- During Professional Learning Communities (PLC), our teachers align their classroom teaching to the rigor of the Common Based Assessments (CBAs) and State of Texas Assessments of Academic Readiness (STAAR), with a focus on district Tier 1 instruction priorities. This is evidenced by the lessons and common assessments used to determine student retention of material.
- CBAs are used to measure the effectiveness of the district curriculum and the pacing of the teaching. These scores may be used to figure into the students' averages as daily grades. Data discussions, guided by the district CBA protocol, focus on instructional implications of data and student remediation needs.
- Tier 1 coherency documents outline expectations for implementation in all core content areas.
- Team specific, measurable, attainable, relevant and time-bound (SMART) goals encourage goal-setting and behaviors that will help to reach those goals, as individuals and PLC teams.
- Response to Intervention (RtI) is implemented through pull-out intervention programs based upon STAAR scores, CBA scores, Universal Screener results, and classroom teacher observations.
- Teacher growth in Continuous Improvement will be supported by classroom walk-throughs and subsequent coaching conversations.
- All staff is highly qualified.
- Staff is recruited through Enterprise through Region XI and staff recommendations.
- Professional development is often offered through the PLCs, as well as through offerings on campus and district professional development days. This allows for frequent follow-up and discussions about new processes or methods.
- Walk-throughs aid in verifying the implementation of new initiatives and protocols, including departmental coherency documents.
- CBAs and STAAR help to evaluate the impact our professional development has on student achievement.
- Teachers have been trained on the T-TESS evaluation system and have begun collecting data related to Student Learning Objectives.
- Our campus has a vast number of resources available. Each classroom operates with a minimum of one teacher computer, a projector, and a Newline Interactive Panel. Classrooms also have a document camera to use. CTE has 33 laptops and 20 desktops. Reading Improvement has 3 desktops and thirty-five (35) laptops. Our library has nine (9) student computers, and two (2) teacher computers available.
- Birdville Independent School District (BISD) and WMS technology resources are used only for learning, teaching, and administrative purposes consistent with the district and campus mission and goals.
- BISD has implemented a 1:1 system.
- Watauga Middle School is a blended learning campus. This is to focus on teacher use of structures such as station rotation and play-lists that foster student initiative and ownership of learning. This program is well-aligned to Continuous Improvement tools such as Plan-Do-Study-Act (PDSA) and student data folders.

School Processes & Programs Strengths

- A pull-out intervention program has been designed to aid those students needing more instructional time in Reading.
- Each teacher offers several tutorial times each week, with at least one after-school tutorial session and one before-school tutorial session.
- Our campus strictly adheres to the state standards and the district curriculum.
- Our campus principal is ultimately responsible for new programs or changes to current programs. However, she is inclusive of key members of staff in the decision making

process, including Leaders of Learners and other teacher leaders.

- During PLC, our teachers align their classroom teaching to the rigor of the CBAs and STAAR, with a focus on district Tier 1 instruction priorities. This is evidenced by the lessons and common assessments used to determine student retention of material.
- CBAs are used to measure the effectiveness of the district curriculum and the pacing of the teaching. These scores may be used to figure into the students' averages as daily grades. Data discussions, guided by the district CBA protocol, focus on instructional implications of data and student remediation needs.
- Tier 1 coherency documents outline expectations for implementation in all core content areas.
- Team SMART (specific, measurable, attainable, relevant and time-bound) goals encourage goal-setting and behaviors that will help to reach those goals, as individuals and PLC teams.
- Teacher growth in Continuous Improvement will be supported by classroom walk-throughs and subsequent coaching conversations.
- All staff is highly qualified.
- Professional development is often offered through the PLCs, as well as through offerings on campus and district professional development days. That allows for frequent follow-up and discussions about new processes or methods.
- All first year teachers attend new teacher program initiatives and are provided a mentor on campus.
- Our campus has a vast number of resources available.
- Students clearly understand the expectations regarding their behavioral and academic performance through the campus C.H.A.M.P.s (Communication, Help, Activity, Material, Participation) program.This initiative defines the organization and activities of the classroom, setting the tone for classroom management by our teachers.
- BISD and WMS technology resources are used only for learning, teaching, and administrative purposes consistent with district's and campus mission and goals.
- Watauga Middle School is a blended learning campus. This is to focus on teacher use of structures such as station rotation and play-lists that foster student initiative and ownership of learning. This program is well-aligned to Continuous Improvement tools such as PDSA and student data folders.
- In order to best serve our SPED population, WMS has the AABLE program and SEEC program:

  The Academic and Adaptive Behavior Learning Environment (AABLE) program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills. The Secondary Structured Environment to Enhance Communication (SEEC) program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas who are non-verbal. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills.

- WMS offers Resource Math and Reading classes; as well as Learning Lab support in all core subjects.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause:** There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

Problem Statement 2 (Prioritized): Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause:** SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

Problem Statement 3 (Prioritized): The need for professional development aligned to district and campus initiatives is significant. **Root Cause:** Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

Problem Statement 4 (Prioritized): Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Perceptions

Perceptions Summary

- Ethnically diverse parent representatives do participate in our site-based meetings on a voluntary basis and have a voice in campus decisions.
- There is a parent liaison on the Language (LPAC) committee.
- Survey data reveals that teachers and students feel that they are safe while in school at WMS.
- Students have a wide variety of academic and extracurricular activities available at Watauga Middle School. This provides a variety of activities that pique the students' interests and build on their academic and social growth.
- We offer campus communications in several languages to accommodate our families that do not speak English as their first language.
- Bullying is an issue we take very seriously at Watauga Middle School, as we document each and every case where a student feels threatened or bullied. The administration team continually works to educate students and parents alike on the parameters of bullying and follows House Bill (HB) 1942 set forth by the state of Texas addressing cyber -bullying, bullying, and harassment in schools.
- Campus administrators meet with victims of bullying and their perpetrators to resolve student issues and foster a culture of Social Emotional Learning (SEL) Character Traits. Students, parents and staff have access to Anonymous Alerts, as well as other tools for prevention and reporting.
- Discipline data reveals a small percentage of students making up most of the office referrals. These offenses typically are classroom disruptions that negatively affect the learning environment and these students are issued the appropriate consequence for their misbehavior.
- In the 2023-2024 school year, twelve students were served in District Alternative Education Program (DAEP) placements in 2023-2024. (Students were sent to DAEP due to the implementation of HB 114. All students who were sent to DAEP have been in possession of a vape with the exception of three students. Two students served two times. One student served three times.)

Perceptions Strengths

- Parents attend Choir and Band Concerts.
- Fall and Spring Open House are well-attended.
- Advancement Via Individual Determination (AVID) Family Nights and student events are well-attended.
- School Theater plays draw faculty, staff, parents, and other community members.
- Math and Science Nights are extremely interactive, with both students and parents providing positive feedback.
- Choir does "carolling" tours to the elementaries and to nursing homes.
- Teachers and students feel that they are safe while in school at WMS.
- Students clearly understand the expectations regarding their behavioral and academic performance through the campus Communication–Help–Activity–Material–Participation (C.H.A.M.P.’s) program. This initiative defines the organization and activities of the classroom, setting the tone for classroom management by our teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause:** Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

Problem Statement 2 (Prioritized): Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause:** There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Problem Statement 3 (Prioritized): The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives. **Root Cause:** Families face barriers to PTA participation due to financial constraints and limited availability, which hinder their ability to engage fully with the organization.

Priority Problem Statements

Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing.

Root Cause 1: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

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

Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers.

Root Cause 2: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

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

Problem Statement 3: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing.

Root Cause 3: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

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

Problem Statement 4: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag.

Root Cause 4: Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

Problem Statement 4 Areas: Student Learning - Perceptions

Problem Statement 5: The need for professional development aligned to district and campus initiatives is significant.

Root Cause 5: Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives.

Root Cause 6: Families face barriers to PTA participation due to financial constraints and limited availability, which hinder their ability to engage fully with the organization.

Problem Statement 6 Areas: Demographics - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

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: 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

High Priority

Evaluation Data Sources: Renaissance STAR Assessments (grades 6-8, Reading and Mathematics), STAAR Interims for Reading Language Arts and Mathematics (grades 6-8 and Algebra), common assessments, and STAAR Tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity to implement the district literacy plan at the campus level **Actions:** a) Deploy campus leadership teams to lead the implementation of the District literacy plan b) Provide support for campus implementation plans c) Provide literacy training for all staff to build their capacity to implement campus literacy plans to enhance learning for all students **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2 **Funding Sources:** Instructional Facilitator - 255 - Title II - $86,948				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the literacy plan through established priorities for system-wide literacy practices. **Actions:** a) Infuse literacy-focused discussions into Professional Learning Communities (PLCs), monthly faculty meetings and Professional Development b) Conduct campus walks for the purpose of collecting artifacts that support literacy implementation c) Reading Language Arts (RLA) department will use Talk Read Talk Write (TRTW) strategies in all lessons and will receive ongoing PD through PLC d) Social Studies department will continue to use Tina Beene strategies from previous year (including QSSSA) in all lessons and will receive ongoing PD through PLC e) Math department will continue with math discourse strategies from Dana Center grant from previous years (including purposeful questioning and rich tasks) in all lessons and will receive ongoing PD through PLC f) Science department will use the idea of phenomena to increase student discourse in all lessons and will receive ongoing PD through PLC **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist teachers in implementing data informed and responsive teaching. **Actions:** a) Collaborate with grade level teams during PLC on continuous improvement using the Plan, Do, Study, Act (PDSA) cycle b) Discuss "Meets Expectations" targets set by the state and use them as campus goals for continuous improvement across all subject areas c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement d) Conduct training on using data from multiple assessments (Star Renaissance, Interims & Common Assessments) to inform instruction e) Implement training/professional learning developed by the district on writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth f) Continue to build capacity of instructional facilitator and principal/assistant principals through participation in district training on student-centered coaching g) Collect, analyze and use data for progress monitoring h) Communicate areas of concern in regards to underperforming student groups to ensure teachers target super groups in order to close learning gaps **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2 **Funding Sources:** SCE Campus Staff - 199 - General Funds: SCE - $202,305				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement a comprehensive plan for advanced students, including Gifted and Talented (GT), that provides opportunities for rigorous learning beyond advanced coursework **Actions:** a) Train teachers of advanced academics classes through district approved/provided GT hours b) Expand genre options and rigorous text selections in advanced academics classes c) Provide campus professional learning for extension strategies d) Implement honors+ curriculum for gifted learners **Staff Responsible for Monitoring:** District AP Director and Coordinator, Principal, Assistant Principals, Guidance Counselor, Instructional Facilitator, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2 **Funding Sources:** Instructional Facilitator - 255 - Title II				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals. **Actions:** a) Analyze data (TELPAS, STAR Renaissance, STAAR) to determine progress in reading and English language development b) Ongoing PD for all PLCs on learning strategies for increasing English language development for all EBs c) Align research-based practices to support EBs with district tier one priorities d) Schedule Year 1 and Year 2 EBs in ESL Support class e) Schedule Year 3-6 EBs who have not passed STAAR into Reading lab sections **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitator, ESL Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Align processes that encourage and facilitate personalized learning for students **Actions:** a) Implement the district personalized learning framework aligned to district initiatives b) Conduct training for teachers to implement personalized learning with students c) Monitor and provide feedback to support campus implementation of personalized learning for students d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. e) Communicate areas of concern in regards to under-performing student groups to ensure teachers target super groups in order to personalize learning and close learning gaps **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2 **Funding Sources:** Title I Tutors - 211 - Title I - $43,979, Professional Development - 211 - Title I - $20,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Improve Social Studies instruction to align with Tier I priorities, curricular standards, and state and local assessments. **Actions:** a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. b) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitator, Social Studies Department Chair, District Coordinator **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause**: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.
Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause**: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.
Problem Statement 3: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Student Learning

Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause**: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause**: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

Problem Statement 3: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause**: Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

Problem Statement 4: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Problem Statement 5: The need for professional development aligned to district and campus initiatives is significant. **Root Cause**: Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

School Processes & Programs

Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause**: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause**: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

Problem Statement 3: The need for professional development aligned to district and campus initiatives is significant. **Root Cause**: Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

Problem Statement 4: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Perceptions

Problem Statement 1: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause**: Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

Problem Statement 2: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level 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 underperforming groups and our designated super groups as measured by state and district assessments.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Improve instructional interventions for students with disabilities to align with Tier I priorities, curricular standards, and state and local assessments. **Actions:** a) Increase the opportunities for collaboration between gen ed and special ed teachers supporting their content area b) Provide professional development for gen ed teachers to respond appropriately to the needs of students with disabilities c) Utilize Learning Lab to provide students with targeted instruction to support Tier 1 learning d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. e) Track assessment data for students in super groups and provided targeted tutorials as needed **Staff Responsible for Monitoring:** Principal, Assistant Principals,Instructional Facilitator, Leaders of Learners, District Special Ed Coordinator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 5 - School Processes & Programs 1, 2, 3 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement system-wide practices appropriate for Emergent Bilinguals (EBs). The English Language Proficiency Status target is measured by the performance of Emergent Bilinguals each year on the Texas English Language Proficiency Assessment System (TELPAS). in 2023-2024, only 19.8% of EBs progressed 1 or more level; only 1.8% progressed 2 or more levels. For 2024-2025, our goal is 100% of all EBs will progress at least 1 level. **Actions:** a) Provide quality training for all instructional staff to engage English language learners b) Monitor performance data to identify where additional support is needed c) Engage in regular, scheduled discussions and shared strategies from ESL coach through PLCs d) Use Talk Read Talk Write, QSSSA, and additional targeted literacy strategies in all classes e) Track assessment data for students in super groups and provided targeted tutorials as needed f) Year 1 and Year 2 EBs are placed in ESL support class g) Years 3, 4, 5 and 6+ students who are not meeting growth targets are placed in Reading Lab **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitator, District ESL Coach, **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, Plan-Do-Study-Act (PDSA) process and digital data folders. **Actions:** a) Expand continuous improvement implementation to include bi-weekly discussions by PLC grade level team as a way to plan and assess instruction through the use of PDSA. b) Continue to support and monitor implementation of continuous improvement in the classroom using PDSA with the students. c) Guide PLCs in professional learning and mentoring of continuous improvement strategies. d) Implement T-TESS student learning objectives for the purpose of demonstrating student growth as a part of the district-wide implementation of continuous improvement. e) Introduce and use campus-wide digital data folders for students to track their learning. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2	30%	60%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enlist community and business partners to assist in providing support to students and families. **Actions:** a) Collaborate with Parent Teacher Association (PTA) and Interventionists to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. b) Identify and communicate the needs of the student population and their families with community partners c) Design and implement a Family and Parent Engagement Policy d) Host a Title 1 Meeting e) Continue Camp Connect group to promote student self-discovery, empathy, and community service. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Interventionists **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 4 - Perceptions 3 **Funding Sources:** Title I Family Engagement - 211 - Title I - $646	30%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause**: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.
Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause**: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.
Problem Statement 3: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.
Problem Statement 4: The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives. **Root Cause**: Families face barriers to PTA participation due to financial constraints and limited availability, which hinder their ability to engage fully with the organization.
Student Learning
Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause**: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.
Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause**: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.
Problem Statement 3: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause**: Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.
Problem Statement 4: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.
Problem Statement 5: The need for professional development aligned to district and campus initiatives is significant. **Root Cause**: Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.
School Processes & Programs
Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause**: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.
Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause**: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

School Processes & Programs

Problem Statement 3: The need for professional development aligned to district and campus initiatives is significant. **Root Cause**: Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

Problem Statement 4: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Perceptions

Problem Statement 1: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause**: Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

Problem Statement 2: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Problem Statement 3: The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives. **Root Cause**: Families face barriers to PTA participation due to financial constraints and limited availability, which hinder their ability to engage fully with the organization.

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: Reduce the number of students assigned to behavior Response to Intervention (RtI) tiers 2 and 3.

Evaluation Data Sources: Focus Data, Public Education Information Management System (PEIMS), Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the behavioral RtI plan with fidelity **Actions:** a) Provide training on the WMS behavior RtI plan b) Ensure all teacher use the campus Positive Behavior Intervention System (PBIS) system of CHAMPs with fidelity c) Utilize Focus to input behavioral RtI student plans d) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2	30%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor campus-wide behavioral RtI program. **Actions:** A) Train new staff to implement the campus discipline management program (CHAMPS) B) Align campus discipline management program (CHAMPS) with requirements of the district RtI plan C) Monitor the assignment of students to the DAEP and their subsequent behavioral progress **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4 - Perceptions 1, 2	25%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause**: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.
Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause**: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.
Problem Statement 3: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.
Student Learning
Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause**: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.
Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause**: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.
Problem Statement 3: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause**: Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.
Problem Statement 4: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.
Problem Statement 5: The need for professional development aligned to district and campus initiatives is significant. **Root Cause**: Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.
School Processes & Programs
Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause**: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.
Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause**: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.
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Problem Statement 4: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Perceptions

Problem Statement 1: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause**: Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

Problem Statement 2: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Goal 2: Watauga Middle School will utilize efficient and effective operations to support and improve the learning environment.

Performance Objective 1: Increase the annual total average daily attendance (ADA) to 96% through improved student retention, recruitment, and days in attendance.

High Priority

Evaluation Data Sources: ADA per 9 weeks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program that incentivizes student and staff attendance **Actions:** a) Utilize the funds to purchase student attendance incentives b) Communicate incentives for improved student and staff attendance to all stakeholders c) Monitor student and staff attendance and review progress on a nine-weeks basis d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues **Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Clerk, SBDM, Truancy Officer, Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2, 4 - Perceptions 1, 2, 3	30%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause**: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.
Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause**: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

Demographics

Problem Statement 3: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Problem Statement 4: The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives. **Root Cause**: Families face barriers to PTA participation due to financial constraints and limited availability, which hinder their ability to engage fully with the organization.

Student Learning

Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause**: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

Problem Statement 2: Student achievement data shows that Special Education students are scoring significantly lower than their peers. **Root Cause**: SpEd students are expected to perform at the same level as General Education students disregarding the individual needs they have. The In-Class Support model was not effective. Moving to a Learning Lab could potentially assist students.

Problem Statement 3: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause**: Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

Problem Statement 4: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

School Processes & Programs

Problem Statement 1: Based on student achievement data, our sub-populations of Asian students are under performing. **Root Cause**: There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.

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Problem Statement 4: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Perceptions

Problem Statement 1: While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. **Root Cause**: Lesson planning could benefit from a more intentional emphasis on high rigor and open-ended questioning. Additionally, higher-level questioning should be more purposefully integrated, and there is a need to better address the needs of Tier 2 students.

Problem Statement 2: Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. **Root Cause**: There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

Problem Statement 3: The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives. **Root Cause**: Families face barriers to PTA participation due to financial constraints and limited availability, which hinder their ability to engage fully with the organization.

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: District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Use campus staff (i.e Safety and Security Admin, School Resource Officer (SRO), counselor, and crisis intervention counselor) to work with campus administrators and teachers to identify and address safety and social emotional concerns. b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management. c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns. d) Conduct safety audits to identify security issues on campus. e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Schedule and monitor a minimum of two safety drills per month (1 fire and 1 other). **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Head Custodian, Security Guard, School Resource Officer (SRO) **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 5 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Reduce the cost of accidents resulting in workers' compensation claims by 5% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 5%. **Actions:** a) Develop and implement a campus-wide program that promotes an accident-free work environment b) Require staff to review district plan and campus plan through the SafeSchools platform c) Work with District Supervisors to provide mandatory safety training sessions d) Facilitate Safety Committee meetings per district plan e) Review and report claim information to decision makers f) Perform campus/building safety walk-throughs as required by district plan **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Nurse, Head Custodian, Security Guard, School Resource Officer (SRO) **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 5 - School Processes & Programs 3	25%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: The need for professional development aligned to district and campus initiatives is significant. **Root Cause**: Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

School Processes & Programs
Problem Statement 3: The need for professional development aligned to district and campus initiatives is significant. **Root Cause**: Turnover in recent years has reduced the number of teachers who have participated in necessary professional learning. Teachers do not know how to use Renaissance, which should be a data baseline tool. Analyzing reports is vital in order to plan for student learning gaps.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Implement system-wide practices appropriate for Emergent Bilinguals (EBs). The English Language Proficiency Status target is measured by the performance of Emergent Bilinguals each year on the Texas English Language Proficiency Assessment System (TELPAS). in 2023-2024, only 19.8% of EBs progressed 1 or more level; only 1.8% progressed 2 or more levels. For 2024-2025, our goal is 100% of all EBs will progress at least 1 level.

State Compensatory

Budget for Watauga Middle School

Total SCE Funds: $202,305.00
Total FTEs Funded by SCE: 2.08
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 Watauga Middle School

Name	Position	FTE
Ann Newhouse	Student Assistance Counselor	1
Kristi Wright	Reading Intervention	0.65
Olivia Davalos Alanis	Teacher	0.29
Sally Redmon	Teacher	0.14

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: **Amber Lopez** **Brittany Dickey**
Community Members: D. Nelson (Business Rep) J. Taylor (Business Rep) D. Serratt (Community Rep) K. Woodruff (Community Rep)
Teachers: A. Saujon T. Smith D. Garr J. Munoz

Parents: **Amber Lopez** **Brittany Dickey**
Administrators: S. Houston Shedd G. Chipman Dr. M. Choate
Other Campus and District Staff: Dr. A. May C. Thompson (District professional)

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, 68.91% 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.

We are also working to meet the needs of our Asian and White population Reading and Math Targets of +3%/=7% and +15/+11 respectively in the area of Academic Achievement.

We are also working to meet the needs of our Asian and White population Math Targets of +12/+6 respectively in the area of Academic Growth.

We are also working to meet the needs of our Asian and White population in the area of Student Success (Student Achievement Domain Score (STAAR Component Only)) with needing to grow +11% in the White category, +3% in the Asian category and +7% in the two or more race category.

2.5: Increased learning time and well-rounded education

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

- CHAMPS
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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

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

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as

schoolwide incentive programs, individual and class recognition's, 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 Plan was developed through the input and involvement of the following:

Parents: **A. Lopez** **B. Dickey** **A. Little**
Teachers: A. Jordan A. Saujon F. Truss T. Smith R. Garr G. Bergman J. Munoz K. Jordan
Administrators: S. Houston Shedd

Parents: **A. Lopez** **B. Dickey** **A. Little**
Other Campus and District Staff: C. Thompson Dr. A. May Community & Business Members: D. Nelson (Business Rep) J. Taylor (Business Rep) D. Serratt (Community Rep) K. Woodruff (Community Rep)

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

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2024-25:

- August Refresh Back to School Event (Saturday 9:00-1:00) at WG Thomas Coliseum
- September Meet the Teacher Night & Title I Meeting (Thursday) on campus
- October Title 1 Meeting through TEAMS
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January Open House (Thursday) on campus
- March Experience Birdville Event (Saturday 9:00-1:00)
- April Family Engagement Policy and Compact Revision (Wednesday) on campus
- CORE and Specials Parent Involvement Nights (one in the fall and one in the spring)

5.1: Determine which students will be served by following local policy

The Asian population will receive targeted intervention during the 2024-2025 School Year.

Leaders of Learners

Committee Role	Name	Position
LOL Leader	Shannon Houston	Principal
LOL Leader	Dr. April May	Instructional Facilitator
RLA Dept. Chair	Gina Bergman	Teacher
Math Dept. Chair	Ryan Ferrill	Teacher
Science Dept. Chair	Jared Gibson	Teacher
Specials Dept. Chair	Seini Mila	Teacher
SPED Dept. Chair	Geoffrey Toothe	Teacher

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	SCE Campus Staff		$202,305.00
				Sub-Total	$202,305.00
				Budgeted Fund Source Amount	$202,305.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Title I Tutors		$43,979.00
1	1	6	Professional Development		$20,000.00
1	2	4	Title I Family Engagement		$646.00
				Sub-Total	$64,625.00
				Budgeted Fund Source Amount	$64,625.00
				+/- Difference	$0.00

255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Facilitator		$86,948.00
1	1	4	Instructional Facilitator		$0.00
				Sub-Total	$86,948.00
				Budgeted Fund Source Amount	$86,948.00
				+/- Difference	$0.00
				Grand Total Budgeted	$353,878.00
				Grand Total Spent	$353,878.00
				+/- Difference	$0.00

Addendums

Continuum of Services at Watauga Middle School

Mainstream is an instructional arrangement for providing special education services according to individual education plans to eligible students with disabilities whose instruction is provided in the regular classroom setting with necessary special education support. This support shall be designed to enrich education in order to enable success of all students.

Inclusion is an instructional arrangement in which qualified special education personnel implement a student's IEP through indirect and/or support services to the student in the regular classroom setting. Inclusion may include a co-teach arrangement in which two or more certified teachers share responsibility for planning, instruction, and evaluation of all students, including those with IEPs.

Resource is an instructional arrangement for providing special education instruction and related services in a setting other than regular education for less than 50% of the regular school day. Resource classes are designed to provide direct instruction for students who have been identified as being multiple grade levels behind, and who need extensive modifications and accommodations that could not be provided in the regular classroom.

The Academic and Adaptive Behavior Learning Environment (AABLE) program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills.

The Alternative Curriculum Centered for Exceptional Student Success (ACCESS) program generally serves students with severe physical and/or mental impairments. Often times these students are not independently mobile, require assistance to care for their daily needs and may be considered medically fragile. Focus of instruction includes visual and auditory stimulation, motor skill development, assistive technology, developmentally appropriate academic instruction, interaction with others and communication skills. The ACCESS program assists students in developing communication, self-help and functional living skills in order to attain maximum independence.

Strategies/Actions

- Follow all IEP's with fidelity
- Collaborate/communicate with general education staff and parents to ensure student success
- Each program on the continuum of services will set realistic goals to improve student performance for the 2019-2020 school year.
- Case managers will complete failure reports each six weeks and submit them to assigned admin
    - https://docs.google.com/document/d/1HV4d4TlzQLtN9UlSdHsq4U1-T2tB_i-iM1vK8IiSpVs/edit
- The AABLE class has ability grouped their students and included rotations by content so that teachers can focus more in-depth on content and meeting the needs of individual students
- Continuation of AABLE program selling snacks to:
    - Provide real world skills in money handling, inventory, customer service, selling products, etc.
    - Supports necessary social skills and academic goals
    - Prepare them for high school
    - Support a field trip for our kids in the spring

WATAUGA MIDDLE SCHOOL
TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Statement of Purpose

The purpose of the Watauga Middle School Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. Watauga Middle has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their students. The campus will build capacities of staff, parents, families, and community members to work together as equal partners to improve achievement for all students.

Goals

- WMS will promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their students
- WMS will provide a safe and open atmosphere for parents and families to visit the school and to actively encourage parent and family support and assistance for school programs
- WMS staff will develop and deliver timely information and training to parents
- WMS will respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their students
- Parents and families support their student's learning at home and in school and serve as their student's advocate
- WMS will disseminate information to parents on all required Title 1 notifications

Annual Meeting

Watauga Middle School will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. The campus will also host a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their student's academic achievement.

Parents' Right to Know

Watauga Middle School will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their student, as well as any paraprofessionals who provide services to the student.

Building Capacity for Parent-School Partnerships

Watauga Middle School will facilitate the use of district resources by parents and families, including those provided through Birdville ISD parent liaisons and staff:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

School-Parent Compacts

Watauga Middle School will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the school and its families through regular two-way, meaningful communication. Watauga Middle will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Watauga Middle School has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Provide One-to-One Technology
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their student's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their student's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their student's learning include:

- Ensuring regular student attendance and the school provided One-to-One Technology is with them
- Participating in decisions related to their student's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications
- Monitoring academic progress via Focus and Canvas (as applicable)

Parent Engagement Evaluation

Each spring, Watauga Middle School will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, the campus will review the existing family engagement policy and make revisions as necessary.

ESCUELA INTERMEDIA WATAUGA
TÍTULO I, PARTE A, POLÍTICA DE COMPROMISO DE PADRES Y FAMILIAS

Declaración de Propósito
El propósito de la Política de Participación de Padres y Familias de la Escuela Watauga Middle es promover una asociación de trabajo altamente efectiva entre las familias y el personal. Watauga Middle ha adoptado la política para garantizar que brindemos a los padres y las familias oportunidades sustanciales y significativas para participar como socios iguales en la educación de estudiantes. El campus desarrollará las capacidades del personal, los padres, las familias y los miembros de la comunidad para trabajar juntos como socios iguales para mejorar el rendimiento de todos los estudiantes de la escuela.

Metas
● WMS promoverá la comunicación bidireccional (ambas partes) regular entre el hogar y la escuela.
● Los padres, las familias, los educadores y los miembros de la comunidad ayudaran a mejorar el rendimiento estudiantil al apoyar la participación de la familia en la educación de estudiantes.
● WMS proporcionará un ambiente seguro y abierto para que los padres y las familias visiten la escuela y promover activamente el apoyo y la asistencia de los padres y las familias para los diferentes programas escolares.
● El personal de WMS desarrollará y entregará información y capacitación oportuna a los padres de familia.
● WMS responderá a diferentes barreras tales como el idioma, la cultura, los niveles de educación y los horarios de trabajo de los padres de familia y las familias que pueden limitar las oportunidades de participar plenamente en la educación de estudiantes.
● Los padres y las familias apoyarán el aprendizaje de sus hijos tanto en el hogar como en la escuela y servirán como guía de estudiantes.
● WMS difundirá información a los padres sobre todas las notificaciones requeridas del Título 1

Reunión Anual
La escuela de Watauga llevará a cabo una reunión anual de padres para educar a los padres sobre el financiamiento del Título I y como se utilizará para apoyar la participación de los padres y la familia. El campus también organizará una cantidad flexible de reuniones con los padres durante el año escolar. El objetivo principal de estas reuniones será establecer a los padres de familia como socios iguales en el rendimiento académico de estudiantes.

Derecho de los Padres de Familia a saber.
La escuela de Watauga proporcionará a los padres de familia una notificación anual que describe el derecho de los padres a saber sobre las calificaciones profesionales de los maestros que instruyen a estudiantes, así como a cualquier paraprofesional que brinde servicios de estudiantes.

Crear la capacidad para la asociación entre padres y escuela.
La escuela de Watauga facilitará el uso de los recursos del distrito por parte de los padres y las familias, incluidos los proporcionados a través de los enlaces y el personal de Birdville ISD:
● Capacitación a padres de familia para comprender la evaluación estatal y local de los estudiantes y los resultados de las evaluaciones.
● Otros entrenamientos para padres basados en las necesidades y solicitudes.

● Enlaces a recursos de agencias externas, según se solicite.
● Clases de guía parental.
● Clases de ESL
● Entrenamiento de ayuda con la tarea
● Servicios de traducción para la tarea.
● Servicios de intérpretes para ARD, LPAC, asesoramiento, evaluaciones psicológicas, conferencias de maestros / directores con los padres en las escuelas del Título I, Parte A, reuniones de distrito, PTA y otros.

Pactos escuela-padres
La escuela de Watauga desarrollará y compartirá conjuntamente con los padres un pacto escuela-padres. El pacto entre la escuela y los padres describe cómo los padres, el personal y los estudiantes comparten la responsabilidad de mejorar el rendimiento académico de los estudiantes. También describe la asociación necesaria que debe desarrollarse entre la escuela y sus familias a través de una comunicación regular bidireccional y significativa. Watauga Middle realizará una revisión anual de colaboración de su pacto entre padres y escuela y realizará las revisiones que sean necesarias.

La escuela de Watauga tiene la responsabilidad de:
● Implementar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo.
● Proporcionar tecnología uno a uno
● Utilizar secciones relevantes del pacto escuela-padres para guiar las conferencias de padres y maestros.
● Proporcionar informes frecuentes a los padres sobre el progreso de sus estudiantes.
● Ofrecer a los padres acceso razonable al personal, oportunidades para ser voluntario y participar en la clase de sus hijos y observación de las actividades del aula.
● Iniciar y responder a las comunicaciones de los padres.

Las responsabilidades de los padres para apoyar el aprendizaje de sus estudiantes incluyen:
● Asegurar la asistencia regular de los estudiantes y la tecnología uno a uno proporcionada por la escuela esta con ellos
● Participando en decisiones relacionadas con la educación de sus estudiantes
● Monitorear el uso positivo del tiempo extracurricular, establecer hábitos saludables y modelar la alfabetización en el hogar
● Completar un formulario de inscripción de voluntario en línea y ser voluntario en el campus, siempre que sea práctico
● Iniciar y responder a las comunicaciones escolares.
● Monitoreo del progreso académico a través de Focus y Canvas (según corresponda)

Evaluación de participación de los padres
Cada primavera, la Escuela Secundaria Watauga reunirá un equipo, que incluye a los padres, maestros y miembros del personal del Título I, para revisar el contenido y la efectividad de las políticas y programas de participación familiar. La información de evaluación se recopilará a través de encuestas de padres que miden los niveles de participación familiar al tiempo que identifican las barreras para la participación de los padres. Con base en esta información y a través de un proceso de consulta colaborativa, el campus revisará la política de participación familiar existente y hará las revisiones que sean necesarias.

Watauga Middle School
Family/School Compact
2024 - 2025

The Family/School Compact is a voluntary agreement between students, parents, teachers and the administrators at Watauga Middle School. The Compact outlines how students, parents, teachers and the administrators will share responsibility in helping the students meet the state and district academic standards.

As a student, I will:

- Participate actively in my own learning.
- Attend school and arrive on time each day.
- Follow all school CHAMPs.
- Come to school with a positive attitude and maintain it throughout the day.
- Bring my BISD issued ChromeBook daily and ensure it is charged and/or bring the charger.
- Respect students, school staff, property, and myself.
- Complete all assigned work and understand it is **required** and not optional.
- Attend tutorials as needed/recommended by my teachers.
- Check my grades via Focus on-line weekly. http://schools.birdvilleschools.net/bisd.

As a parent/guardian, I will:

- Have my student attend school daily and arrive on time.
- Ensure my student brings their BISD issued ChromeBook daily as well as ensure it is charged and/or they bring their charger. If my student loses or breaks their ChromeBook and/or charger, I understand I am responsible for paying for them in order to replace them.
- Expect my student to practice self-discipline and show respect.
- Establish a time for homework, review it regularly and collaborate in my student's education which includes committing them to tutorials as/if needed.
- Attend parent/teacher conferences and openly communicate the needs of my student.
- Check my student's grades via Focus on-line weekly. http://schools.birdvilleschools.net/bisd. (Use of public library or school library computers is available.)

As teachers, we will:

- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners succeed.
- Respect students, parents, and community members as equal partners in the education process.
- Maintain an open line of communication between school and home.
- Ensure student progress is monitored timely through progress reports and reports cards:
  - First Nine Weeks: Aug.14th – Oct. 10th
  - Second Nine Weeks: Oct 15th – Dec. 19th
  - Third Nine Weeks: Jan. 7th – Mar. 13th
  - Fourth Nine Weeks: Mar. 24th – May 22nd
- Create a learning environment that will help develop responsible, caring and independent students.
- Ensure students have BISD issued technology for 1:1 capabilities.

As administrators, we will:

- Maintain high standards of academic achievement and positive behavior.
- Accept the challenge of helping all learners learn, all teachers teach and all parents feel proud.
- Respect students, parents, and community members as equal partners in the education process.
- Provide an environment that allows for positive communication between the students, parents and school staff.
- Support this form of students, parents and school staff involvement.

Watauga Middle School
Acuerdo entre Familias y Escuela
2024 - 2025

Un acuerdo entre familias y escuela es entre estudiantes, padres, maestros y los administradores de la escuela secundaria Watauga. El acuerdo se describe como los estudiantes, padres, maestros y los y administradores compartirán la responsabilidad en ayudar a los estudiantes a cumplir con los estándares académicos del estado y distrito.

Como estudiante yo:

- Participare en mi propio aprendizaje.
- Vendré a la escuela y llegar a tiempo.
- Seguiré las reglas de CHAMPs.
- Vendré con una actitud positiva durante el día.
- Traeré mi BISD Chromebook todos los días y asegurare de que esté cargada y / o traer el cargador.
- Respetare mi persona, otros estudiantes, personal de la escuela y propiedades de la escuela.
- Completare todo mi trabajo de la escuela y entender que es requerido y no una opción.
- Asistiré a tutoriales según sea necesario o recomendado por los maestros.
- Revisa mis calificaciones a través de Focus en línea semanalmente. http://schools.birdvilleschools.net/bisd.

Como padre/ tutor yo:

- Hare que mi hijo(a) asista a la escuela todos los días y llegar a tiempo.
- Asegurare que mi hijo a traiga su BISD Chromebook todos los días y que esté cargada y / o traerá el cargador. Si mi estudiante pierde o rompe su ChromeBook y / o cargador, entiendo que soy responsable de pagarlos para reemplazarlos.
- Asistiré a las conferencias de padres / maestros y comunicar abiertamente las necesidades de mi hijo(a).
- Checare las calificaciones de mi hijo a través de Focus semanalmente por línea http://schools.birdvilleschools.net/bisd. (En una biblioteca pública o las computadoras de la biblioteca de la escuela estarán disponibles).
    - Primeras nueve semanas: del 14 de agosto al 10 de octubre
    - Segundas nueve semanas: del 15 de octubre al 19 de diciembre
    - Tercera nueve semanas: del 7 de enero al 13 de marzo
    - Cuarta nueve semanas: del 24 de marzo al 22 de mayo
- Esperare de mi hijo(a) en la práctica de la autodisciplina y el respeto.
    - Estableceré un tiempo para la tarea, examinarla con regularidad y ser participé en la educación de mi hijo(a).

Como maestro yo:

- Mantendré alto rendimiento a nivel educativo y una actitud positiva.
- Aceptare el desafío de ayudar a todos los estudiantes a tener éxitos.
- Respetare a los estudiante, padres y miembros de la comunidad como socios iguales en el proceso educativo.
- Mantendré una línea abierta de comunicación entre escuela y casa.
- Asegurare que el progreso de los estudiantes sea monitoreado a tiempo mediante informes de progreso y boletas de calificaciones:
- Creare un ambiente de aprendizaje que ayudara a desarrollar la responsabilidad, cuidado y dependencia del estudiante
- Aseguraré de que los estudiantes tengan tecnología emitida por BISD para capacidades 1:1

Como administrador yo:

- Mantendré un alto rendimiento a nivel educativo y una actitud positiva.
- Aceptare el desafío de ayudar a todos los estudiantes a aprender, los maestros a ensenar, y los padres que se sientan orgullosos.
- Respetare a los estudiantes, padres y miembros de la comunidad como socios iguales en el proceso educativo.
- Proveeré un ambiente que permita la comunicación positiva entre los estudiantes, padres y el personal de la escuela.
- Apoyare esta forma de los estudiantes, los padres y personal escolar involucrado.

Birdville Independent School District

Smithfield Middle School

2024-2025 Campus Improvement Plan

Mission Statement

Smithfield Middle School seeks to provide all Raiders a safe and positive environment while encouraging a commitment to continued academic and social growth through challenging and meaningful learning opportunities in order to create resilient lifelong learners, leaders, and achievers in society.

Core Beliefs

Growth, Connections, Service

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Smithfield Middle School is located in the North East boundary of the Birdville Independent School District and serves approximately 826 students from Hurst, North Richland Hills, and Colleyville. Of the 826 students, 126 of those students are Open Enrollment students. These classes are comprised of the following demographics: Male Students-428 (51.8%) Female Students-398 (48.1%) White-66.4% Hispanic-18.6% Asian-4.8% Black-6% Other-3.5% Special Education-9.6% Gifted and Talented-18.9% Economically Disadvantaged-25.1% Students taking at least one honors Class-70%. Our demographic data does move up and down year by year but remains relatively stable.

Demographics Strengths

The medium income of our families does allow a large percent of our parents the ability to not work, thus allowing them more time to be direc their children's education. We firmly believe, that in order to successfully educate a child, a strong partnership between the home and the scho established. Our goal is to form this partnership with every one of our parents. The demographic of this area certainly allows us opportunities parents involved. Parental support and involvement is hardly ever an issue at Smithfield Middle School. Furthermore, many of our students co homes who one or both of the parents have college degrees. We feel that the importance of education is stressed not only while our students a also at home.

Student Achievement

Student Achievement Summary

Student Academic Achievement Summary

Smithfield Middle School has a tradition and culture of academic excellence. While the 20-21 school was a challenge and we did see a decrease in scores across the state, we were very proud of the numbers our students were able to achieve. When compared to our top 40 comparision group Smithfield Middle School ranked in the top 10 in every catogory.

6th grade Reading-88.1% (30% Masters)
7th grade Math-88% (43% Masters)
7th grade Reading-86% (36% Masters)
7th grade Writing-83% (21% Masters)
8th grade Math-88% (35% Masters)
8th grade Reading-87% (31% Masters)
8th grade Science-91% (54% Masters)
8th grade Social Studies-79% (29% Masters)
Algebra I-99% (90% Masters)

Student Achievement Strengths

The biggest challenge looking at the 20-21 data was to establish a baseline of comparision. Compared to like schools Smthfield Middle School performed well above the average of those schools in the state with similiar demographics.

We are pleased with this data as it indicates that instruction remained at at a high level during the difficult 20-21 school year. We will use the 21-22 school year to establish a new bseline and plane accordingly from there.

We hae already begun to identify learning gaps and have plans in place to adress those gaps. We realize however that this will be a long term plan and not something that will be soved within one instructional year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As our ELL population grows we have made a dedicated effort to hire more bilingual teachers. These efforts have paid off as we have gone from 2 bilingual teachers to 5 bilingual teachers in the past two years.

Looking ahead to the future we realize that we have several teachers who can retire within the next three years. We have identified furuter teacher leaders and are moving these people into leadership rolls in order to have a smooth transition plan.

Technology

Technology Summary

Once of the positive things that have come out of the COVID-19 pandemic is the push for greater technology on our campus. Now that we have moved to a one to one ratio, we will need to learn how to master ways in becoming profecient in the use of those tools. Plans for a data base of tools and best practices were created through the 20-21 school year. It was very obvious at the start of this school year that our teachers were much more comfortable with technology and have embraced the use of these tools. In fact, we are seeing a true desire and hunger to learn more. Were there was once resistance, we are now seeing an eagerness and desire to grow in the area of technology.

Demographics

Demographics Summary

Smithfield Middle School is located in the North East boundary of the Birdville Independent School District and serves approximately 830 students from Hurst, North Richland Hills, and Colleyville. These classes are comprised of the following demographics:

Male Students-53.2%
Female Students-46.8%

White-63.2%
Hispanic-20.7%
Asian-6.5%

Black-7.8%
Other-3.65%
Special Education-11.21%
Gifted and Talented-18.27%
Economically Disadvantaged-28.38%
Emergent Bilingual- 8%

Demographics Strengths

The medium income of our families does allow a large percent of our parents the ability to not work, thus allowing them more time to be directly involved in their children's education. We firmly believe, that in order to successfully educate a child, a strong partnership between the home and the school must be established. Our goal is to form this partnership with every one of our parents. The demographics of this area certainly allow us opportunities to get our parents involved. Parental support and involvement is hardly ever an issue at Smithfield Middle School. Furthermore, many of our students come from homes who one or both of the parents have college degrees. We feel that the importance of education is stressed not only while our students are at school but also at home.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While emergent bilingual students have been successful on state assessments, SMS staff need additional training to continue meeting the needs of these students. **Root Cause:** The emergent bilingual population has doubled in the last three years.

Student Learning

Student Learning Summary

Smithfield Middle School students performed very well on the individual STAAR assessments for 2023-2024. Reading scores for all students remained at 90%+ for the passing standard and 6th and 8th grade maintained averages at or above 90%. 6th grade reading improved in the meets and masters levels by 7.9% and 8.5% from 2022-2023. Math scores for all students averaged 89.3% for the passing standard and slightly increased in the Meets and Masters levels in 6th grade. Science remained at 90%+ for the passing standard and maintained the same meets and masters percentages from 2022-2023. Algebra students performed at the 100% score for Approaches, 99.1 for Meets level and 94.7% for the Masters level. Smithfield Middle School achieved the highest scores in the passing levels in 24 out of the 27 levels.

Students indicated that they were prepared for the STAAR assessment and the rigor of the new STAAR 2.0 questions. Special education students and Emergent Bilingual students continue to be an area that we will address for more support in the classroom through specific interventions and supports in and out of the classroom.

Student Learning Strengths

Smithfield Middle School has a tradition and culture of academic excellence. Success in academics is not only encouraged, it is expected from students, staff, and community. Students continue to be successful and competitive with schools most like us.

6th grade Reading-90% (42.1% Masters)
6th grade Math-94% (40.2% Masters)

7th grade Reading-87.6% (50.9% Masters)
7th grade Math-81.4% (35.8% Masters)

8th grade Reading-94.3% (51.7% Masters)
8th grade Math-92.9% (44.2% Masters)
8th grade Science-90.9% (34.8% Masters)
8th grade Social Studies-81.9% (24.5% Masters)
Algebra I-100% (94.7% Masters)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR state assessment data indicate a decrease in achievement levels on a majority of tests from 2022-2023 school year. **Root Cause:** The decrease in achievement is linked to a significant turnover in teaching staff, with 32 new hires since 2022, many of whom are new to the teaching profession and require additional support and training.

School Processes & Programs

School Processes & Programs Summary

The faculty and staff at Smithfield Middle School believe, that in order to be a top tier school, a campus must focus on both the culture and systems of the organization. When both culture and systems are well balanced and aligned, optimal learning conditions will be present.

Instructional- Smithfield Middle staff members are invested in best practices of teaching by using district initiatives designed around curriculum and instruction for student success. Smithfield teachers provide training for the district in implementing best practices teaching strategies. Throughout the year, teachers perform "Raider Rounds" where they observe other teachers teaching. This system allows teachers to provide feedback to improve their craft of teaching and managing students.

From 2022-2024, Smithfield Middle hired 30 new teachers, which makes up 58% of our teaching staff. Teachers are learning our systems and the processes that run the school. The challenge for the new teachers is to become as familiar with the systems and know how to use them.

Smithfield Middle School's fine art's programs have had a tradition of success. Band, choir, art, theatre lead the way in competitions and put an emphasis on being successful extra curricular activities for a well rounded education. Athletics is also an area students find success and growth during their time at Smithfield. Through football, basketball, volleyball, track, and cross country, students learn to compete and more importantly, they learn to work as a team and support one another. Smithfield Middle also offers off-campus gymnastics and tennis where they are able to compete in a specialized sport.

Special Education Programs: In addition to our regular special education program, SMS also supports the Regional Day School for the Deaf. This program serves 10-20 students who have profound hearing loss from all across North Texas. In addition to the RDSD program, SMS also serves as the cluster campus for students who are identified as Emotionally disturbed. The PASS program is designed to serve these students by working on both their academics and their behavior needs through a combination of self contained and inclusion classes. This program serves between 8-10 students per year.

School Processes & Programs Strengths

Smithfield Middle has many systems that help run the day-to-day operations that allow students to be successful. The Tutorial Board is a system that allows students to independently attend tutorials. This decreases barriers for students to seek help when they are in need. The Tutorial List system is a communication and accountability system that supports teachers and students. Teachers use the list to document missing assignments, and this is communicated to parents and students. The result of the system is students are accountable to turning in their missing assignments; students follow-through in completing the assignments; and student learning increases. This is the most important

system we use for student success.

The Raider Recovery System is to support students completing and turning in assignments. If a student has missing assignments, teachers add the assignments to a spreadsheet, so administration can communicate the missing assignments to the students and parents. Parents are emailed several times a week to notify them of the assignments and expectations for completing the assignments. The Raider Recovery System has recovered over 11,000 assignments over the last two years.

Smithfield Administration sends progress reports to students and parents with grades for all classes once a week to communicate student progress and concerns. Students and parents are also emailed once a week if a student is failing one or more classes. This allows for students and parents to have conversations about the grades and communicate with the teachers about a plan to improve the grade.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems. **Root Cause:** Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

Perceptions

Perceptions Summary

The perception and feeling on students and staff safety is 85% feel safe or believe their child is safe. There were no subject groups that was above 10% where they felt that Smithfield Middle was not a safe school. The leadership survey shows that administration is trusted, cultivate a culture of relationships, and have autonomy to do their job to the est of their ability. With 46% of the staff being new to SMS over the last two years, data is trending in a good direction. We hire teacher who have the same mission and vision as the current staff members.

Perceptions Strengths

Safety Survey Results

Safe and Orderly School
Students- 79% Yes, 7% No
Teachers- 89% Yes, 9% No
Parents- 88% Yes, 5% No

Referral Data from 2023-2024

0% Gang Related Activity
Vape Pen/Tobacco- 1
THC- 0

Leadership Survey
On a 4 point scale, teachers said they feel:
Connected with administration: 3.6
Connected with Staff: 3.5
Trust with Admin: 3.8
Culture of Relationships: 3.7
Autonomy: 3.8
Trusted: 3.8

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events.
Root Cause: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

Priority Problem Statements

Problem Statement 1: While emergent bilingual students have been successful on state assessments, SMS staff need additional training to continue meeting the needs of these students.

Root Cause 1: The emergent bilingual population has doubled in the last three years.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems.

Root Cause 2: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events.

Root Cause 3: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

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: 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

High Priority

Evaluation Data Sources: Secondary: Renaissance STAR Assessments (grades 6-8, reading and mathematics), iStation (grade 7 diagnostic for reading difficulties), TEA Interim reading/ELA and mathematics (grades 6-8, and Algebra)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support the implementation of Tier 1 priorities within each content area. **Actions:** A. Math- Engage students with content vocabulary using interactive word walls. B. Social Studies- Analyze written and visual primary and secondary sources, including maps, graphs, political cartoons, and timelines. C. Science- Engage students with content vocabulary using interactive word walls and tracking data on student mastery of content vocabulary. D. Reading/Language Arts- Conduct student writing conferences using assessment data and rubrics. **Staff Responsible for Monitoring:** Department Chairs Campus Administration **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Instructional Facilitator - 255 - Title II - $85,885	30%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

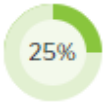
Problem Statement 1: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems. **Root Cause**: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

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.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Smithfield Middle School will utilize the BISD Targeted Action Plan to address underperforming student groups. **Actions:** C. Train teachers using SIOP strategies for emergent bilingual students. A. Create a watchlist for students who did not pass STAAR or had limited growth in math and reading. B. Track progress on screeners, quarterly class grades, interim assessments, discipline, attendance, and connections with peers/adults. C. Provide various supports for students on the watchlist based on academic, behavioral, and personal needs, such as tutoring, peer support groups, conferences with teachers and parents, and or tutorial schedules D. Communicate with students, teachers, and parents the progress of students on the watchlist throughout the year and make adjustments to interventions and supports as needed. **Staff Responsible for Monitoring:** Caseworkers Campus Administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $223,165				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: While emergent bilingual students have been successful on state assessments, SMS staff need additional training to continue meeting the needs of these students. **Root Cause**: The emergent bilingual population has doubled in the last three years.

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

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

Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School. **Actions:** A. Crisis counselor provide monthly training to staff on strategies for identifying students who may be in distress or in-need of support. B. Identify a student of the month that highlights strong character and leadership qualities. C. Offer parent information sessions once a semester covering parenting of teens and common teen behavior and development. D. Maintain district Character Strong program through elective classes once a week. E. Create a principal advisory committee to elicit feedback and ideas from student leaders on how to enhance the culture among the students. **Staff Responsible for Monitoring:** Counseling Department, Department Chairs, Campus Administration **Problem Statements:** Perceptions 1	15%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

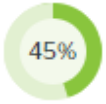
Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events. **Root Cause**: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

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: Create a culture of respect and expectations for students to be successful.

Evaluation Data Sources: Behavioral RtI data records, Discipline Reports, Staying Inside the Circle form data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement school wide systems that support positive student behavior, restorative practice, and additional behavioral support for students. **Actions:** A. Teachers post and refer to their CHAMPS posters in order to create clear communication and consistent expectations. B. CHAMPS expectations will be aligned in common spaces throughout the building . C. Hold behavioral Response to Intervention (RTI) committee meetings to review discipline data every four weeks and recommend Tier Placement and interventions. D. Teachers utilize "Staying Inside the Circle Form" as a restorative strategy to allow for conversation between a staff and student to address misbehavior. E. Administration will collect quarterly data from behavioral referrals and Stay Inside the Circle Forms to identify student needs and counseling referrals. F. Students participate in the SMS TRUST Card incentive system to promote positive behavior and responsibility. **Staff Responsible for Monitoring:** Campus Administration, Staff **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events. **Root Cause**: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor attendance rate to identify low attendance and promote attendance at school through a reward system. **Actions:** A. Track student attendance to identify excessive absences in order to communicate with parents. B. Partner with local businesses to identify incentives to students with perfect attendance and improved attendance on a weekly basis. C. Post daily attendance rate taken by teacher and run reports at the end of the day to identify teachers not taking attendance. D. Run a daily unexcused absence report and contact parents. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Attendance Clerk, Attendance Officer **Problem Statements:** School Processes & Programs 1 - Perceptions 1	25%	75%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

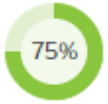
School Processes & Programs
Problem Statement 1: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems. **Root Cause**: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

Perceptions
Problem Statement 1: Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events. **Root Cause**: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff will rely on data to plan, instruct, and assess students. The PDSA process will be evident in their practice. **Actions:** A. Lesson plans will incorporate the essential elements of a lesson plan to ensure Tier 1 Priorities are evident in the delivery of the content. B. Teachers will move to Aware for all assessments given to students to allow for teachers to extract data for analysis. C. Teachers use a campus approved assessment data analysis protocol to analyze, compare, and discuss data in order to identify strengths and areas to address in assessments and student learning. D. Teachers will implement district initiatives when planning, teaching, and assessing (tier 1 priorities and Plan, Do, Study, Act (PDSA), 5 PLC questions). **Staff Responsible for Monitoring:** Campus wide **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

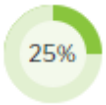
Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems. **Root Cause**: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

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

Performance Objective 1: Smithfield Middle School students will grow with each other by staff supporting initiatives that promote self discovery, values, advocacy, and empathy.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Infuse Community of Respect (CORE) values into all elements of the school culture **Actions:** A. Support CORE values through various student incentive programs across grade levels. Examples-TRUST cards, Staying Inside the Circle form, and Raider Bucks. These programs focus on continually recognizing students who display positive attributes. B. Present Character Strong lessons on a weekly basis to students in order to build community and connections throughout the campus. C. Create a teacher CORE Values committee to identify students who demonstrate CORE values. D. Educate students on Anonymous Alerts, Crime Stoppers, and incident reporting to support students who are in need. E. Educate students on safety topics related to exterior doors remaining shut and locked. F. Continue Camp Connect Group to promote self-discovery, empathy, and community service. **Staff Responsible for Monitoring:** Crisis Counselor and Lead Counselor, Administration. **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems. **Root Cause**: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

Perceptions

Problem Statement 1: Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events. **Root Cause**: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a culture of safety among the staff and students for awareness. **Actions:** A. Administer a student safety survey to determine what students know about safety policies and Standard Response Protocols for planning future trainings. B. Create scenario based situations during drills that will require students and staff to alter planned exit routes. C. Conduct weekly walks with the head custodian inside and outside the building, develop plans to address safety issues. D. Conduct monthly safety committee meetings to discuss topics for upcoming training, review accident reports and plan to minimize accidents in the future. E. Educate parents, students, and staff on Standard Response Protocol (SRP) for awareness and efficiency during drills or a crisis. **Staff Responsible for Monitoring:** Campus Administration, Head Custodian, Cafeteria Manager, security guard, SRO **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Smithfield Middle School hired thirty new teachers in the last two years, leading to a period of adjustment as these staff members familiarize themselves with established processes and systems. **Root Cause**: Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity.

Perceptions

Problem Statement 1: Smithfield Middle needs to improve the way parents and community members are involved in helping at campus or extracurricular events. **Root Cause**: Parents became less involved with school activities after COVID-19 due to restrictions from the state.

State Compensatory

Budget for Smithfield Middle School

Total SCE Funds: $223,165.00
Total FTEs Funded by SCE: 1.65
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 Smithfield Middle School

Name	Position	FTE
Marvin Shannon	Student Assistance Counselor	1
Nicole Pool	Reading Interventionist	0.65

Title I Personnel

Name	Position	Program	FTE
Mary Hadley	Instructional Coach	Title II	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	SCE Campus Personnel		$223,165.00
				Sub-Total	$223,165.00
				Budgeted Fund Source Amount	$223,165.00
				+/- Difference	$0.00

255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Facilitator		$85,885.00
				Sub-Total	$85,885.00
				Budgeted Fund Source Amount	$85,885.00
				+/- Difference	$0.00
				Grand Total Budgeted	$309,050.00
				Grand Total Spent	$309,050.00
				+/- Difference	$0.00

Addendums

2023 STAAR PERFORMANCE

	6TH READING			7TH READING			8TH READING		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	82%	56%	29%	95%	78%	50%	99%	78%	48%
2020	COVID-19								
2021	88%	57%	30%	86%	62%	36%	87%	57%	31%
2022	90%	68%	43%	93%	78%	57%	94%	78%	53%
2023	90%	70%	34%	94%	77%	49%	96%	82%	57%
2022-2023 Comparison	0%	2%	-9%	1%	-1%	-8%	2%	4%	4%
2019-2023 Comparison	8%	14%	5%	-1%	-1%	-1%	-3%	4%	9%

	6TH MATH			7TH MATH			8TH MATH		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	96%	85%	60%	98%	87%	61%	100%	97%	55%
2020	COVID-19								
2021	94%	81%	50%	88%	71%	43%	88%	80%	35%
2022	96%	76%	38%	93%	83%	58%	96%	82%	49%
2023	94%	75%	36%	95%	81%	47%	95%	84%	50%
2022-2023 Comparison	-2%	-1%	-2%	2%	-2%	-11%	-1%	2%	1%
2019-2023 Comparison	-2%	-10%	-24%	-3%	-6%	-14%	-5%	-13%	-5%

	8TH SCIENCE			8TH SOCIAL STUDIES			ALGEBRA		
	APP	MEETS	MASTERS	APP	MEETS	MASTERS	APP	MEETS	MASTERS
2019	98%	85%	63%	88%	53%	29%	100%	100%	98%
2020	COVID-19								
2021	91%	74%	54%	79%	54%	29%	99%	99%	90%
2022	92%	67%	44%	81%	49%	33%	100%	100%	100%
2023	93%	75%	35%	84%	56%	32%	100%	100%	97%
2022-2023 Comparison	1%	8%	-9%	3%	7%	-1%	0%	0%	-3%
2019-2023 Comparison	-5%	-10%	-28%	-4%	3%	3%	0%	0%	-1%

PASSING PERCENTAGES INCREASED 6 OF 9 AREAS

MEETS CATEGORY INCREASED IN 5 OF 9 AREAS

MASTERS CATEGORY INCREASED IN 2 OF 9 AREAS

Birdville Independent School District

North Ridge Middle School

2024-2025 Campus Improvement Plan

Mission Statement

Through collaborative practice, purposeful work, and responsive review,

North Ridge Middle School will

empower lifelong learners who will value creativity and diversity as they

deepen strong moral character within a meaningful, safe, and stimulating learning environment.

Vision

Through open, honest communication with our students, parents, and colleagues, we will foster a safe environment committed to creating a lifelong love of learning. Students will know that their successes are due to their hard work and effort. Through our example, our students will learn to respect themselves, their peers, and gain a yearning for self-improvement. Their educational experience will instill the belief that they can succeed and will continue to contribute

Value Statement

1. We build strong relationships on our campus in which our encounters are personal and meaningful, with a goal to produce a positive, proactive work environment.

2. We see all challenges as opportunities and we own them.

3. We embrace the opportunity to continually grow through a refusal to be complacent, a desire to be the best, and functioning within a system that supports reflective practice.

4. We value the differences inherent in each stakeholder and place ourselves in a position of reciprocal

trust and transparency to be relied upon for the unique strengths we bring to the table.

5. We are adaptive and transparent.

6. We celebrate the success of one another.

7. We set clear expectations and boundaries, as well as provide an engaging learning environment.

8. We know our roles. We clarify them often and provide additional assistance when and where needed.

9. We seek to create unique, rigorous, and real-world experiences.

10. We respond to the needs of our students with a sense of urgency and adhere to the belief in a holistic approach to helping each student grow academically and socially.

11. We strive to anticipate the explicit and implied needs of our students and staff members.

12. We strive to ensure that our school is safe, clean, comfortable, and maintained to the strictest standards.

13. We use data to guide our decisions, improve and develop the learner, and to evaluate our effectiveness.

14. We strive for perfection in order to be excellent.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

North Ridge Middle School currently serves 661 students:

Students - Hispanic 27%, American Indian 1%, Asian 3%, African American 7%, Native Hawaiian 0.61%, White 55%, and Two or More races 6% Staff - African American 4%, Hispanic 7%, White 85%, Asian 2%, Two or More Races 2%

Demographics Strengths

North Ridge Middle has a welcoming and collaborative culture that excels in continuious improvement focusing on student learning and student achievement.

"The Ridge Way" culture has contributed to an increase in: OHI survey of positivity, collaboration, and overall well-being of NRMS.

NRMS - Distinction earned in Science

NRMS - Distinction earned inPostsecondary Readniess

NRMS- Distinction earned in Social Studies

LEP students trending up in 6th grade Math.

Performance Index:

Index 1-Target score=60, NRMS=90

Index 2-Target score=68, NRMS=74

Index 3-Target score=60, NRMS=85

Index 4-Target score=75, NRMS=83

6th Grade: Demonstates increased in Reading scores across demographic areas in both %Level II and %Level III.

7th Grade: Demonstrates increases in Math %Level II, and increase in Math, Reading and Writing %Level III.

8th Grade: Demonstates increases in overall Math, Black/African American, Hispanic %Level II, and increase in %Level III overall, Eco. Dis., and Black/ African American.

Student Achievement

Student Achievement Summary

2017	#of Students	%Level II	%Level III	**Math 6th**	**2018** #of Students	%Level II	%Level III
Grade 6	232	57.76%	30.17%		221 ^	84.62% ^	22.64%
Eco. Dis.	90	46.67%	17.78%		71 ^	78.87% ^	19.72%
Black/AA	13	46.15%	15.38%		11 ^	81.82% ^	9.09%
Hispanic	57	86.0%	20.0%		50 ^	88.89% ^	22.22%
LEP	10	33.33%	0.0%		6 ^	40.0% =	0.0%
Spec. Ed.	23	50.0%	8.33%		12 v	33.33% v	0.0%

2017	#of Students	%Level II	%Level III	Reading **6th**	**2018** #of Students	%Level II	%Level III
Grade 6	232	71.79%	28.63%		227 ^	83.7% ^	28.63%
Eco. Dis.	91	65.91%	17.33%		75 ^	70.67% ^	17.33%
Black/AA	13	69.23%	16.67%		12 ^	75.0% ^	26.67%
Hispanic	57	36.84%	21.15%		52 ^	69.23% ^	21.15%
LEP	10	30%	0.0%		6 ^	16.67% =	0.0%
Spec. Ed.	23	4.35%	15.38%		13 =	61.54% =	15.38%

2017	#of Students	%Level II	%Level III	**Math 7th**	2018 #of Students	%Level II	%Level III
7th Grade	232	90.76%	37.75%		249 ^	90.76% ^	37.75%
Eco. Dis.	90	87.5%	26.14%		88 ^	87.95% ^	26.51%
Black/AA	13	66.67%	27.78%		18 ^	75.0% ^	31.25%
Hispanic	57	87.72%	28.9%		57 v	85.97% =	28.0%
LEP	10	71.43%	14.29%		7 =	71.43% =	14.29%

Spec. Ed.	23	100.00%	0.0%		3	=	100.00%	=	0.0%

2017	#of Students	%Level II	%Level III	**Reading 7th**	2018 #of Students		%Level II		%Level III
7th Grade	216	64.81%	24.0%		219	v	56.16%	^	36.99%
Eco. Dis.	87	50.57%	19.54%		89	v	39.33%	^	23.6%
Black/AA	15	50%	14.29%		18	^	33.33%	^	26.67%
Hispanic	59	58.62%	15.52%		57	v	49.15%	V	32.2%
LEP	10	10%	0%		7	v	10%	=	10%
Spec. Ed.	14	14.29%	0%		4	v	21.4%	=	14.29%

2017	#of Students	%Level II	%Level III	**Writing 7th**	2018 #of Students		%Level II		%Level III
7th Grade	216	64.81%	24.07%		244	v	89.34%	^	32.38%
Eco. Dis.	87	50.57%	19.54%		87	v	82.76%	^	20.69%
Black/AA	14	50%	14.29%		16	^	75.0%	^	31.25%
Hispanic	58	58.62%	15.52%		58	v	84.48%	v	20.69%
LEP	10	57.14%	0.0%		8	v	50.0%	=	0.0%
Spec. Ed.	14	60.0%	0.0%		4	v	50.0%	=	0.0%

2017	#of Students	%Level II	%Level III	**Math 8th**	2018 #of Students		%Level II		%Level III
8th Grade	156	59.62%	15.38%		163	^	87.12%	^	1.84%
Eco. Dis.	63	50.79%	7.94%		72	v	83.61%	^	3.28%
Black/AA	17	52.94%	17.65%		14	^	63.64%	^	0%
Hispanic	37	64.86%	8.11%		43	^	82.93%	v	2.44%
LEP	7	42.86%	14.29%		6	V	1005	=	0.0%
Spec. Ed.	19	36.84%	0.0%		1	v	0.0%	=	0.0%

2017	#of Students	%Level II	%Level III	**Reading 8th**	2018 #of Students	%Level II	%Level III
8th Grade	231	58.44%	35.93%		228	^ 91.67%	V 34.65%
Eco. Dis.	78	44.87%	19.23%		84	^ 85.51%	V 20.29%
Black/AA	19	42.11%	21.05%		18	^ 86.67%	v 20.0%
Hispanic	47	56.36%	29.09%		58	^ 85.11%	^ 17.02%
LEP	1	28.57%	0.0%		8	= 100.00%	= 0.0%
Spec. Ed	2	100.00%	50.0%		3	v 100%	v 50.0%

2017	#of Students	%Level II	%Level III	**Science 8th**	2018 #of Students	%Level II	%Level III
8th Grade	228	91.67%	34.65%		243	^ 91.77%	^ 36.63%
Eco. Dis.	69	85.51%	20.29%		84	v 82.14%	^ 28.57%
Black/AA	15	86.67%	20.0%		18	v 72.22%	^ 27.70%
Hispanic	47	85.11%	17.02%		58	^ 89.66%	^ 27.59%
LEP	1	100.0%	0.0%		8	v 75.0%	^ 0.0%
Spec. Ed.	2	100.0%	50.0%		2	v 0.0%	v 0.0%

2017	#of Students	%Level II	%Level III	**Social Studies 8th**	2018 #of Students	%Level II	%Level III
8th Grade	229	54.15%	29.26%		230	^ 80.87%	v 20.87%
Eco. Dis.	77	35.06%	14.29%		70	v 71.34%	v 12.86%
Black/AA	19	31.58%	10.53%		15	^ 66.67%	v 13.33%
Hispanic	55	60%	30.91%		46	v 78.28%	^ 4.35%
LEP	7	25.57.0%	0.0%		1	v 100%	= 0.0%

Spec. Ed.	2	50.0%	50.0%		2	v	0.0%	v 0.0%

2017-18 School Report Card:

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STAAR ALT 2 Data

	April 2018 STAAR Alternate 2 Mathematics, Grade 6				**April 2019 STAAR Alternate 2 Mathematics, Grade 6**			
	Total Students	**Percent Score**	**Meets GL**	**Accomplished**	**Total Students**	**Percent Score**	**Meets GL**	**Accomplish**
047 - North Ridge Middle School	10	86%	100%	60%	7	82.14%		4
Economic Disadvantage	5	87.20%	100%	60%	4	82.25%		
Black/African American	2	94%	100%	100%	-	-	-	-
Hispanic	4	77.75%	100%	50%	3	80.33%		3
LEP	1	88%	100%	100%	2	81.50%		
Special Ed Indicator	10	86%	100%	60%	7	82.14%		4
	April 2018 STAAR Alternate 2 Reading, Grade 6				April 2019 STAAR Alternate 2 Reading, Grade 6			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	10	82.20%	100%	40%	7	83.14%		5
Economic Disadvantage	5	85.20%	100%	60%	4	79%		
Black/African American	2	92.50%	100%	100%	-	-	-	-
Hispanic	4	71.50%	100%	0%	3	82.67%		3
LEP	1	68%	100%	0%	2	84%		
Special Ed Indicator	10	82.20%	100%	40%	7	83.14%		5
	April 2018 STAAR Alternate 2 Mathematics, Grade 7				April 2019 STAAR Alternate 2 Mathematics, Grade 7			

	April 2018 STAAR Alternate 2 Mathematics, Grade 6				April 2019 STAAR Alternate 2 Mathematics, Grade 6			
	Total Students	**Percent Score**	**Meets GL**	**Accomplished**	**Total Students**	**Percent Score**	**Meets GL**	**Accomplish**
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	6	88.67%	100%	66.67%	9	80.33%		4
Economic Disadvantage	3	84.67%	100%	33.33%	5	84.40%		
Black/African American	-	-	-	-	2	93%		
Hispanic	2	81.50%	100%	50%	3	71%		3
LEP	-	-	-	-	1	85%		
Special Ed Indicator	6	88.67%	100%	66.67%	8	78.75%		3
	April 2018 STAAR Alternate 2 Reading, Grade 7				April 2019 STAAR Alternate 2 Reading, Grade 7			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	6	92.33%	100%	66.67%	9	85%		3
Economic Disadvantage	3	89.33%	100%	33.33%	5	88.40%		
Black/African American	-	-	-	-	2	94%		
Hispanic	2	90.50%	100%	50%	3	77%		
LEP	-	-	-	-	1	78%		
Special Ed Indicator	6	92.33%	100%	66.67%	8	84.38%		
	April 2018 STAAR Alternate 2 Writing, Grade 7				April 2019 STAAR Alternate 2 Writing, Grade 7			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	6	46%	100%	66.67%	9	87.11%		6
Economic Disadvantage	3	45%	100%	66.67%	5	92.60%		
Black/African American	-	-	-	-	2	94%		
Hispanic	2	40%	100%	0%	3	83.33%		3
LEP	-	-	-	-	1	100%		
Special Ed Indicator	6	46%	100%	66.67%	8	85.75%		6
	April 2018 STAAR Alternate 2 Mathematics, Grade 8				April 2019 STAAR Alternate 2 Mathematics, Grade 8			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	4	94%	100%	100%	7	83.29%		4

	April 2018 STAAR Alternate 2 Mathematics, Grade 6				April 2019 STAAR Alternate 2 Mathematics, Grade 6			
	Total Students	**Percent Score**	**Meets GL**	**Accomplished**	**Total Students**	**Percent Score**	**Meets GL**	**Accomplish**
Economic Disadvantage	1	95%	100%	100%	4	81%		
Black/African American	2	92.50%	100%	100%	1	78%		
Hispanic	-	-	-	-	2	79%		
LEP	-	-	-	-	-	-	-	-
Special Ed Indicator	4	94%	100%	100%	7	83.29%		4
	April 2018 STAAR Alternate 2 Reading, Grade 8				April 2019 STAAR Alternate 2 Reading, Grade 8			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	4	91.75%	100%	75%	7	80%		2
Economic Disadvantage	1	98%	100%	100%	4	79%		
Black/African American	2	95.50%	100%	100%	1	73%		
Hispanic	-	-	-	-	2	75.50%		
LEP	-	-	-	-	-	-	-	-
Special Ed Indicator	4	91.75%	100%	75%	7	80%		2
	April 2018 STAAR Alternate 2 Science, Grade 8				April 2019 STAAR Alternate 2 Science, Grade 8			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	4	89.75%	100%	50%	7	88.14%		2
Economic Disadvantage	1	98%	100%	100%	4	87.75%		
Black/African American	2	93%	100%	50%	1	88%		
Hispanic	-	-	-	-	2	84%		
LEP	-	-	-	-	-	-	-	-
Special Ed Indicator	4	89.75%	100%	50%	7	88.14%		2
	April 2018 STAAR Alternate 2 Social Studies, Grade 8				April 2019 STAAR Alternate 2 Social Studies, Grade 8			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
047 - North Ridge Middle School	4	89.75%	100%	50%	7	79.29%		2
Economic Disadvantage	1	98%	100%	100%	4	76%		
Black/African American	2	90.50%	100%	50%	1	63%		
Hispanic	-	-	-	-	2	71.50%		

	April 2018 STAAR Alternate 2 Mathematics, Grade 6				April 2019 STAAR Alternate 2 Mathematics, Grade 6			
	Total Students	Percent Score	Meets GL	Accomplished	Total Students	Percent Score	Meets GL	Accomplish
LEP	-	-	-	-	-	-	-	-
Special Ed Indicator	4	89.75%	100%	50%	7	79.29%		2

Student Achievement Strengths

6th Grade: Demonstates increased in Math scores across demographic areas in both %Level II and %Level III.

7th Grade: Demonstrates increases in Math %Level II, and increase in Math, Reading and Writing %Level III.

8th Grade: Demonstates increases in overall Math, Black/African American, Hispanic %Level II, and increase in %Level III overall, Eco. Dis., and Black/ African American.

District Culture and Climate

District Culture and Climate Summary

At North Ridge Middle we strive to maintain a culture and climate predicated on ensuring that high levels of learning take place every day for all students. Through courageous leadership, pertinent professional development, access to more technology than ever before and support of our Professional Learning Community framework, we make sure that students and teachers have the resources necessary to succeed.

We have a zero-tolerance policy when it comes to bullying and we take preventative measures at the beginning of the school year by bringing in one of the best presenters in the area.

Students at North Ridge Middle also excel in a wide variety of extra-curricular activities that lend themselves to helping students grow academically and socially. Athletics and Fine Arts students typically demonstrate high levels of excellence and their programs do a lot to enhance the environment and to attribute to a positive esteem building experience for our students.

Our vision, mission, and beliefs guide the work at North Ridge Middle School. They embody our collective thoughts around how we value, serve, and cultivate our students.

Our Culture

North Ridge Middle School is refining The Ridgeway Mystique, a culture where education is student centered and hinged upon building relationships.

North Ridge Middle School evaluates our opportunities, as we strive as a community to be better tomorrow than we were today in an effort to create success for all.

North Ridge Middle School provides a bright, clean, loving, welcoming learning environment for our students, our colleagues and our community to learn and grow.

North Ridge Middle School is open and transparent and invites collaboration to refine our goal of maintaining our student-first philosophy.

Vision

Through open, honest communication with our students, parents, and colleagues, we will foster a safe environment committed to creating a lifelong love of learning. Students will

know that their successes are due to their hard work and effort. Through our example, our students will learn to respect themselves, their peers, and gain a yearning for self - improvement. Their educational experience will instill the belief that they can succeed and will continue to contribute to a productive society.

Mission

Through collaborative practice, purposeful work, and responsive review, North Ridge Middle School will empower lifelong learners who will value creativity and diversity as they deepen strong moral character within a meaningful, safe, and stimulating learning environment.

CORE Values and Beliefs

1. We build strong relationships on our campus in which our encounters are personal and meaningful, with a goal to produce a positive, proactive work environment.
2. We see all challenges as opportunities and we own them.
3. We embrace the opportunity to continually grow through a refusal to be complacent, a desire to be the best, and functioning within a system that supports reflective practice.
4. We value the differences inherent in each stakeholder; place ourselves in a position of reciprocal trust and transparency to be relied upon for the unique strengths we bring to the table.
5. We are adaptive and transparent.
6. We celebrate the success of one another.
7. We set clear expectations and boundaries, as well as a provide an engaging learning environment.
8. We know our roles. We clarify them often and provide additional assistance when and where needed.
9. We seek to create unique, rigorous, and real world experiences.
10. We respond to the needs of our students with a sense of urgency and adhere to the belief in a holistic approach to helping each student grow academically and socially.
11. We strive to anticipate the explicit and implied needs of our students and staff members.
12. We strive to ensure that our school is safe, clean, comfortable, and maintained to the strictest standards.
13. We use data to guide our decisions, improve and develop the learner, and to evaluate our effectiveness.
14. We strive for perfection in order to be excellent.

District Culture and Climate Strengths

Students and teachers feel like they are safe when they enter the doors of North Ridge Middle School.

The stakeholders in our community are highly involved and visible which is a tremendous advantage that we embrace.

Students are well-behaved and take school seriously.

North Ridge Middle is highly structured and this helps translate to an environment that is conducive to positive and respectful behavior. NRMS also has created "The Ridge Way", a positive behavior team attended by teachers from each grade and department.

Continuous Improvement: Attendance and academic goal boards are in front of the school to promote positive growth in these areas. Throughout the building, our departments and individual classes promote and demonstrate progress by graphing and charting student and class growth based on common assessments.

C.O.R.E. values are evident throughout the building. In the main hall on display are the values as well as in every classroom. Each month NRMS teachers select worthy students who have demonstrated the C.O.R.E. value for the month. The students are acknowledged and rewarded.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

New teachers to NRMS are assigned mentors to help in their growth.

Teachers are evaluated yearly on the T-TESS statement.

We seek teachers that are talented, highly motivated, student-centered and that are able and willing to go the extra mile for students.

All staff are highly qualified in the content area that they teach.

Staff Quality, Recruitment, and Retention Strengths

High-quality staff.

NRMS has attracted several Master Teachers from various campuses district-wide.

NRMS retains staff by being inclusive and allowing all staff members to feel like their voice can be heard at all times. Our building also promotes and encourages an environment for leaders to grow throughout the building.

The collaborative, collegial atmosphere of NRMS lends itself to retention of excellent staff members and the recruitment of like-minded individuals.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At North Ridge Middle School we strictly adhere to the state standards and the district curriculum. We work diligently to make sure that there is the

appropriate alignment and that the TEKS are taught at the appropriate depth, complexity and rigor.

Our Professional Learning Communities meet daily to look at data from common assessments, engaging lesson design and ensure that there are no gaps in

our system.

NRMS also provides an additional conference period for our Department Heads to facilitate more leadership density and accountibility.

Curriculum, Instruction, and Assessment Strengths

PLC are highly functioning and there are numerous examples of the continuous improvement framework in our hallways with data displayed by teachers. We utilize common assessments to guide future instruction and aid in remediation.

We utilize the district content area consultants to come out and meet with content areas regularly.

As we grow in the PLC process we are more intentional with our approach and dive into the data at a much deeper level than before when planning lessons.

NRMS uses the protocols to enrich the PLC discussion.

PDSA is practiced/developing throughout our classrooms to reflect upon our practices and improve student proformance.

Progressing with the implementations of the Work Shop Model, vocabulary, Word Wall, and SMART goals.

Family and Community Engagement

Family and Community Engagement Summary

Our stakeholders are highly involved in our school and take great pride in it.

Average North Ridge Parent or fan:

Choir average attendance: 150 to 200

Band average attendance: 600-700

Theater average attendance: 100-125

Football average attendance: 100-150

Volleyball average attendance: 30-60

Basketball average attendance: 60-80

National Jr. Honor Society Induction: 175-200

Family and Community Engagement Strengths

PTA involvement within our building with volunteers.

High turnout for extra curricular activities and Meet the Teacher events.

Parent communication has greatly improved as use the Remind101 system, school-wide, Facebook, Instagram, Twitter, and teacher web-pages.

Each teacher is required to contact every family within the first six-weeks of school to touch base with the parents/guardians. We feel this will help our bond with the parents and help with our partnership.

Technology

Technology Summary

Tier 2 Math - 10 Chromebooks in each math classroom for Compass/stations.

Tier 2 Reading - A lab with new laptops for interventions.

Tier 3 - Some computers in the smaller math and reading interventionists rooms

We have computers for use in the content mastery room.

4 student computers in each ELA classroom.

Demographics

Demographics Summary

North Ridge Middle School currently serves 662 students:

55.1% White

27.0% Hispanic

7.0% Black/African American

3.2% Asian

6.1% Two or More Races

.5% American Indian or Alaska Native

Other sub populations include:

13.79% - Students receive Special Educations services

9.5% - Students are identified as Gifted and Talented

48.00% - Students are taking one of more Career and Technology courses

7.6% - Emergent Bilingual Students

42.6% - Economically Disadvantaged Students

46.1% - Students identified as At Risk

Demographics Strengths

North Ridge Middle has a welcoming and collaborative culture that excels in continuous improvement focusing on student learning and student achievement.

"The Ridge Way" culture has contributed to an increase in: OHI survey of positivity, collaboration, and overall well-being of NRMS.

6th Grade: Demonstrates overall consistency in Reading scores in with a rise in areas of Approached to Meets.

7th Grade: Demonstrates overall increase in our LEP students in Reading over the last year. This indicates that SIOP and TIER I instructional strategies is

working effectively. We had an increase in Approached to Meets in 7th grade.

8th Grade: Demonstrates overall increases in state testing from Approaches to Meets as well as a slight increase in Meets to Masters.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math.
Root Cause: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.

Student Learning

Student Learning Summary

Based on scores, our Meets to Masters levels need improvement.

Meets:

6th Grade Math: Meets 58% Masters 23%

6th Grade Reading: Meets 78% Masters 40%

7th Grade Math: Meets 61% Masters 25%

7th Grade Reading: Meets 73% Masters 37%

8th Grade Math: Meets 64% Masters 17%

8th Grade Reading: Meets 69% Masters 17%

8th Grade Science: Meets 62% Masters 21%

8th Grade History: Meets 42% Masters 21%

Student Learning Strengths

The strength of the campus are the teachers and meeting the needs of the students. We have worked extremely effectively to ensure that intentional instructional teaching was done. Our students were successful with the first round of testing from 2022-2023 STAAR. We did see improvements however, we are not where we should be academically.

6th Grade Math: Approaches 84%

6th Grade Reading: Approaches 89%

7th Grade Math: Approaches 81%

7th Grade Reading: Approaches 90%

8th Grade Math: Approaches 82%

8th Grade Reading: Approaches 88%

8th Grade Science: Approaches 86%

8th History: Approaches 71%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR performance in areas of Reading and Math have decreased slightly over the last four years. **Root Cause:** The inconsistent use of resources and instructional materials has led to this decline. This year, the school will utilize resources, including funding, to provide personnel, technology, training, support, and instructional materials in order to close achievement gaps in core content areas.

School Processes & Programs

School Processes & Programs Summary

New teachers to NRMS are assigned mentors to help in their growth.

Teachers are encouraged to observe other teachers in their classrooms to gain ideas, knowledge, ask questions, and relationships.

Teachers are being evaluated on a less thank annual appraisal system if they have taught on campus for two years and received at least proficient in three domains on their T-TESS evaluations.

Teachers are evaluated yearly on the T-TESS statement and monitored by pre conference, walk through, formal evaluations and post conference using the T-TESS appraisal system rubric.

We seek teachers that are talented, highly motivated, student-centered and that are capable of understanding Best Practices as well as develop a Growth Mindset when it comes to student achievement.

All staff are highly qualified in the content area that they teach. In addition NRMS is moving towards teachers certified in the content area that they teach.

School Processes & Programs Strengths

High-quality staff are employed throughout the campus.

NRMS has attracted several Master Teachers from various campuses district-wide as well as throughout the Metroplex.

NRMS retains staff by being inclusive and allowing all staff members to feel like their voice can be heard at all times. Our building also promotes and encourages an environment for leaders to grow throughout the building.

The collaborative, collegial atmosphere of NRMS lends itself to retention of excellent staff members and the recruitment of like-minded individuals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process. **Root Cause:** Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.

Perceptions

Perceptions Summary

At North Ridge Middle, we strive to maintain a culture and climate that ensures that all students experience high levels of learning every day. Over the last few years, we have noticed that our Economically Disadvantaged students have increased.

Since my arrival here at North Ridge, we noticed an increase in the number of economically disadvantaged students. I arrived 15 years ago as a Texas History Teacher. The data indicated that NRMS's percentage of Economically Disadvantaged was under 10%. Administration has monitored the numbers over the years, and as of 2024, NRMS has reached 42% of Economically Disadvantaged students, with an At-Risk percentage of 46.1%. This is our third year of qualifying for Title I, and we want to meet the needs of ALL students while constantly focusing on our Economically Disadvantaged population. The staff has embraced this opportunity by meeting and collecting data collectively to meet the needs of the campus. The priorities of our campus will not change, but we will continue to focus on continuous improvement, literacy, and culture. If we focus on those areas, we will not have an option but to exceed the needs of all students.

Through courageous leadership, pertinent professional development, access to more technology than ever before and support of our Professional Learning

In a community framework, we make sure that students and teachers have the resources necessary to succeed.

We have a zero-tolerance policy regarding bullying, and we address each grade level at the beginning of the year to speak with our young people about the negative effects of bullying. We have adopted several programs to assist with inclusion and tolerance, such as the North Ridge Middle Housing System.

At the beginning of the year, all students are placed into houses and mini-houses. In their mini-houses, which consist of 12-14 students and 1 faculty/staff member, students learn rules, procedures, soft skills, communication skills, and more to be successful in the building and in the real world.

We meet with our incoming 6th-grade parents to discuss the transition to middle school and what they can expect, hoping to relieve any uncertainty they may have about the experience.

Students at North Ridge Middle also excel in a wide variety of extra-curricular activities that lend themselves to helping students grow academically and

socially. Athletics and Fine Arts students typically demonstrate high levels of excellence and their programs do a lot to enhance the environment and to

attribute to a positive esteem-building experience for our students.

We plan on meeting students' needs assessment-wise by focusing on master-level improvement in community relationships with Dads.

Our vision, mission, and beliefs guide the work at North Ridge Middle School. They embody our collective thoughts about valuing, serving, and cultivating our students.

Our Culture

North Ridge Middle School is refining The Ridgeway Mystique, a culture where education is student centered and hinged upon building relationships.

North Ridge Middle School evaluates our opportunities, as we strive as a community to be better tomorrow than we were today in an effort to create success for all.

North Ridge Middle School provides a bright, clean, loving, welcoming learning environment for our students, our colleagues and our community to learn and grow.

North Ridge Middle School is open and transparent and invites collaboration to refine our goal of maintaining our student-first philosophy.

Vision

Through open, honest communication with our students, parents, and colleagues, we will foster a safe environment committed to creating a lifelong love of learning. Students will know that their successes are due to their hard work and effort. Through our example, our students will learn to respect themselves, their peers, and gain a yearning for self -improvement. Their educational experience will instill the belief that they can succeed and will continue to contribute to a productive society.

Mission

Through collaborative practice, purposeful work, and responsive review, North Ridge Middle School will empower lifelong learners who will value creativity and diversity as they deepen strong moral character within a meaningful, safe, and stimulating learning environment.

CORE Values and Beliefs

1. We build strong relationships on our campus in which our encounters are personal and meaningful, with a goal to produce a positive, proactive work environment.
2. We see all challenges as opportunities and we own them.
3. We embrace the opportunity to continually grow through a refusal to be complacent, a desire to be the best, and functioning within a system that supports reflective practice.

4. We value the differences inherent in each stakeholder; place ourselves in a position of reciprocal trust and transparency to be relied upon for the unique strengths we bring to the table.
5. We are adaptive and transparent.
6. We celebrate the success of one another.
7. We set clear expectations and boundaries, as well as a provide an engaging learning environment.
8. We know our roles. We clarify them often and provide additional assistance when and where needed.
9. We seek to create unique, rigorous, and real world experiences.
10. We respond to the needs of our students with a sense of urgency and adhere to the belief in a holistic approach to helping each student grow academically and socially.
11. We strive to anticipate the explicit and implied needs of our students and staff members.
12. We strive to ensure that our school is safe, clean, comfortable, and maintained to the strictest standards.
13. We use data to guide our decisions, improve and develop the learner, and to evaluate our effectiveness.
14. We strive for perfection in order to be excellent.

Perceptions Strengths

Students and teachers feel like they are safe when they enter the doors of North Ridge Middle School.

The stakeholders in our community are highly involved and visible which is a tremendous advantage that we embrace.

Students are well-behaved and take school seriously.

North Ridge Middle is highly structured and this helps translate to an environment that is conducive to positive and respectful behavior. NRMS also has created "The Ridge Way", a positive behavior team attended by teachers from each grade and department.

Continuous Improvement: Attendance and academic goal boards are in front of the school to promote positive growth in these areas. Throughout the building, our departments and individual classes promote and demonstrate progress by graphing and charting student and class growth based on common assessments.

C.O.R.E. values are evident throughout the building. In the main hall on display are the values as well as in every classroom. Each month NRMS teachers select worthy students who have demonstrated the C.O.R.E. value for the month. The students are acknowledged and rewarded.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause:** Lack of communication with all stakeholders has impeded the communication of the expectations.

Priority Problem Statements

Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies.

Root Cause 1: Lack of communication with all stakeholders has impeded the communication of the expectations.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math.

Root Cause 2: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.

Problem Statement 2 Areas: Demographics

Problem Statement 3: New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process.

Root Cause 3: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.

Problem Statement 3 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
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

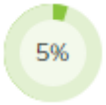
Goals

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 1: 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.

Evaluation Data Sources: Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading) and State Interim Assessments for EOC tested subjects Alignment to Strategic Plan,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: System Safeguard Strategy Critical Success Factors CSF1 CSF 2 Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area. **Actions:** *Literacy based site team that will implement a campus literacy based program. * Evaluate the effectiveness of classroom implementation of literacy goals through walk-through and T-TESS * Communicate effectively the new literacy goals and it's implementation across all content areas. * Implement Blended Learning **Staff Responsible for Monitoring:** Administration Academic Coach Literacy Team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $155,247, Tutoring - 211 - Title I - $10,650, Instructional Facilitator - 255 - Title II - $81,379	5%	5%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 Meet and exceeds the needs of SPED teachers, EB students, and co-teach teachers, by providing the necessary literacy support and training. Expand campus PLC by moving to next phase of "what are we doing, when they don't get it/" The next phase would be to focus solely on data from interim assessments and district assessments to monitor student progress in oppose to CBA data as well as rigor lacking materials. **Actions:** * Continue to provide training on the use effective literacy based strategies * communicate effectively with the community on special programs that assist students educationally * Continue to meet the needs of student through the RTI program implemented by the district. * Increase the rigor and relevance of lesson plan design. * Meeting the needs of students that we know that understand by increasing their lexile levels. **Staff Responsible for Monitoring:** Administration Academic Coach Literacy Team District Coordinators **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math. **Root Cause**: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.

School Processes & Programs
Problem Statement 1: New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process. **Root Cause**: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.

Perceptions

Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 2: Increase the percentage of students approaching or meeting STAAR or ELL progress measures by 3 percentage points over 2023-24 across all applicable grade levels and subject areas.

Evaluation Data Sources: 2023-2024 STAAR Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will utilize language proficiency data of English Learners/Emergent Bilinguals and provide opportunities for language development in all content areas **Actions:** Action 1: Teachers will participate in data analysis sessions to identify EL/EB student's language and academic needs. Action2: Teachers will utilize sheltered instruction methods to support EL/EB student's development of language **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1	5%	15%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math. **Root Cause**: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.
School Processes & Programs
Problem Statement 1: New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process. **Root Cause**: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.
Perceptions
Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 3: Increase the STAAR performance of Economically Disadvantaged students at the Meets Grade Level standard by 3 percentage points over 2022-2023 levels across all grade levels and subject areas.

Evaluation Data Sources: 2021 Performance: Eco Dis -35%
2021-2022 Performance- 74%
2022-2023 Performance-76%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area. **Actions:** * Through RTI, SIOP, Work Shop Model and best practices in classroom delivery. * PLC - data collaboration and planning for individualized instructional strategies. * Collaborative Conferences with Reading Specialist using data to Tier was student to assist with additional reading help. * Compass program for students that are Tier 2 and Tier 3 to assist in closing the gaps of learning. **Staff Responsible for Monitoring:** Administration Academic Coach Site based literacy team Teachers Sped Coordinators All Subject Area Coordinators **Problem Statements:** Demographics 1 - Perceptions 1	5%	15%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math. **Root Cause**: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.

Perceptions

Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 4: Increase the STAAR performance of 8th Grade Social Studies at the Meets Grade Level standard by 3 percentage points of the 2022-2023 level.

High Priority

Evaluation Data Sources: 2021-2022 Performance-70%
2022-2023 Performance -78%

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: * Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. * Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. * Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. * Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum. **Actions:** Consistent feedback through observations, PLC, and assessment data. **Staff Responsible for Monitoring:** Administration Team: Principal, Assistant Principal, and Academic Coach. **Problem Statements:** School Processes & Programs 1 - Perceptions 1	5%	10%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a multi-tiered system of support for RtI identified students, and students in our designed super groups for closing gaps. **Actions:** Track assessments data for students in super groups and provided targeted tutorials as needed. **Problem Statements:** Demographics 1 - School Processes & Programs 1	5%	10%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math. **Root Cause**: The effectiveness of Professional Learning Communities (PLCs) was below expectations, impacting the support and strategies implemented to address student learning needs in Math.

School Processes & Programs

Problem Statement 1: New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process. **Root Cause**: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.

Perceptions

Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 5: Increase English Proficiency Status measures set by the state for TELPAS

Evaluation Data Sources: The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 North Ridge MS met the target with a TELPAS progress rate of 42%. In 2021-2022 North Ridge MS again met the target with a TELPAS progress rate of 61%. In comparing the progress rate from 2021 and 2022, North Ridge MS demonstrated a 19% point increase in students' English language development and a 10% increase 2022-2023.

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 1: By the end of the 2023-2024 school year, 100% of classrooms will develop mission statements that align to and support the portrait of a graduate.

Evaluation Data Sources: Campus survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students and teachers will develop mission statements for classroom CSF 3,6, and 7 **Actions:** * Identify the appropriate culture for each classroom * Identify SMART goals for the classroom to encourage student success. * Monitor SMART goals progress or lack there of through walks throughs, teacher pre TTESS conferences, Post TTESS conferences as well as end of year conferences. * Identify student learning objective and the appropriate ways to reach success by developing norms *Post mission statements inside the classroom as well as outside to show continuous improvement. **Staff Responsible for Monitoring:** Administration Teachers Academic Coach **Problem Statements:** School Processes & Programs 1 - Perceptions 1	5%	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process. **Root Cause**: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.
Perceptions
Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 2: By the end of the 2023-2024 school year, every campus will establish goals for student, parent and community engagement (covers CaSE, schools of specialization)

Evaluation Data Sources: Campus survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CSF 5 and 6 Continue programs with student to community outreach **Actions:** * continue to grow Environmental Clean Up Program * continue to expand student recycling program through cafeteria management and "ten pick up Tuesday" on campus * Expand relationships with SBDM owners, Extra curricular groups outside of the school, such as Connections, that extend a helping hand in clean up around the campus and on the campus **Staff Responsible for Monitoring:** Administration Teachers SBDM Team **Problem Statements:** Perceptions 1 **Funding Sources:** Family Engagement - 211 - Title I - $209	5%	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

Goal 2: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 3: All students will participate in school and community activities, including co- and extra-curricular, that extend their learning and enhance leadership development.

Evaluation Data Sources: Annual review of student participation, Spring 2020

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CSF 3,5, and 6 Expand programs that provide students the opportunity to develop leadership and skills outside of the core subject areas. **Actions:** * Provide opportunities for students to demonstrate their understanding of social, physical, and emotional well-being. * Implement programs to extend students beyond the campus into the communities to assist stakeholders in need or to provide services **Staff Responsible for Monitoring:** Administration Academic Coach NRMS Police Department Counselors Teachers **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 1 - Perceptions 1	5%	10%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process. **Root Cause**: Teacher turnover has led to gaps in teacher proficiency in online programs and platforms. To address this issue, NRMS has assigned mentor teachers to new teachers to assist with utilizing technology.

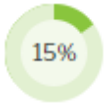
Perceptions

Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

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

Performance Objective 1: Reduce the amount of time students with behavioral/social-emotional concerns are removed from the regular classroom.

Evaluation Data Sources: Annual Report of Disciplinary Incidents:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Expand NRMS "Ridge Way" plan to include all students. CSF 1,3,4, and 6 **Actions:** * Continuous Improvement on the school mandated Ridge Way Plan * Blend the RTI Behavior process with The Ridge Way * Continue to monitor students that are OSS as well as DAEP with assignments and assessments. **Staff Responsible for Monitoring:** Administration Teachers SRO Counselors **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

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

Performance Objective 2: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Safety survey:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: CSF 6 Conduct safety audit **Actions:** * administer safety audit to staff and students * Provide results to staff and students * Develop a plan of action to address concerns **Staff Responsible for Monitoring:** Administration Counselors SRO Security Custodial Staff **Problem Statements:** Perceptions 1 **Funding Sources:** Professional Development - 211 - Title I - $10,000	5%	10%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CSF 6 Collect data from students, staff and parents to identify strategies to improve campus safety. **Actions:** * Review results from staff and students * Monitor areas of improvement * Implement a team to address the needs * Meet frequently to monitor plan and perform monthly drills to ensure continuous improvement. **Staff Responsible for Monitoring:** Administration Counselors SRO Security Guard Head Custodian **Problem Statements:** Perceptions 1	5%	10%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Because of past success NRMS has become a school that has relaxed in communicating our cultural expectations. In efforts to improve this process we have adopted a new focus on Continuous Improvement, Literacy, and Culture. Each lends itself to new and improved ways to increase our cultural deficiencies. **Root Cause**: Lack of communication with all stakeholders has impeded the communication of the expectations.

State Compensatory

Budget for North Ridge Middle School

Total SCE Funds: $155,247.00
Total FTEs Funded by SCE: 1.65
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 North Ridge Middle School

Name	Position	FTE
Amy Lukens	Reading Intervention	0.65
Laura De La Paz	Instructional Facilitator	1

Title I

1.1: Comprehensive Needs Assessment

https://docs.google.com/spreadsheets/d/1M2jWpevdv0P70kh1atydUjYjkZCCbpLR/edit?usp=sharing&ouid=106713420998967649916&rtpof=true&sd=true

https://docs.google.com/spreadsheets/d/1DRm4EFeyH138d1Zu8KTwVylfCt1G3G7e/edit?usp=drive_link&ouid=106713420998967649916&rtpof=true&sd=true

https://docs.google.com/spreadsheets/d/12bmrixu7QtJx9Luu96hdF69jBBXpouBwmQyjW9pBWS8/edit?usp=drive_link

https://docs.google.com/spreadsheets/d/1y8LPYkL37AbA5NjyI4Wwgvp3O0NMbuEU/edit?usp=drive_link&ouid=106713420998967649916&rtpof=true&sd=true

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

Parents: Eric Bryant and Sandra Jimenez

Community Members: Kenny Foster and Mercedes Sigala

Teachers: Melinda Hummer and Callye Wood

Administrators: John Davis, Ermela Jennings, and Colby Blankenship

Instructional Coach: Sarah Thompson

Other Campus and District Staff: Reggie Harris, Laura De Le Paz, and Lexee Belcher.

2.2: Regular monitoring and revision

The Campus Improvement Plan is amended and cross checked in November, January, March, and June for progress monitoring.

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

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

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 41% 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:

* Workshop Model

* TIer I Instructional Strategies

* Accelerated Instruction

* Blended Learning Instructional Strategies

Increased learning time is provided through pull out intervention programs and targeted tutorials with highly qualified teachers.

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

Student enrollment, attendance, and success will be supported through targeted support programs that meet 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 and programs.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a many stakeholders collaborative process using many 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 results 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 Plan was developed through the input and involvement of the following:

Parents: Eric Bryant and Sandra Jimenez

Teachers: Melinda Hummer and Callye Wood

Administrators: John Davis, Ermela Jennings, and Colby Blankenship

Other Campus and District Staff: Reggie Harris, Laura De Le Paz, and Sarah Thompson

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

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2023-24:

- *August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum*
- *September Meet the Teacher Night (Thursday only) on campus*
- *October Title I Meeting (Thursday) on campus*
- *November Literacy Event (Thursday) on campus*
- *December Book Fair (Monday through Thursday 8:00-5:00) on campus*
- *January STEM Event (Thursday) on campus*
- *March Open House (Thursday only) on campus*
- *March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School*
- *April Family Engagement Policy and Compact Revision (Thursday) on campus*
- *May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library*

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SCE Campus Personnel		$155,247.00
				Sub-Total	$155,247.00
				Budgeted Fund Source Amount	$155,247.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutoring		$10,650.00
2	2	1	Family Engagement		$209.00
3	2	1	Professional Development		$10,000.00
				Sub-Total	$20,859.00
				Budgeted Fund Source Amount	$20,859.00
				+/- Difference	$0.00

255 - Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Facilitator		$81,379.00
				Sub-Total	$81,379.00
				Budgeted Fund Source Amount	$81,379.00
				+/- Difference	$0.00
				Grand Total Budgeted	$257,485.00
				Grand Total Spent	$257,485.00
				+/- Difference	$0.00

Birdville Independent School District

Birdville Elementary

2024-2025 Campus Improvement Plan

Mission Statement

We are a community of life-long learners building a better future for all through consistent teamwork, collaboration, and communication.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Demographics Summary

Birdville Elementary School of Fine Arts is located in northeast Tarrant County in Haltom City, Texas. The campus serves approximately 517 students in grades prekindergarten through grade 5.

- 70% (361) Hispanic
- 18% (93) White
- 6% (30) Black/African American
- 3% (17) Asian
- 3% (16) other races.
- 43% (222) Emergent Bilingual
- 82% (425) economically disadvantaged
- 16% (76) of students receive special education services.

Of the 34 teachers on the campus, 85% (29) are female, 15% (5) are male, 70% (24) are White and are 28% (10) Hispanic. In the 2022-2023 school year, 6% (2) were beginning teachers, 10% (3) had 1 to 5 years experience, 17.6% (6) had 6 to 10 years, 41% (14) had 11 to 20 years, and 25% (9) had more than 20 years of experience. In terms of highest college degree held, 100% of teachers hold a bachelor's degree, and 27% (9) hold a master's degree. Twenty nine percent (10) of the staff at BES are minority

Student attendance rate was 95.5% in 2023-2024.

Demographics Strengths

We have low teacher turnover on the campus.

We have a diverse student and staff population.

We have a high percentage of experienced teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students come with limited academic exposure which creates an additional challenge for instruction. **Root Cause:** Given the fact that we have 82% economically disadvantaged coupled with 77% at risk, there is a high correlation that this is impacting academic exposure. The percentage of at risk students increased 8% from last year.

Student Learning

Student Learning Summary

STAAR scores showed improvement over the previous year.

Students on Tier 1 in math and reading increased while students on Tier 2 and 3 decreased.

Star Renaissance Math and Reading assessments show significant growth in all grade levels.

Telpas scores reflect a significant number of students improving at least 1 proficiency level over the previous year. Here is the breakdown:

- K-2 students 27% (15 out of 56) improved at least 1 proficiency level
- 3rd grade students 50% (12 out of 24) improved at least 1 proficiency level
- 4th grade 27% (8 out of 30) improved at least 1 proficiency level
- 5th 63% (15 out of 24) improved at least 1 proficiency level

Student Learning Strengths

STAAR performance in all grades showed improvement.

BES received a rating of B.

An increasing number of economically disadvantaged students are scoring in the mastery and approaches range.

Students are showing growth on TELPAS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in grades 3-5 did not score well on the extended constructed responses (ECR) on STAAR. In 3rd grade 46.15% (18 out of 39) and 40.91% (9 out of 22) Spanish received a 0 score. 4th grade was 27.59% (16 out of 58) English and 16.67% (31 out of 6) Spanish. 5th grade students scoring a 0 were 63.96% (34 out of 54) English and 66.67% (4 out of 6) Spanish. **Root Cause:** Many students produced well-written responses, but they did not directly address the questions asked. This indicates a need for instruction that focuses not only on writing quality but also on teaching students how to properly analyze and respond to prompts. Improving both writing skills and task comprehension will lead to better ECR performance.

School Processes & Programs

School Processes & Programs Summary

Birdville Elementary offers a wide range of programs to meet the unique needs of students. We are a School of Specialization in Fine Arts. Therefore, all of our students are afforded the opportunity to participate daily in a fine arts area: Theater Arts, Music, Dance and Visual Arts. The addition of these classes has helped our students to express themselves and to gain confidence outside of the core academic classrooms.

We follow the Make Your Day discipline program. This program is supportive of both student and staff needs. We had 0 office referrals during the 2023-2024 school year.

We have a comprehensive Multi-Tiered System of Support (MTSS) program for intervention in grades K-5 to assist our Tier 2 & 3 students in making progress and to be as successful as possible. An MTSS collaborative team has been assembled that meets throughout the year to discuss student progress and to identify ways in which we can best assist our students who are struggling. Additionally, we have various special programs to help in meeting the unique needs of our EB, Special Education, and Gifted students as follows:

- Self-contained Academic and Adaptive Behavior Learning Environment (AABLE) classes for students identified with specific learning disabilities which require more intensive instruction
- Early Childhood Special Education (ECSE) classrooms for 3 and 4 year old students with specific learning disabilities.
- Special Education Resource classes and inclusion support for students identified with learning disabilities in various areas
- Dual Language classes for students who are Emergent Bilingual and whose primary language is Spanish
- Advanced Academic classes for students who are identified as Gifted and Talented
- Dyslexic classes for students identified with dyslexia

School Processes & Programs Strengths

We have a staff of highly experienced teachers. 66% (22) of the teachers at Birdville Elementary have at least 11 years of teaching experience.

The campus is task oriented and has aligned goals.

Make Your Day sets consistent expectations for students and allows the campus to focus on academic needs.

We have a strong bilingual program.

Birdville Elementary has a student leadership team to support student and campus needs.

Administration provides weekly curriculum planning times for teams with opportunities for collaboration.

Our campus focuses on safety and security.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The attendance rate of 95.5% shows improvement, but is still below pre-Covid levels. Students with chronic absenteeism miss a significant amount of instruction. **Root Cause:** Students often miss school for reasons other than illness. We need to educate parents about the learning lost due to chronic absenteeism.

Perceptions

Perceptions Summary

At BES, we have established core beliefs and a mission statement, which we revisit every school year. The Site Based Committee met to discuss topics relating to processes at BES. Topics included:

- Parent perception about their child's progress
- Parent perception regarding communication from the campus
- Parent perception regarding the impact of our Fine Arts program and intervention programs
- Parent perception of safety and our school-wide discipline program
- Parent perception regarding our Parent involvement Activities (Curriculum Nights, SLAM Night, Multicultural Night, Fine Arts Showcase; Fall Carnival, Field Day, Title I Parent Night)

Parents perception of the above were all positive. Parents were split on communication preferences, with some preferring social media while others like email. We will continue to use both. We will also be using Class Dojo campus wide during the 2024-2025 school year. This is a good compromise between email and social media.

Parents expressed that they have confidence in the security at BES. Identification is required to enter the building. In addition, all classroom and exterior doors are locked at all times. We have a locked door that separates the main hallway from the academic classrooms. We are able to dismiss students from the building, keeping students inside the building until we hand them off to parents.

Students needing serious discipline intervention is well below the district/state averages. There were no office referrals for the 2022-2023 school year. Our Make Your Day program philosophy that students are responsible for their choices and that they must take ownership and accountability has positively contributed to this number. Additionally, the program requires parent involvement and everyone on campus has been trained and facilitates this program across all grade levels to include the cafeteria monitors, rotations teachers, and other staff members beyond the classroom.

Perceptions Strengths

Birdville Elementary is a safe and orderly campus, as reported by 99% of parents, 100% of staff, and 85% of students.

We provide multiple opportunities for parents to become involved throughout the year not only directly on campus, but also at home in working with their children. Our PTA is growing each year, involving more parents on the board and with the Power Hour. This is a program that encourages all parents to volunteer for just one hour during the year. We also communicate with parents (both in English/Spanish) in a variety of ways to include weekly grade level newsletters, Peachjar, take-home planners, website, Facebook, emails, letters from the principal, monthly calendar of events, Class Dojo messages, and phone calls. Our discipline program continues to be highly effective as is evidenced by discipline referrals being lower than average. Our teachers are able to implement all of our district initiatives in an effective and efficient manner, engaging students in relevant learning. Students also have responded well to the Fine Arts program. We feel this has positively impacted student attendance as our student and staff attendance rates continue to be high.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While we offer a variety of opportunities for parents to become involved, we still struggle with getting them to be involved more on a consistent basis. **Root Cause:** Many of our students come from single parent family homes or homes where both parents work. Parents can also feel intimidated by the educational setting due to their own prior experiences. In addition, many of our parents do not speak English, making them hesitant to volunteer and become involved.

Priority Problem Statements

Problem Statement 1: Students come with limited academic exposure which creates an additional challenge for instruction.

Root Cause 1: Given the fact that we have 82% economically disadvantaged coupled with 77% at risk, there is a high correlation that this is impacting academic exposure. The percentage of at risk students increased 8% from last year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The attendance rate of 95.5% shows improvement, but is still below pre-Covid levels. Students with chronic absenteeism miss a significant amount of instruction.

Root Cause 2: Students often miss school for reasons other than illness. We need to educate parents about the learning lost due to chronic absenteeism.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Students in grades 3-5 did not score well on the extended constructed responses (ECR) on STAAR. In 3rd grade 46.15% (18 out of 39) and 40.91% (9 out of 22) Spanish received a 0 score. 4th grade was 27.59% (16 out of 58) English and 16.67% (31 out of 6) Spanish. 5th grade students scoring a 0 were 63.96% (34 out of 54) English and 66.67% (4 out of 6) Spanish.

Root Cause 3: Many students produced well-written responses, but they did not directly address the questions asked. This indicates a need for instruction that focuses not only on writing quality but also on teaching students how to properly analyze and respond to prompts. Improving both writing skills and task comprehension will lead to better ECR performance.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: While we offer a variety of opportunities for parents to become involved, we still struggle with getting them to be involved more on a consistent basis.

Root Cause 4: Many of our students come from single parent family homes or homes where both parents work. Parents can also feel intimidated by the educational setting due to their own prior experiences. In addition, many of our parents do not speak English, making them hesitant to volunteer and become involved.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

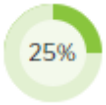
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

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

High Priority

HB3 Goal

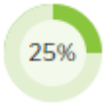
Evaluation Data Sources: Fountas & Pinnell reading levels
CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies **Actions:** a) Provide training for all staff in the implementation of the district literacy initiatives. b) Utilize academic ELAR/SLAR coach in helping to provide on-going training, coaching, and modeling literacy expectations within the classrooms to benefit all students. c)Utilize the bilingual Instructional Coach to provide on-going training, coaching, and modeling literacy expectations specific to EB students. d) Use data to provide targeted support and progress monitoring. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** Professional Development - 211 - Title I - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase student literacy proficiency by training 100% of K-2 teachers to effectively implement the 95 Phonics program in the classroom. **Actions:** a) Continue to support and train teachers in implementation of 95 Phonics. b) Establish monthly PLC (Professional Learning Community) meetings where teachers can share experiences, strategies, and challenges related to the 95 Phonics program. c) Assign instructional coaches to provide in-class support and model best practices in phonics instruction. d) Implement regular classroom observations to ensure fidelity in the use of the 95 Phonics program. e) Train teachers and staff on the use of assessment data to inform instructional decisions. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coaches **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1	25%	80%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to implement campus Professional Learning Communities (PLCs) with a focus on responsive teaching and continuous improvement. Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement. **Actions:** a) conduct weekly campus PLCs b) Infuse literacy-focused discussions into PLCs c) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. d) Provide support in implementing the K-3 phonics program. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches **Problem Statements:** Demographics 1	25%	65%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students. **Actions:** a) Support teachers in using BAS/SEL, mClass, Star 360 Renaissance assessment for progress monitoring and intervention services. b)Instructional Coaches will work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model. c) Require teachers to use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math. d) Monitor progress of Targeted Support & Improvement group in writing, reading, and math. **Staff Responsible for Monitoring:** Principal, assistant principal, Instructional Facilitator **Problem Statements:** Demographics 1	25%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Improve student writing proficiency by training 100% of 3rd-5th grade teachers to effectively implement the APE (Answer, Prove, Explain) and RATE (Restate, Answer, Text Evidence, Explain) writing strategies in the classroom. **Actions:** a) Organize a series of professional development opportunities to introduce and provide in-depth training on the APE and RATE writing strategies. b) Include modeling of the strategies by instructional coaches and opportunities for teachers to practice and refine their use of these strategies in their lesson plans. c) Implement mini-lessons that explicitly teach the APE and RATE strategies, and give students opportunities to apply the strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students come with limited academic exposure which creates an additional challenge for instruction. **Root Cause**: Given the fact that we have 82% economically disadvantaged coupled with 77% at risk, there is a high correlation that this is impacting academic exposure. The percentage of at risk students increased 8% from last year.

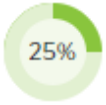
Student Learning
Problem Statement 1: Students in grades 3-5 did not score well on the extended constructed responses (ECR) on STAAR. In 3rd grade 46.15% (18 out of 39) and 40.91% (9 out of 22) Spanish received a 0 score. 4th grade was 27.59% (16 out of 58) English and 16.67% (31 out of 6) Spanish. 5th grade students scoring a 0 were 63.96% (34 out of 54) English and 66.67% (4 out of 6) Spanish. **Root Cause**: Many students produced well-written responses, but they did not directly address the questions asked. This indicates a need for instruction that focuses not only on writing quality but also on teaching students how to properly analyze and respond to prompts. Improving both writing skills and task comprehension will lead to better ECR performance.

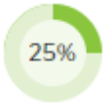
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

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: STAAR, and district CBA assessments
Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom. **Actions:** a) Provide all teachers with a timeline of specific expectations for the implementation of the CI components. b) Continue to support and monitor the implementation of the PDSA process and provide appropriate professional learning support. c) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. d) Meet regularly with all grade levels in PLC's to discuss formative data using the CI process. e) Monitor progress in the implementation of the CI components and provide feedback to teachers. f) Vertically align implementation of Continuous Improvement through Instructional Walks. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Identify and implement instructional strategies for EB students. **Actions:** a) Utilize Ellevation to monitor EB students b) Utilize the Dual Language/ESL Instructional Facilitator to provide on-going training, coaching, and modeling literacy expectations specific to EB students. Teachers will meet with her regularly. c) Use TELPAS data to determine student status and intervention needs. d) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model. **Staff Responsible for Monitoring:** Principal, Assistant Principal. Instructional Facilitator, Dual Language Coach **Title I:** 2.4 **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process. **Actions:** a) Parent Curriculum Night to give parents information on how to help their students be more successful. b) Provide a Family STEAM Night where parents can learn about hands-on activities that they can do with their children. d) Provide multiple fine arts showcases/performances throughout the year ensuring that every child has an opportunity to be involved. e) Develop and distribute a campus Parental Involvement Policy. f) Electronically distribute Title I information to further explain the programs and services available to BES students. g) Hold a Kinder Kamp Parent Night for incoming kindergarten students at the end of the year. h) consider Jumpstart at beginning of year to acclimate K-1 students to school and building. **Staff Responsible for Monitoring:** Principal **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Title I Family Engagement - 211 - Title I - $9,844	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide reading and math intervention in the classroom for tier 2 and tier 3 students. **Actions:** a) New students will be identified who need additional assistance and intervention services will begin by the end of the 1st quarter. b) Returning students on tier 3 will begin receiving intervention by the 4th week of the school year. c) Title 1 tutors will work with classroom teachers to provide additional support for students on all tiers. d) Utilize RTI process to identify and address academic and behavior needs of students throughout the year. e) grade levels will use Buff Time to provide additional services. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** Instructional Facilitator - 211 - Title I - $91,656, Tutoring - 211 - Title I - $31,374, SCE Campus Personnel - 199 - General Funds: SCE - $200,002	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

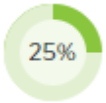
Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students come with limited academic exposure which creates an additional challenge for instruction. **Root Cause**: Given the fact that we have 82% economically disadvantaged coupled with 77% at risk, there is a high correlation that this is impacting academic exposure. The percentage of at risk students increased 8% from last year.
Perceptions
Problem Statement 1: While we offer a variety of opportunities for parents to become involved, we still struggle with getting them to be involved more on a consistent basis. **Root Cause**: Many of our students come from single parent family homes or homes where both parents work. Parents can also feel intimidated by the educational setting due to their own prior experiences. In addition, many of our parents do not speak English, making them hesitant to volunteer and become involved.

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

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

Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Character Strong curriculum for social-emotional learning. Utilize TBRI and campus based interventions to address student SEL needs. **Actions:** a) Classroom teachers will implement Character Strong lessons every Friday. b) The counselor will provide classroom guidance lessons weekly targeting social-emotional skills. c) Identified students will be placed in individual and/or social skills small group counseling to further support their social/emotional needs. d) Follow MYD protocols. e) Train faculty in TBRI. f) Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Principal. classroom teachers, counselor, crisis counselor **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students come with limited academic exposure which creates an additional challenge for instruction. **Root Cause**: Given the fact that we have 82% economically disadvantaged coupled with 77% at risk, there is a high correlation that this is impacting academic exposure. The percentage of at risk students increased 8% from last year.

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 behavior MTSS tiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS data records
Aligned to Strategic Plan, Strategy 2, Objective 4

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district behavioral RtI plan. **Actions:** a) Assemble a behavior RtI campus team. b) Utilize Make Your Day, a research-based campus-wide discipline plan, to ensure consistency. c) Provide multiple training opportunities on Make Your Day to ensure it is implemented consistently across the campus. **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 1	25%	30%		

No Progress

Accomplished

Continue/Modify

Discontinue

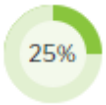
Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Students come with limited academic exposure which creates an additional challenge for instruction. **Root Cause**: Given the fact that we have 82% economically disadvantaged coupled with 77% at risk, there is a high correlation that this is impacting academic exposure. The percentage of at risk students increased 8% from last year.

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: PEIMS Attendance Reports; Weekly/9 week/semester attendance rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program to increase student and staff attendance. **Actions:** a) Monitor the implementation of the attendance plan. b) Evaluate the effectiveness of the attendance plan by: * Collecting and tracking weekly attendance data provided by Student Services *Reviewing quarterly attendance reports provided by the district. c) Work with the district truancy officer to intervene before students accumulate excessive absences. d) Assistant Principal will monitor absences and make contact with families starting at the 3rd absence, **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.5 **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

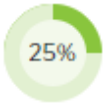
Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The attendance rate of 95.5% shows improvement, but is still below pre-Covid levels. Students with chronic absenteeism miss a significant amount of instruction. **Root Cause**: Students often miss school for reasons other than illness. We need to educate parents about the learning lost due to chronic absenteeism.

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, student, and parent surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Assemble a campus Emergency Management Team. b) The EMT will review perception data from students, staff and parents to identify and target strategies to improve campus safety. c) Identify and implement steps that would help staff to identify, report, and address concerns about school safety and student well-being. d) Regularly communicate safety procedures to parents throughout the year through various forms of communication such as grade level newsletters, notes home, BbConnect, campus web page, and social media. e) Conduct all required safety drills with follow up meeting of the EMT to debrief. f) Implement the Anonymous Alerts and Threat Assessment system. g) utilize Nav 360 to account for students and staff during drills h) multiple daily checks of all doors **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.5, 4.2 **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: While we offer a variety of opportunities for parents to become involved, we still struggle with getting them to be involved more on a consistent basis. **Root Cause**: Many of our students come from single parent family homes or homes where both parents work. Parents can also feel intimidated by the educational setting due to their own prior experiences. In addition, many of our parents do not speak English, making them hesitant to volunteer and become involved.

State Compensatory

Budget for Birdville Elementary

Total SCE Funds: $200,002.00
Total FTEs Funded by SCE: 5.455
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 Birdville Elementary

Name	Position	FTE
Alma Sanchez	Educational Assistant	0.33
Barbara Branton	Educational Assistant	0.33
Carla Cotter	Reading Interventionist	0.4
Christie Samuelson	Teacher	0.33
Deborah Overton	Teacher	0.33
Elizabeth Velasquez	Instructional Facilitator	1
Isaura Espinoza	BL Reading Interventionist	0.165
Jackeline Colunga	Teacher	0.25
Karli Thompson	Educational Assistant	1
Kelsey Roman	Teacher	0.33
Mallory Lehrmann	Educational Assistant	0.33
Tammy Japhet	Teacher	0.33
Yolanda Rodriguez	Educational Assistant	0.33

Title I

1.1: Comprehensive Needs Assessment

Our Comprehensive Needs Assessment process started in April of 2023 when the campus LOL Team and Communication Council began to look at our needs, how we were addressing those needs, and identifying areas to continue to target for the 2023-2024 school year. On may 8th the LOL met with the site based team to discuss the 4 focus areas of the comprehensive needs assessment. We started the process of developing our campus improvement plan based on our CNA. We shared the results of this meeting and sought input from the site based committee during the May meeting.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP process started in April and was complete by August 2023. Stakeholders involved in this process were:

Maria Chaffin - Kindergarten teacher

Mary Renfrow- Kindergarten teacher

Janalee Smith - 1st Grade teacher

Kris Fletcher - 2nd Grade teacher

Lance Schmaltz - 2nd Grade teacher

Lauren Lindsay - 3rd Grade teacher

Amanda Dumas - 3rd Grade teacher

Sandra Melendez - 4th Grade teacher

Ken Puhl - 4th Grade teacher

Gabe Nogueras - 5th Grade Bilingual teacher

Sara Carlos – Resource teacher

Fred Vetrees – 5th Grade teacher

Kristy Hixon – Counselor

Maria Koegl – Parent

Brittany Bryant – Parent

Nora Crews – Parent

Kathleen Otero - Parent

Christina Molina – Parent

Debbie Showell - Assistant Principal

Tammy Pope – Principal

Invited but unable to attend:

Jennifer Linder - Parent

Kevin Steinhebel - Business Partner

Brandon Treadway - Community Representative

Basi Trejo – District Professional

Robert Clack – Business Partner

Angie Morrison – Teacher

Victoria Cator – Community Member

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

Our Campus Improvement Plan is made available to all parents on our campus webpage @ https://www.birdvilleschools.net/be

For those parents without internet access - we provide paper copies upon request.

2.4: Opportunities for all children to meet State standards

2.4 Opportunities for all children

Through the Campus Needs Assessment, 65.3% 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:

- Whole Child Initiative
- Make Your Day
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training
- Sanford Harmony
- TBRI
- MTA

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 recognition, two-way communication between the school and home, and parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan will be evaluated and revised annually.

4.1: Develop and distribute Parent and Family Engagement Policy

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

Maria Chaffin - Kindergarten teacher

Mary Renfrow- Kindergarten teacher

Janalee Smith - 1st Grade teacher

Kris Fletcher - 2nd Grade teacher

Lance Schmaltz - 2nd Grade teacher

Lauren Lindsay - 3rd Grade teacher

Amanda Dumas - 3rd Grade teacher

Sandra Melendez - 4th Grade teacher

Ken Puhl - 4th Grade teacher

Gabe Nogueras - 5th Grade Bilingual teacher

Sara Carlos – Resource teacher

Fred Vetrees – 5th Grade teacher

Kristy Hixon – Counselor

Maria Koegl – Parent

Brittany Bryant – Parent

Nora Crews – Parent

Kathleen Otero - Parent

Christina Molina – Parent

Debbie Showell - Assistant Principal

Tammy Pope – Principal

The Family Engagement Policy will be posted to the Birdville Elementary website and will be available to parents upon request. The policy will also be offered in multiple languages as practicable by request.

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings in order to accommodate parents' work schedules and to maintain consistency. The following family engagement activities are planned for 2023-2024:

- Refresh Back to School Event
- Meet the Teacher Night

- Curriculum Night/ Title 1 Meeting September 8
- November STEAM Night
- March Open House
- March Musical production of Aladdin
- March Discover Birdville Event (Saturday)
- April Family Engagement Policy and Compact Revision- time and location TBD
- May Art Show
- Multicultural Night
- Multiple Fine Arts productions TBD
- Multiple Spirit Nights at local businesses TBD

Title I Personnel

Name	Position	Program	FTE
Anna Clare Hillhouse	Instructional Facilitator	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	SCE Campus Personnel		$200,002.00
				Sub-Total	$200,002.00
				Budgeted Fund Source Amount	$200,002.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional Development		$5,000.00
1	2	3	Title I Family Engagement		$9,844.00
1	2	4	Instructional Facilitator		$91,656.00
1	2	4	Tutoring		$31,374.00
				Sub-Total	$137,874.00
				Budgeted Fund Source Amount	$137,874.00
				+/- Difference	$0.00
				Grand Total Budgeted	$337,876.00
				Grand Total Spent	$337,876.00
				+/- Difference	$0.00

Birdville Independent School District

David E. Smith Elementary

2024-2025 Campus Improvement Plan

Mission Statement

The David E Smith family is committed to serving our community by fostering growth in a safe environment, empowering students to succeed in a global world.

Vision

We are here to prepare, nurture, support, and empower students to be life-long learners and leaders. We will work collaboratively to equip and encourage student growth academically, socially, and emotionally.

Value Statement

Lion Promise

I promise to be a **L**ifelong learner who practices **I**ntegrity by **O**vercoming obstacles and **N** urturing a **S**afe, Successful School family.

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Comprehensive Needs Assessment

Revised/Approved: August 30, 2024

Demographics

Demographics Summary

David E. Smith Elementary is in Haltom City, Texas in the Birdville Independent School District. In August of 2023, David E Smith Elementary merged with WT Francisco Elementary. In 1954, David E Smith Elementary opened its doors to the community and quickly outgrew the building which created a need for a new campus. In 1959, WT Francisco Elementary opened its doors, establishing two incredible campuses supported by one community. Now the two campuses come back together under one roof to be the David E Smith Lions.

Demographics Summary

David E Smith Elementary is a Title I campus that currently serves 640 students in grades pre-k through fifth grade for the 2024-2025 school year.

Students

David E Smith Elementary student demographics as of 2023-2024 school year were made up of 76% Hispanic, 4% Asian, 16% White, and 3% African American. The percentage of students served by special education was 15% and 5% were served by gifted and talented services. The percent of students who were considered At-risk was 80% and 82% were considered Economically Disadvantaged. The campus served 40% of students in the Bilingual Program and 52% of students were identified as Emergent Bilingual.

Teachers

According to the most recent Texas Academic Performance Report (2022-23), David E. Smith had 46 staff members an average of 17.3 years of teaching experience.

Demographics Strengths

Over the past decade, the campus' attendance rates have generally remained stable, with some fluctuations and a noticeable impact from the COVID-19 pandemic. From 2013-2019, attendance rates averaged 96.1%, reflecting consistent student attendance. The COVID-19 pandemic brought significant challenges, particularly evident in the 2021-2022 school year, where attendance dropped to 94.17%. Since then, there has been a gradual recovery, with attendance improving to 94.52% in 2022-2023 and reaching 95.05% in 2023-2024.

With 40% of our students enrolled in bilingual classes, they have the opportunity to become bi-literate in English and Spanish. Eighty-two percent of our students are Economically Disadvantaged which provides free or reduced lunch costs and federal funding for additional personnel to meet students' needs.

Academically, we met the federal accountability standard with 61% of our white student population meeting the Reading Language Arts STAAR

assessment. Also in federal accountability with regard to Student Growth in Reading Language Arts, 66% of our "all students" group, 82% of our "white" student group and 64% of our "high focus" student group population met standard.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Since the onset of the COVID-19 pandemic, the campus continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, and social-emotional well being. **Root Cause:** With 80% of our families experiencing economic hardship, it often leads to a lack exposure to educational and social opportunities.

Student Learning

Student Learning Summary

STAAR Reading Language Arts results

	2022	2023	2024
3rd gr	*Approaches 91%, Meets 54%*	*Approaches 85%, Meets 59%*	*Approaches 72%, Meets 35%*
4th gr	*Approaches 84%, Meets 58%*	*Approaches 89%, Meets 58%*	*Approaches 87%, Meets 44%*
5th gr	*Approaches 90%, Meets 68%*	*Approaches 86%, Meets 58%*	*Approaches 87%, Meets 53%*

STAAR Math results

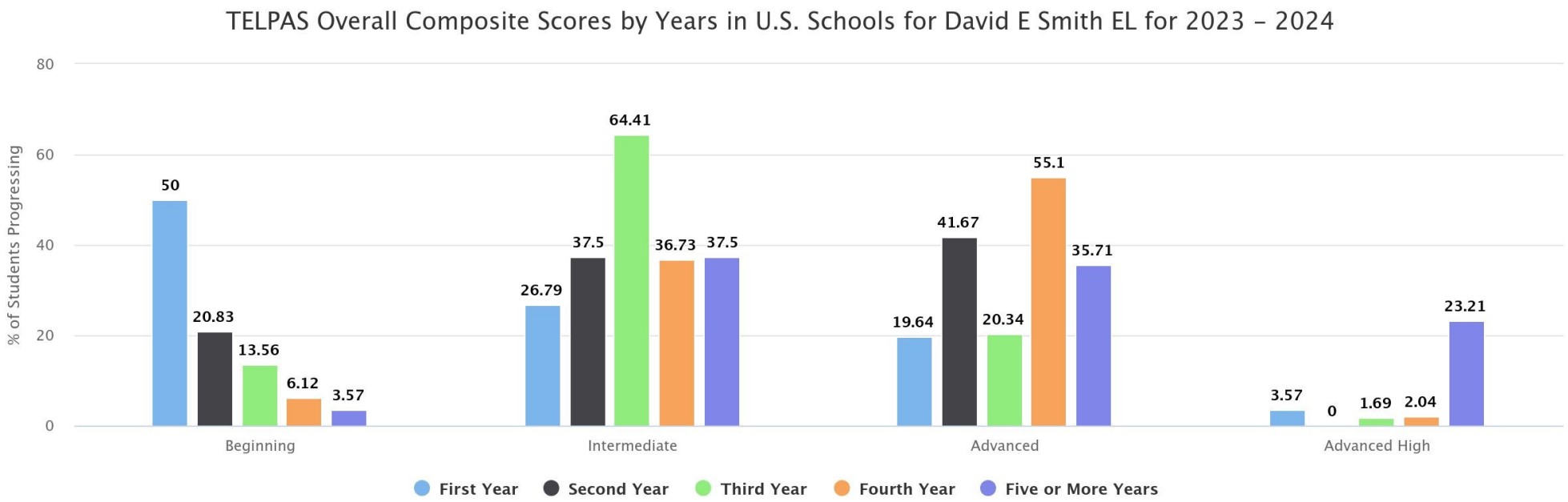
	2022	2023	2024
3rd gr	*Approaches 76%, Meets 37%*	*Approaches 83%, Meets 44%*	*Approaches 69%, Meets 28%*
4th gr	*Approaches 82%, Meets 40%*	*Approaches 78%, Meets 45%*	A*pproaches 80%, Meets 45%*
5th gr	*Approaches 92%, Meets 32%*	*Approaches 85%, Meets 44%*	*Approaches 76%, Meets 31%*

STAAR Science results

	2022	2023	2024
5th gr	*Approaches 72%, Meets 32%*	*Approaches 60%, Meets 31%*	*Approaches 58%, Meets 22%*

English Language Proficiency Status

The English Language Proficiency Status targets are tentatively set by the TEA. The TELPAS overall composite scores for David E. Smith indicate students in their first through third year are making adequate progress in the development of language skills and students in their fourth year in are on a trajectory to reach the Advanced level of language proficiency.



Student Learning Strengths

For the 2023-2024 school year, our student achievement STAAR scores met federal accountability standards in Student growth for Reading Language Arts and for our Emergent Bilinguals taking the TELPAS assessment.

In Reading/Language Arts, both fourth and fifth grades demonstrated resilience, with 87% of students in both grades meeting *Approaches* in 2024. Fifth-grade reading performance was particularly commendable, maintaining high levels of students reaching *Approaches* (87%) and *Meets* (53%) across the past two years, reflecting consistency in performance.

In Math, fourth-grade students maintained steady performance from the previous year, with 80% reaching *Approaches* and 45% meeting *Meets* in 2024. This consistency suggests that instructional strategies in math for fourth graders remain effective.

While Science scores for fifth grade declined, the percentage of students reaching *Approaches* remained over 50% in 2024, showing that more than half of the students are grasping foundational science concepts, offering a solid base for improvement.

These strengths reflect the potential for improvement and suggest that targeted support in key areas could boost performance in future assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students performing at the meets grade-level standard in Reading Language Arts and Mathematics have not shown growth or declined in percent score. **Root Cause:** Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of their students through the use of PDSA, Student Data folders, and Student Discourse.

School Processes & Programs

School Processes & Programs Summary

David E Smith offers a wide variety of processes and programs to meet the diverse needs of the student population. Currently, 82% of students receive free or reduced lunches. Twelve percent of students are served through the ESL program and 40% of our students are served in our Bilingual program in grades Kindergarten through Fifth grade. Fifteen percent of students are served through Special Education. Four percent are served through dyslexia programs, and 5% of students are served through Gifted and Talented.

In addition, we have a strategic and successful RtI program that identifies students with needs in math and reading in Kindergarten - 5th grade. Currently, 47% of our students are served through RTI. These students are placed on tiers, given strong research-based instruction in small group settings, and their progress is monitored and assessed frequently. Teachers are provided with training, resources, and staff support to meet the needs of these struggling students.

David E. Smith is committed to guaranteeing growth for all students- academically, emotionally, and physically. Our students are involved in setting individual, class, and grade-level goals and monitoring their progress along the way in meeting these goals. Students celebrate their growth and success with nine-week Awards Assemblies and other celebrations. The staff also sets professional goals and the campus calendar and schedule provide opportunities for the staff to visit other teachers' classrooms and learn from one another. We strive to foster a culture of literacy in all content areas. Our desire is to promote innovation with the use of Chromebooks and other technology resources that assist in increased engagement, collaboration and formative assessment. All students participate in monthly Counselor lessons, weekly social-emotional lessons, and a common school-wide focus on our social and emotional program, Conscious Discipline. DES has the support of a local church to provide weekend food backpacks for about 30 families. The local church also brings in mentors for our students. The mentors serve as reading buddies or lunch buddies. The campus offers a variety of extracurricular activities to meet the many needs of our students and families. DES has a Dads on Duty program where any male figure who is associated with our school or community can come to volunteer on our campus during the day.

School Processes & Programs Strengths

- The master schedule for the campus has been strategically planned and developed to maximize the time spent in the classroom, while ensuring students served for interventions do not miss critical tier 1 instruction.
- The campus RtI team, including our Instructional Facilitators, interventionists and administration, have created a systematic and comprehensive approach of reviewing multiple points of data for all students several times a year. This system allows for easy identification of students and data progress monitoring from a variety of sources in both reading and math.
- There is a strong focus on social and emotional learning for both students and staff. The school focus is utilizing the program Conscious Discipline. This is a campus wide approach to teaching our students skills and powers to help regulate their emotions so they maintain their executive brain state so they are ready to learn.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to our student and staff survey, the results indicated a need for a systematic approach to responding to discipline. **Root Cause:** There is not a system in place for the classroom teachers to use when responding to misbehavior in the class that is consistent amongst the campus or grade levels.

Perceptions

Perceptions Summary

One hundred percent of the faculty and students have been trained in our Standard Response Protocol (SRP) in case of an emergency.

Our District safety audit was held last year and had performance of excellence.

Students participate in attendance incentive programs. Classes track their data weekly and along with grade levels are celebrated each nine weeks.

Our campus has four committees to help serve our campus and address needs. These include our Leaders of Learners who support instructional practices and leadership on campus and district initiatives. The logistics and safety committee problem solve campus logistical concerns and work to keep our campus safe. The social committee organize recognitions and assemblies for staff and students. The Conscious Discipline Action Team serves to provide parent training and help identify social emotional needs for our students.

A family and student survey was conducted in the Spring, with over 200 responses received. The survey asked families about safety, communication, connection to the school, only to name a few. Over 99% of the surveys returned had only positive statements and comments about the campus.

A staff survey was also conducted in the Spring and the results were very positive. 98% of the responses showed that the school had clear priorities, where most everyone can be trusted, that people are cared for, and that school expectations/priorities and goals are well known.

Perceptions Strengths

At David E Smith we believe that all of our stakeholders should experience excellent customer service.

We do this by...

- Keeping the community informed of school wide events and information.
- Sending home quarterly calendars with events.
- Offering various forms of communication in English and Spanish. ex. paper flyers, email, social media
- Partnering with our active PTA.
- Hosting quarterly Award Assemblies.
- Conducting SRP drills monthly.
- Partnering with Bethesda school and have student mentors and reading buddies weekly.
- Partnering with Recovery Resource Council to provide small group support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On our Spring survey, families and staff indicated a feeling of being disconnected within the school family. **Root Cause:** With the merging of the two campuses, our staff and student population have doubled in size leaving an understandable connectivity gap within our community.

Priority Problem Statements

Problem Statement 1: Since the onset of the COVID-19 pandemic, the campus continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, and social-emotional well being.

Root Cause 1: With 80% of our families experiencing economic hardship, it often leads to a lack exposure to educational and social opportunities.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of students performing at the meets grade-level standard in Reading Language Arts and Mathematics have not shown growth or declined in percent score.

Root Cause 2: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of their students through the use of PDSA, Student Data folders, and Student Discourse.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to our student and staff survey, the results indicated a need for a systematic approach to responding to discipline.

Root Cause 3: There is not a system in place for the classroom teachers to use when responding to misbehavior in the class that is consistent amongst the campus or grade levels.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: On our Spring survey, families and staff indicated a feeling of being disconnected within the school family.

Root Cause 4: With the merging of the two campuses, our staff and student population have doubled in size leaving an understandable connectivity gap within our community.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Goals

Revised/Approved: August 30, 2024

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), mClass assessments (math, K and reading, grades K-2) Renaissance - Star Assessments (math, 1-5 and reading, grades 3-5), grades 3-5 reading and math TEA Interims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Build capacity of campus staff to implement the District curriculum and state-approved resources with fidelity. **Actions:** a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity. b) Support campus teams to implement the District curriculum, identified resources, and strategies. c) Provide coaching support for teachers. d) Use data to provide targeted support and progress monitoring. **Staff Responsible for Monitoring:** Campus Administration, Leaders of learners team and Instructional Facilitators **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:** Student Learning 1 **Funding Sources:** Title I Personnel - 211 - Title I - $169,840	35%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement. **Actions:** a) Continue to support new teachers on the science of teaching reading through the implementation of the reading academies and coaching model. b) Provide teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. c) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions. d) Infuse lessons and research-based best practices from state-approved resources into regularly scheduled Professional Learning Communities (PLC). e) Collect process data to measure the degree of alignment and implementation of PDSA, Student Discourse, and Student Data Folders. f) Integrate the use of proficiency scales for mathematics grades K - 5. g) Increase teacher capacity to teach the required K-3 phonics program. h) Integrate Research-Based Instructional Strategies for literacy and mathematics instruction. **Staff Responsible for Monitoring:** Campus Administration, Instructional Facilitators, and teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist teachers in implementing responsive and personalized learning for students that is data driven. **Actions:** a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process. b) Use the Quarterly Review Protocol process and campus walks that are specific to instruction for the purpose of improving student performance. c) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance, and Interims) to inform instruction and document student growth. d) Support teachers in writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth. e) Support teacher training on the implementation of tier-one priorities. f) Train instructional facilitators and teachers on providing students with specific feedback on student learning progression. g) Continue to train and require the regular use of continuous improvement processes in the classroom. h) Ensure the administration of progress monitoring and screeners is completed with fidelity. i) Analyze and use data to monitor student progress for the purpose of closing the achievement gaps. **Staff Responsible for Monitoring:** Campus Administration, Instructional Facilitators, and teachers **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:** Student Learning 1 **Funding Sources:** Professional Development - 211 - Title I - $1,500, SCE Campus Personnel - 199 - General Funds: SCE - $184,442	45%	55%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading Language Arts and Mathematics have not shown growth or declined in percent score. **Root Cause**: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of their students through the use of PDSA, Student Data folders, and Student Discourse.

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

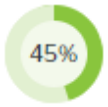
Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district approved monitoring instrument.
b) Develop a local targeted improvement plan and engage in quarterly data-driven progress monitoring meetings with the District.

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
Strategy 1: Conduct program evaluations targeting special population groups to ensure program quality, coherency, and efficiency. **Actions:** a) Implement plans for the various programs that will address closing achievement gaps of special population groups (special education, Emergent Bilinguals, dyslexia and other special populations such as homeless). b) Develop and implement a system to monitor and ensure compliance requirements of special programs through the use of ARD, 504 and MTSS meetings. d) Implement processes to collect, analyze, and monitor the effectiveness of special programs that support identified students. e) Continue to implement accelerated instruction according to HB1416 **Staff Responsible for Monitoring:** Campus Administration, Campus Staff, Instructional Facilitators **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 **Funding Sources:** Title I Tutors - 211 - Title I - $12,821				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Establish the Continuous Improvement/Plan Do Study Act (PDSA) process as a standard operating procedure in the campus for improving instruction, data analysis, and student growth. **Actions:** a) Provide support, training and coaching in the use of the PDSA process and provide appropriate, tiered professional learning support. b) Provide "Championship goals" for each grade level that align to the grade level standard for mClass and Star Ren. Model the use of PDSA through PLCs to ensure alignment to campus expectations. c) Highlight classroom examples of the PDSA process, goal-setting, and data folders during campus PLCs. **Staff Responsible for Monitoring:** Campus Administration, Campus Staff, Instructional Facilitators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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 in order to increase parent involvement, such as parent education classes. b) Identify and communicate the needs of the student population and their families with community partners. c) Develop parent and family engagement policy and offer flexible opportunities for meetings. d) Partner with community partners (Bethesda and Mercy Cares) to provide mentoring to our at risk students. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 **Funding Sources:** Family Engagement Resources - 211 - Title I - $1,860				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement the district protocol to ensure identification and accurate coding of all students who qualify to receive special program services. **Actions:** a) Continue to provide access to students receiving special education services to all available. Ensure appropriate interventions and approved accommodations are provided to students as determined by the ARD committee. b) Provide training to campus staff to utilize Success-Ed to monitor program responses to students who are identified for 504, special education, or MTSS services. c) Ensure that all special services (MTSS, SPED, EB, AI, At risk) are documented in the appropriate programs: Success Ed, Ellevation, Pulse, Focus **Staff Responsible for Monitoring:** Campus Administration, Campus staff, Intervention Services department, Special Education staff, 504 coordinator, attendance clerk **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1	40%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement the Multi-Tiered Systems of Support (MTSS) framework to facilitate differentiated support and interventions for identified students. **Actions:** a) Hold campus MTSS meetings throughout the year. b) Time has been allotted within the master schedule to designate time for grade level guided reading and guided math time. Tutors will be assigned to each teacher to give extra support in both math and reading. c) Regularly meet with PLC teams to discuss progress, needs, curriculum and resources. This will allow our teachers to support the intervention plan to meet our students needs. The teachers will analyze data, utilize best practices for intervention and create intervention groups. d) Implement SEL curriculum Conscious Discipline (CD) and district provided resources. e) Continue to provide professional learning for CD and tiered behavior interventions. f) Utilize SCE funded crisis counselor to provide support to students in areas of social-emotional learning. g) Create and Implement an Accelerated Intervention Plan to address HB4545. **Staff Responsible for Monitoring:** Campus Administration, Classroom teachers, Title 1 Tutors and Instructional Facilitators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Since the onset of the COVID-19 pandemic, the campus continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, and social-emotional well being. **Root Cause**: With 80% of our families experiencing economic hardship, it often leads to a lack exposure to educational and social opportunities.
Student Learning
Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading Language Arts and Mathematics have not shown growth or declined in percent score. **Root Cause**: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of their students through the use of PDSA, Student Data folders, and Student Discourse.

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 the district administered student survey and campus expectations.

Evaluation Data Sources: DES Citizenship plan, Conduct Grades, District survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to implement Conscious Discipline campus wide, and develop and implement the campus citizenship plan. **Actions:** a) Train all staff members on Conscious Discipline throughout the year and provide clear implementation expectations. d) Train campus staff on the implementation of Character Strong expectations and begin weekly lessons of 20 minutes. c) Collaborate with our Conscious Discipline Action Team to develop a campus plan to implement CD and revise it throughout the year. d) Develop and implement a systematic approach to responding to classroom behavior, called the "DES 5 Steps." e) Develop and implement a systematic approach to students reflecting on their behavior throughout the day and provide a main line of communicating with families regarding student behavior and progress. e) Utilize title 1 funded Crisis Counselor to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Campus Administration, Campus Staff, Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1	35%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

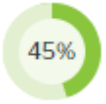
Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: According to our student and staff survey, the results indicated a need for a systematic approach to responding to discipline. **Root Cause**: There is not a system in place for the classroom teachers to use when responding to misbehavior in the class that is consistent amongst the campus or grade levels.

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: Identify students who are in need of MTSS behavioral Tiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS data records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement with fidelity the behavioral MTSS plan. **Actions:** a) Implement the district behavior MTSS plan b) Utilize the classroom student point tracking system, the 5 step plan, and Conscious Discipline strategies for all students. c) Differentiate strategies based on individual student behavioral tier. d) Schedule extended behavior MTSS collaboratives and utilize Focus to input behavioral MTSS student plans. **Staff Responsible for Monitoring:** Campus Administration, campus staff, Counseling team, Behavior Facilitator **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: According to our student and staff survey, the results indicated a need for a systematic approach to responding to discipline. **Root Cause**: There is not a system in place for the classroom teachers to use when responding to misbehavior in the class that is consistent amongst the campus or grade levels.

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: 2023-2024 Campus Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement a campus plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Develop and communicate campus attendance plan with all stakeholders. b) The logistics committee will monitor student attendance and review progress with campus staff on a monthly basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Continue to use our campus system to celebrate campus attendance improvement. d) Provide incentives that encourage student attendance. e) Identify and address social needs within families that prevent students from attending schools and involve key stakeholders including crisis counselor that can help to mitigate student attendance issues. f) Communicate monthly with paper flyers, social media, email and parent information events on the importance of attendance. **Staff Responsible for Monitoring:** Campus Administration, Attendance clerk, Classroom teachers, Truancy Officer, Counselor and Crisis Intervention Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1 - Perceptions 1	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading Language Arts and Mathematics have not shown growth or declined in percent score. **Root Cause**: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of their students through the use of PDSA, Student Data folders, and Student Discourse.

Perceptions

Problem Statement 1: On our Spring survey, families and staff indicated a feeling of being disconnected within the school family. **Root Cause**: With the merging of the two campuses, our staff and student population have doubled in size leaving an understandable connectivity gap within our community.

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes throughout the campus.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Communicate and implement campus continuous improvement processes at the campus, grade and classroom level. **Actions:** a) Campus departments and grade levels utilize the PDSA process to monitor progress towards goals. (ex. logistics committee, CDAT committee, social committee, and Leadership team) b) Each team will identify key measures to track progress and set a goal. c) Conduct the PDSA process at each meeting to track progress. **Staff Responsible for Monitoring:** Campus Administration and campus staff **Title I:** 2.4, 2.6 **Problem Statements:** Perceptions 1	35%	45%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: On our Spring survey, families and staff indicated a feeling of being disconnected within the school family. **Root Cause**: With the merging of the two campuses, our staff and student population have doubled in size leaving an understandable connectivity gap within our community.

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 surveys and accident reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a) Model and communicate to students, staff and families the safety protocols for our campus. b) Review the district safety protocols and implement them. c) Schedule and monitor safety drills and revise plans as needed. Implement Navigate360 with all safety drills. d) The logistics committee will identify potential safety threats using survey data for continuous improvement. e) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. f) Implement the Anonymous Alerts and Threat Assessment system. g) Conduct monthly safety meetings with the Safety Committee and revise plans as needed. h) Utilize campus Crisis Counselor and District SRO to identify and address safety and social emotional concerns. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1	45%	60%		

 No Progress Accomplished Continue/Modify Discontinue

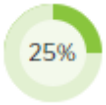
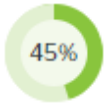
Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: On our Spring survey, families and staff indicated a feeling of being disconnected within the school family. **Root Cause**: With the merging of the two campuses, our staff and student population have doubled in size leaving an understandable connectivity gap within our community.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district-wide program that promotes an accident-free work environment. **Actions:** a) Require staff to review district plan and safety training sessions. b) Perform campus safety walks and address needs. c) Provide safety equipment as needed. d) Monitor the implementation of safety procedures. e) All employees will complete safe schools. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

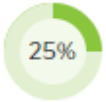
Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: According to our student and staff survey, the results indicated a need for a systematic approach to responding to discipline. **Root Cause**: There is not a system in place for the classroom teachers to use when responding to misbehavior in the class that is consistent amongst the campus or grade levels.

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 Base Team Meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maintain a district-wide coordinated health program. **Actions:** a) Continue to implement health related plans, including: Play it Safe, Health and Vision Screenings, and Fitness Grams. b) Follow district health requirements c) Students participate in regular pacers and fitness grams in physical education classes. **Staff Responsible for Monitoring:** Campus Administration, Nurse, Campus Staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading Language Arts and Mathematics have not shown growth or declined in percent score. **Root Cause**: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of their students through the use of PDSA, Student Data folders, and Student Discourse.

State Compensatory

Budget for David E. Smith Elementary

Total SCE Funds: $184,442.00
Total FTEs Funded by SCE: 4.24
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 David E. Smith Elementary

Name	Position	FTE
Breana Cobb	Educational Assistant	0.25
Carmen Oliveros	Teacher	0.25
Julie herring	Instructional Facilitator	1
Kathy Nguyen	Teacher	0.5
Kristin Gaines	Teacher	0.33
Misty Demoss	Reading Intervention	0.33
Monica Souphankhaysy	Educational Assistant	1
Rebeca Quintana	BL Reading Intervention	0.33
Yaneth Zuniga	Teacher	0.25

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed on April 25, 2023 based on spring survey feedback, TELPAS and universal screener results, attendance and behavior data compiled in the Spring of 2023. The CNA was reviewed and finalized to include current STAAR achievement data on August 28, 2023.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents: **Dylan Medrano and Emily Reed**
Community Members: Mike Eason and Kelsey Kimbrough
Teachers: Carrie Chandler, Sheila Anderson, Lisa Mais, Brandon Brumley, Stacey Self, Alex Brumley, Ninfa Cortez, Roxanne Magee, Shelly Villa, Ginger Rocha, Eva Fisher
Administrators: Amanda Holman and Latisha Moore
Other Campus and District Staff: Amanda Jones and Kinzie Mallot

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, 76% 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:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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

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 recognition's, two-way communication between the school and home, and parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan is revised and evaluated in November, January, March, and June. The schoolwide plan (CIP) is developed annually.

4.1: Develop and distribute Parent and Family Engagement Policy

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

Parents: **Dylan Medrano, Emily Reed**
Teachers: Lisa Mais, Roxanne Magee, Eva Fisher, Morgan Martinez, Shelly Villa, Ginger Rocha, Rebeca Quintana
Administrators: Latisha Moore and Amanda Holman
Other Campus and District Staff: Julie Herring and Amanda Jones

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

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Monday evenings and Tuesday and Thursday mornings in order to accommodate parents' work schedules. The following family engagement activities are planned for 2023-24:

- August Refresh Back to School Event at WG Thomas Coliseum
- August Meet the Teacher Night
- Back to school bash Title I Meeting
- October Title I Meeting

- October Book Fair
- October Music performance
- October Awards Ceremony and Data talk
- November Music performance
- November Math Event
- December Fun Run
- December Music performance - 5th gr
- January Literacy Event
- February World Read Aloud Day
- March Open House
- March Discover Birdville Event]
- March Music performance
- April Music performance
- April Science Night
- April Family Engagement Policy and Compact Revision
- May Field Day

Title I Personnel

Name	Position	Program	FTE
Jennifer Kimbrough	Assistant Principal	Title I	0.5
Lisa Wolf	Crisis Intervention Counselor	Title I	0.5
Maria McCully	Instructional Facilitator	Title I	0.6

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	SCE Campus Personnel		$184,442.00
				Sub-Total	$184,442.00
				Budgeted Fund Source Amount	$184,442.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Title I Personnel		$169,840.00
1	1	3	Professional Development		$1,500.00
1	2	1	Title I Tutors		$12,821.00
1	2	3	Family Engagement Resources		$1,860.00
				Sub-Total	$186,021.00
				Budgeted Fund Source Amount	$186,021.00
				+/- Difference	$0.00
				Grand Total Budgeted	$370,463.00
				Grand Total Spent	$370,463.00
				+/- Difference	$0.00

Birdville Independent School District

Jack C. Binion Elementary

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Jack C Binion Elementary is to empower students by offering innovative learning experiences that motivate our community to strive for academic excellence.

Vision

Our vision is to empower all students through purposeful learning experiences, preparing them for success in our diverse society.

Core Beliefs

We believe all students can learn.
We believe that there are multiple pathways to academic success.
We believe high expectations and consistency lead to academic success.
We believe communication creates meaningful relationships.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jack C. Binion Elementary School is located in Richland Hills, Texas, a suburban city in the northeastern part of Tarrant County. The school is part of the Birdville Independent School District and serves the local community, providing education to elementary-aged children. The area around the school is primarily residential, characterized by single-family homes and parks, making it a family-friendly environment. The school is positioned within a vibrant community supporting educational development and student growth.

Total Students	***728***	
Students by Grade Level		
Early Education/Pre-Kindergarten Grade	73	10%
Kindergarten Grade	112	15%
1st Grade	95	13%
2nd Grade	102	14%
3rd Grade	124	17%
4th Grade	114	16%
5th Grade	108	15%
Student Demographics		
Female	368	50.55%
Male	360	49.45%
Hispanic-Latino	456	62.64%
American Indian - Alaskan Native	2	0.27%
Asian	11	1.51%
Black - African American	107	14.70%
Native Hawaiian - Pacific Islander	4	0.55%
White	137	18.82%
Two or More Races	11	1.51%
Student Programs		
Dyslexia	34	4.67%
Gifted and Talented	21	2.88%
Section 504		

Section 504	28	3.85%
Special Education (SPED)	100	13.74%
Emergent Bilingual (EB)	332	45.6%
Bilingual	295	40.52%
English as a Second Language (ESL)	35	4.81%
Student Indicators		
At-Risk	574	78.85%
Immigrant	58	7.97%
Intervention Indicator	372	51.10%
Economic Disadvantage Total	578	79.4%
Free Meals	535	73.49%
Reduced -Price Meals	42	5.77%
Attendance		
2023-2024 School Year	94.2%	
Staff Information		
Administration and Administrative Support	15	16.48%
Teachers	55	60.44%
Educational Aide	21	23.08%

Demographics Strengths

Jack C. Binion Elementary School boasts several key strengths that contribute to its vibrant learning environment and support its school improvement plan:

The school serves a richly diverse student body, which enhances cultural understanding and fosters an inclusive atmosphere. This diversity allows for broader perspectives and experiences, enriching classroom discussions and peer interactions.

Jack C. Binion Elementary's teaching staff is a mix of new and experienced educators. This balance promotes a dynamic learning environment where innovative teaching methods are implemented alongside proven strategies, benefiting student engagement and learning outcomes.

With nearly 50% of the staff being bilingual, the school is well-equipped to support English language learners and their families. This capability not only aids in effective communication but also ensures that students receive tailored support in their learning journeys.

The school offers the Academy 4 mentorship program for 4th graders, which focuses on providing one-to-one mentorship. This initiative is instrumental in fostering meaningful relationships between mentors, students, and families, ultimately equipping the community to support educational success.

The Parent-Teacher Association (PTA) at Jack C. Binion Elementary is crucial in supporting academic and extracurricular activities. Their involvement helps create a strong school community, promotes parental engagement, and enhances student resources.

The school has demonstrated consistent academic growth, reflecting effective teaching strategies and a supportive environment. This commitment to continuous improvement ensures that students are well-prepared for their future educational endeavors.

Overall, these strengths position Jack C. Binion Elementary School as a nurturing and effective educational institution dedicated to fostering student success and community engagement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The overall attendance percentage for the 2023-24 school year was 94.2. Our goal each year is 96%. **Root Cause:** Campus attendance systems (daily calls, house visits, attendance letters, district tribunal, etc) did not effectively address attendance issues.

Student Learning

Student Learning Summary

The data presented below includes assessment information for the 2023-2024 school year. Notably, Jack C. Binion Elementary School has shown significant improvement in its State of Texas Assessment of Academic Readiness (STAAR) scores from 2023 to 2024, demonstrating substantial growth across all subject areas.

Course	Performance Level	Mono-Lingual 2023	Mono-Lingual 2024	Bi-Lingual 2023	Bi-Lingual 2024
3rd Grade RLA	Approaches	66%	58%	50%	55%
	Meets	36%	37%	20%	6%
	Masters	5%	14%	10%	0%
3rd Grade Math	Approaches	61%	61%	65%	82%
	Meets	18%	24%	25%	47%
	Masters	7%	7%	5%	9%
Course	***Performance Level***	***2023***	***2024***	***2023***	***2024***
4th Grade RLA	Approaches	71%	80%	29%	50%
	Meets	30%	43%	16%	17%
	Masters	14%	14%	3%	0%
4th Grade Math	Approaches	48%	66%	6%	27%
	Meets	23%	38%	0%	9%
	Masters	7%	11%	0%	0%
Course	***Performance Level***	***2023***	***2024***	***2023***	***2024***
5th Grade RLA	Approaches	83%	76%	47%	58%
	Meets	51%	42%	29%	21%
	Masters	19%	12%	6%	5%
5th Grade Math	Approaches	63%	77%	11%	53%
	Meets	26%	41%	11%	18%
	Masters	5%	3%	0%	0%
Course	***Performance Level***	***2023***	***2024***	***2023***	***2024***
5th Grade Science	Approaches	59%	53%	22%	19%
	Meets	36%	18%	0%	0%
	Masters	16%	1%	0%	0%

Student Learning Strengths

These summary statements capture the significant growth across various subjects and grades, highlighting areas of success while also identifying opportunities for continued improvement in student learning outcomes.

Third Grade Math

Mono-Lingual-- We achieved a 6% growth in the Meets category, reflecting positive engagement with the curriculum.
Bi-Lingual--Notable growth was seen, with a 17% increase in Approaches, 22% growth in Meets, and a 4% increase in Masters, indicating a solid understanding of foundational concepts.

Fourth Grade Math

Mono-Lingual-- A robust 18% growth in Approaches, coupled with a 15% increase in Meets and a 4% rise in Masters, shows substantial progress in student performance.
Bi-Lingual-- Growth metrics include a 21% increase in Approaches and a 9% growth in Meets, highlighting improvement in student comprehension.

Fifth Grade Math

Mono-Lingual-- We observed a 14% growth in Approaches and a 15% increase in Meets, demonstrating a commitment to academic success.
Bi-Lingual-- Exceptional growth with a 42% increase in Approaches and a 7% rise in Meets indicates significant advancements in student learning.

Third Grade Reading

Mono-Lingual--Growth in reading is evident with a 1% increase in Meets and a 9% rise in Masters, suggesting enhanced reading proficiency among students.

Fifth Grade Reading

Bi-Lingual-- An 11% growth in Approaches reflects reading and comprehension progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science. **Root Cause:** While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in all areas of math, reading, writing, and science.

School Processes & Programs

School Processes & Programs Summary

Jack C. Binion Elementary is a Title I school that offers extensive support and programs to meet the diverse needs of its students. Starting in Pre-Kindergarten, students undergo universal screening in reading and math, enabling teachers to tailor instruction to each student's needs. While the majority of students participate in the general curriculum, Jack C. Binion Elementary provides additional support systems for students who are performing below grade level, ensuring that all students receive the help they need to succeed.

School Processes & Programs Strengths

A wide variety of support systems are provided for students, which may include:

- Full Day Pre-Kindergarten
- Dyslexia Support
- Emergent Bilingual Support
- Special Education Services
- Accelerated Instruction
- Intervention and Tutorials in Reading, Math, and Science

In addition, Jack C. Binion Elementary offers Gifted and Talented services to students who are performing above their peers.

Jack C. Binion Professional Learning Communities meet weekly to analyze student data and plan for instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are not reaching their potential in academic achievement. **Root Cause:** Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus.

Problem Statement 2 (Prioritized): Students are disengaging from challenging academics and instruction. **Root Cause:** The root cause of student disengagement is the inconsistent application of lesson internalization and feedback strategies, leading to insufficient support and motivation in challenging academic areas. This lack of cohesive approach affects students' ability to stay engaged and invested in their learning.

Perceptions

Perceptions Summary

In the spring of 2024, Jack C. Binion Elementary collected perception data from students and parents for our annual campus needs assessment.

Student Results

- 86.5% of students feel safe at school
- 90% of students feel that their teacher believes they will be successful.
- 90% of students feel there is an adult they can talk to at school if they have a problem.
- 80.5% of students feel they are treated with respect at school.

Parent Results

- 93% of parents feel that Jack C. Binion students are safe at school.
- 86% of parents feel that Jack C. Binion Elementary has a good public image.
- 80% of parents feel that Jack C. Binion has an excellent learning environment.
- 76% of parents feel that Jack C. Binion's teachers have respect for students.

Jack C. Binion has many opportunities for parent involvement and engagement.

- Meet the Teacher
- Curriculum Night/Title 1 Night
- Reading and Math Nights
- Turkey Trot Race
- Open House
- Breakfast with Santa
- Academy 4 Student Mentorship Program

Perceptions Strengths

Most Jack C. Binion parents and students feel school is safe, students have teachers who believe in their ability to succeed, and students have a trusted adult they can seek help from.

Jack C. Binion Elementary has a well-developed safety plan that students understand.

Jack C. Binion has many robust opportunities for parent and family engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent participation in school activities, including meetings and events, is below expectations, leading to limited parental involvement in their child's education and school community. **Root Cause:** Low parent participation stems from a lack of awareness about its importance and limited engagement opportunities due to scheduling conflicts or insufficient outreach. Enhancing communication, offering flexible event times, and educating parents on the impact of their involvement can help increase participation in school activities and the community.

Problem Statement 2 (Prioritized): 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. **Root Cause:** Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage.

Priority Problem Statements

Problem Statement 1: Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science.

Root Cause 1: While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in all areas of math, reading, writing, and science.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students are not reaching their potential in academic achievement.

Root Cause 2: Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The overall attendance percentage for the 2023-24 school year was 94.2. Our goal each year is 96%.

Root Cause 3: Campus attendance systems (daily calls, house visits, attendance letters, district tribunal, etc) did not effectively address attendance issues.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented.

Root Cause 4: Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Parent participation in school activities, including meetings and events, is below expectations, leading to limited parental involvement in their child's education and school community.

Root Cause 5: Low parent participation stems from a lack of awareness about its importance and limited engagement opportunities due to scheduling conflicts or insufficient outreach. Enhancing communication, offering flexible event times, and educating parents on the impact of their involvement can help increase participation in school activities and the community.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Students are disengaging from challenging academics and instruction.

Root Cause 6: The root cause of student disengagement is the inconsistent application of lesson internalization and feedback strategies, leading to insufficient support and motivation in challenging academic areas. This lack of cohesive approach affects students' ability to stay engaged and invested in their learning.

Problem Statement 6 Areas: School Processes & Programs

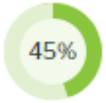
Goals

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: CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5) Campus CFAs (Curriculum Focused Assessment) Elementary: BAS (Benchmark Assessment System), Historic STAAR (State of Texas Assessment of Academic Readiness) Data, CBA (Curriculum Based Assessment) Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build teacher capacity as we implement the District curriculum and state-approved resources with fidelity. **Actions:** a) Conduct a series of walkthroughs using administrators, Instructional facilitators, and content coordinators to gather data on the continued implementation of the District curriculum, state-approved, and campus secondary resources. b) Analyze walkthrough data and offer targeted professional development tailored to the identified needs of teachers. c) Provide ongoing training, coaching, and lesson modeling to support teachers in effectively implementing the curriculum and resources. d) Analyze and use data from Universal Screeners, District Assessments, and teacher-created assessments to offer targeted support and monitor progress. e) Organize monthly "Lunch and Learn" sessions to deliver targeted professional development for all teachers, focusing on areas identified through instructional walkthroughs and teacher feedback. **Staff Responsible for Monitoring:** Administration, Instructional Facilitators, and Content Coordinator **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2 **Funding Sources:** Professional Development - 211 - Title I - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement. **Actions:** a) Utilize Jack C. Binion's Lesson Internilization Plan template to assist teachers in internalizing resources available from the District for explicit instruction. b) Provide ongoing support by coaching, training, professional development, and lesson modeling needed to help teachers maintain the implementation of district and state literacy requirements. c) Incorporate lessons and research-based practices from state-approved resources and campus secondary resources into regularly scheduled training sessions and weekly Professional Learning Committee meetings. d) Leverage Instructional Facilitators to assist teachers in achieving instructional goals, offering targeted support to address specific challenges and enhance curriculum implementation. e) Use the Jack C. Binion Feedback Model to provide teachers and students with immediate feedback on student understanding, enabling responsive teaching and promoting continuous improvement. f) Integrate Scholastic Super STEM magazine into math and science lessons to provide context, improve engagement, and connect theoretical knowledge with real-life applications. f) Implement regular writing activities in all subjects to enhance students' understanding, develop communication skills, and promote critical thinking and creativity. **Staff Responsible for Monitoring:** Administration, Instructional Facilitators, Classroom Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $127,079, Title I Personnel - 211 - Title I - $123,975				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 weekly Professional Learning Communities. b) Use the Jack C. Binion walkthrough form to conduct campus walks specific to instructional practices and utilize subject-specific "look fors" to improve student performance. c) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance, and Interims) to inform instruction and document student growth. d) Continue to train and require the regular use of continuous improvement processes in the classroom. e) Collect, analyze, and use data to 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:** Administration, Instructional Facilitators, Classroom Teachers **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2	40%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science. **Root Cause**: While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in all areas of math, reading, writing, and science.

School Processes & Programs
Problem Statement 1: Students are not reaching their potential in academic achievement. **Root Cause**: Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus.
Problem Statement 2: Students are disengaging from challenging academics and instruction. **Root Cause**: The root cause of student disengagement is the inconsistent application of lesson internalization and feedback strategies, leading to insufficient support and motivation in challenging academic areas. This lack of cohesive approach affects students' ability to stay engaged and invested in their learning.

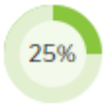
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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
Strategy 1: Vertical teams meet quarterly to ensure that curriculum and instruction are aligned and cohesive between grade levels. **Actions:** a) Organize and schedule Reading, Math, and Science vertical teams to meet once each nine-week grading period for half-day collaboration. b) Align instructional goals and strategies across grade levels, ensuring continuity and coherence in vertical instruction. c) Facilitate the sharing of best practices and successful strategies among team members to enhance the effectiveness of instruction at each level. d) Facilitate collaboration among team members to address challenges, share resources, and develop strategies for improving instructional alignment and effectiveness. e) Track the progress of instructional alignment and effectiveness through regular updates and feedback during weekly Professional Learning Community meetings. **Staff Responsible for Monitoring:** Administrators, Instructional Facilitators, Content Coordinators, Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to implement the MTSS (Multi-Tiered Systems of Support) district framework to create multiple learning opportunities for all students, including those served through State Compensatory Education, Title I, special education, and dyslexia programs. **Actions:** a) Meet five times yearly in our MTSS (Multi-Tiered Systems of Support) collaboratives during weekly Professional Learning Community b) Ensure that tiered interventions are consistently implemented across classrooms and programs, with specific strategies tailored to the needs of students in various support programs. c) Leverage data from assessments and progress monitoring to inform decision-making and enhance the effectiveness of interventions within the MTSS framework. d) Offer ongoing training and professional development for educators and staff on the MTSS framework, focusing on effective strategies for delivering support at each tier. e) Systematically collect, analyze, and utilize data from student assessments and progress monitoring to inform decision-making and tailor interventions and effectiveness in meeting the diverse needs of all students. **Staff Responsible for Monitoring:** Administrators, Instructional Facilitators, Assessment Department. Teachers **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2 **Funding Sources:** Title I Tutors - 211 - Title I - $75,926				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide opportunities for students, parents, and the community to engage in the educational process at Jack C Binion. **Actions:** a) Implement the Jack C. Binion reading initiative, which utilizes the experience and skills of retired community educators to support early literacy development by meeting twice a month with selected students to improve their acquisition of foundational reading skills. b) Continue the Academy 4 Mentorship program to ensure that every fourth-grade student is paired with a mentor, helping them develop leadership skills and personal growth. c) Host Title 1 meetings and organize Family Nights focused on math, reading/social studies, and science to engage parents in academics and provide insights into the curriculum. d) Strengthen collaboration with City Point Methodist Church to support school initiatives and community involvement. e) Schedule musical performances for selected grade levels to enrich the educational experience and showcase student talents. f) Strengthen the JCB Bobcat Dads program, which is specifically designed to involve fathers and male role models in school activities, mentoring, and educational support. **Staff Responsible for Monitoring:** Administration **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1 **Funding Sources:** Family Engagement Resources - 211 - Title I - $2,070				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement additional support for students in the lowest-performing subgroup as measured by state and district assessments. **Actions:** 1. Utilize instructional facilitators to provide additional reading and math support when creating student learning tasks. 2. Weekly Professional Learning Community meetings focused on data talks, planning, strategies, and using the feedback model. 3. Strategy-based monthly "Lunch and Learns" for classroom teachers. 4. School administration will attend monthly meetings hosted by the University of North Texas to collaborate with administration from other districts in ways to close the educational gaps for low-performing schools **Staff Responsible for Monitoring:** Administration, Instructional Facilitators, Teachers **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science. **Root Cause**: While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in all areas of math, reading, writing, and science.
School Processes & Programs
Problem Statement 1: Students are not reaching their potential in academic achievement. **Root Cause**: Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus. **Problem Statement 2**: Students are disengaging from challenging academics and instruction. **Root Cause**: The root cause of student disengagement is the inconsistent application of lesson internalization and feedback strategies, leading to insufficient support and motivation in challenging academic areas. This lack of cohesive approach affects students' ability to stay engaged and invested in their learning.
Perceptions
Problem Statement 1: Parent participation in school activities, including meetings and events, is below expectations, leading to limited parental involvement in their child's education and school community. **Root Cause**: Low parent participation stems from a lack of awareness about its importance and limited engagement opportunities due to scheduling conflicts or insufficient outreach. Enhancing communication, offering flexible event times, and educating parents on the impact of their involvement can help increase participation in school activities and the community.

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 increased awareness of social-emotional development as measured by a district-administered student survey and less students on Tier 3 for behavior.

Evaluation Data Sources: Social Character Development Learning Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district-approved social-emotional curriculum. **Actions:** a) Provide professional development for all staff on the components, implementation, purpose, and expectations. b) Provide ongoing training in classroom regulation strategies and trauma-informed care. c) Classroom teachers provide weekly lessons on social-emotional behavior through the Character Strong curriculum. d) Provide counseling for students who have social-emotional needs or are in crisis. e) Celebrate one student from each class for every nine weeks who demonstrates outstanding character. f) Daily announcements highlighting current focus traits from Character Strong. g) Connect families with needed outside resources for counseling services, food, utilities, clothing, and housing assistance. g) Provide individual and group counseling support. i) Utilize Crisis Counselors to support students in areas of social-emotional behavior. **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 2	30%	70%		

No Progress | Accomplished | Continue/Modify | Discontinue

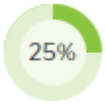
Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. **Root Cause**: Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage.

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 (Multi-Tiered Systems of Support) Tiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS (Multi-Tiered Systems of Support) data records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the behavioral MTSS (Multi-Tiered Systems of Support) plan with fidelity. **Actions:** a) Ensure that all instructional staff receive comprehensive training on the implementation of the behavioral MTSS plan and its procedures. b) Hold five MTSS meetings yearly that include counselors and the behavioral specialist to collaborate with teachers on tier movement, strategies, and interventions needed for students on Tier 2 and Tier 3 for behavior. c). Use the Focus system to input and manage behavioral MTSS student plans, ensuring accurate tracking and monitoring. d) Utilize the behavior interventionist for intervention and classroom strategies. e) Identify students needing intervention by analyzing data to determine students who exhibit persistent and ongoing behaviors of concern. F. Apply effective, evidence-based interventions for students meeting Tier 2 or Tier 3 criteria in small groups to address their specific behavioral needs. **Staff Responsible for Monitoring:** Administration, Counselors, Behavior Specialist, Teachers **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science. **Root Cause**: While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in all areas of math, reading, writing, and science.

School Processes & Programs

Problem Statement 1: Students are not reaching their potential in academic achievement. **Root Cause**: Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus.

Problem Statement 2: Students are disengaging from challenging academics and instruction. **Root Cause**: The root cause of student disengagement is the inconsistent application of lesson internalization and feedback strategies, leading to insufficient support and motivation in challenging academic areas. This lack of cohesive approach affects students' ability to stay engaged and invested in their learning.

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

Performance Objective 1: Increase the annual total average daily attendance as compared to the prior school year.

Evaluation Data Sources: Overall campus average daily attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement the campus plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Use campus funds to provide incentives to improve student attendance. b) Monitor student attendance and review progress quarterly to determine the effectiveness of the campus attendance plan. c) Create an attendance incentive plan that recognizes attendance daily, weekly, quarterly, each semester, and annually. d) Implement strategies to identify and address social needs within families that prevent students from attending school and involve key stakeholders to mitigate student attendance issues. **Staff Responsible for Monitoring:** Administration, Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1	30%	45%		

No Progress | Accomplished | Continue/Modify | Discontinue

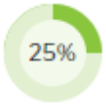
Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The overall attendance percentage for the 2023-24 school year was 94.2. Our goal each year is 96%. **Root Cause**: Campus attendance systems (daily calls, house visits, attendance letters, district tribunal, etc) did not effectively address attendance issues.

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

Performance Objective 2: Use the Continuous Improvement model to systematically identify and enhance processes and outcomes at both the grade level and campus-wide, ensuring that practices are continuously refined to meet the needs of students and achieve better academic and operational results

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement continuous improvement components to achieve campus goals by consistently planning, executing, and refining strategies for better student outcomes and effectiveness. **Actions:** a) Continue to support and monitor campus-wide implementation of continuous improvement components. b)Track goals, campus trends, and data during weekly Professional Learning Community meetings. c) Conduct PDSA refresher training using instructional facilitators. d) Utilize student data folders for goal setting and data tracking. **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Jack C Binion students need to learn strategies to aid in making connections in math, reading, writing, and science. **Root Cause**: While it is evident that our teachers know how to use strategies, students are not successfully utilizing strategies to make connections in all areas of math, reading, writing, and science.
School Processes & Programs
Problem Statement 1: Students are not reaching their potential in academic achievement. **Root Cause**: Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus.
Problem Statement 2: Students are disengaging from challenging academics and instruction. **Root Cause**: The root cause of student disengagement is the inconsistent application of lesson internalization and feedback strategies, leading to insufficient support and motivation in challenging academic areas. This lack of cohesive approach affects students' ability to stay engaged and invested in their learning.

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.

High Priority

Evaluation Data Sources: Safe School's Report, Campus and District Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To enhance the safety and security of the school environment through forming and actively engaging a Campus Safety Committee, fostering collaboration among staff, students, parents, and community members. **Actions:** a) Recruit stakeholders to serve on the Campus Safety Committee, including teachers, administrators, support staff, local law enforcement, and student representatives. Clearly outline the roles and responsibilities of each committee member to ensure effective participation and accountability. b) Schedule monthly meetings to discuss safety policies, review incident reports, and evaluate the effectiveness of current safety measures. Share the meeting schedule with the school community to encourage transparency and involvement. c) The committee will be tasked with conducting regular campus safety assessments to identify potential hazards, vulnerabilities, and areas for improvement. Solicit feedback from the school community through after-action surveys to ensure all voices are heard regarding safety concerns. d) Review existing safety policies and protocols regularly, making necessary updates based on assessment findings and emerging best practices. Develop and maintain comprehensive emergency response plans, communicating them clearly to all staff, students, and parents. e) Regularly update the school community about safety improvements and ongoing efforts, fostering a sense of shared responsibility. f) Collaborate with local law enforcement, fire departments, and emergency management agencies to enhance safety protocols and provide additional resources. g) Train students on how to effectively use the Anonymous Alerts reporting system, supporting the empowerment of students to voice their concerns safely and anonymously and fostering a supportive school environment where everyone feels comfortable seeking help and reporting issues. **Staff Responsible for Monitoring:** Administration, Safety Team, Staff **Title I:** 2.6 **Problem Statements:** Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct required safety drills and regularly check exterior and interior doors to ensure the safety and preparedness of all students and staff. **Actions:** a) Conduct all mandated safety drills as local, state, and federal regulations require. This includes fire drills, lockdown drills, and evacuation drills. b) Schedule and execute drills (fire, lockdown, evacuation, hold, etc.) to practice response plans and ensure everyone knows their roles in the Navigate 360 program. c) Implement a routine schedule for administration and custodial staff to check the security of all exterior and interior doors. This includes ensuring that doors are locked when necessary and that locking mechanisms function properly. e) Maintain detailed logs of all door checks, noting any issues and the actions taken to resolve them in Sentinel. f) Regular training for staff on how to conduct safety drills and the importance of door security should be provided. Ensure they are familiar with the procedures and specific roles during an emergency. g) Utilize the Navigate 360 app to conduct regular training sessions for staff and students to familiarize them with emergency procedures and protocols. h) Establish clear communication protocols to disseminate information during an emergency, including alerts, updates, and instructions. **Staff Responsible for Monitoring:** Campus administration, Student Services Department **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. **Root Cause**: Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage.

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

Performance Objective 2: All students and staff will learn and work in a safe and responsive environment.

High Priority

Evaluation Data Sources: Annual worker's compensation claims report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district's safety program to establish and maintain a safe and accident-free environment for students, staff, and visitors. **Actions:** a) Perform a comprehensive assessment of current safety practices and identify potential hazards within the school environment. b) Review and update safety policies in alignment with the district's safety program. c) Ensure that all staff and students know these policies through handbooks, meetings, and postings around the school. d) Implement a user-friendly system for reporting safety concerns or incidents. e) Perform campus safety walk-throughs as required by the district plan. f) Attend district monthly safety meetings. **Staff Responsible for Monitoring:** Campus Administration, Campus Head Custodial Person **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. **Root Cause**: Even with extensive safety protocols and training in place, students and parents may feel unsafe due to a lack of process communication, the number of nationwide incidents, and media coverage.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Build teacher capacity as we implement the District curriculum and state-approved resources with fidelity.
1	1	2	Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.
1	2	4	Implement additional support for students in the lowest-performing subgroup as measured by state and district assessments.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	4	Implement additional support for students in the lowest-performing subgroup as measured by state and district assessments.

State Compensatory

Budget for Jack C. Binion Elementary

Total SCE Funds: $127,079.00
Total FTEs Funded by SCE: 2.985
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 Jack C. Binion Elementary

Name	Position	FTE
Anai Geyer	Reading Intervention	0.33
Angela Rhodes	Reading Intervention	0.33
Annell Butler	Instructional Facilitator	1
Crystal Cummings	Reading Intervention	0.33
Heather Doyle	Educational Assistant	0.33
Isaura Espinoza	BL Reading Intervention	0.165
Kathy Hinojosa	Teacher	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, as well as attendance and behavior data compiled in April and May 2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Dr. Cheryl Waddell	Principal
Kelli Maikell	Assistant Principal
Rose Kebe	Assistant Principal
Annell Butler	Instructional Facilitator
Jamie Norris	Instructional Facilitator
Camille Hulsey	Counselor
Deanna Stults	Counselor
Ruben Anguiano	Parent
Sharon Wynn	Community Member

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 needed. 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, 79% 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:

- Feedback Model
- Components of Positive Behavioral Intervention System

- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Character Strong Curriculum

Increased learning time is provided through classroom intervention programs and guided small-group instruction.

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

Dr. Cheryl Waddell- Principal

Kelli Maikell- Assistant Principal

Rose Kebe- Assistant Principal

Miray Hakim- Teacher

Deanna Stults- Counselor

Camille HUlsey- Counselor

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Tuesday evenings to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2024-25.

- August Refresh Back to School Event (Saturday, 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night
- September Title I Meeting (Tuesday) on campus
- September Literacy Event/ Curriculum Night (Tuesday) on campus
- December Book Fair (Monday through Thursday, 8:00-5:00) on campus
- January Math Night Event (Tuesday) on campus
- March Open House (Tuesday only) on campus
- March Explore Birdville Event (Saturday, 9:00-10:00) at Birdville Center for Technology and Advanced Learning
- April Family Engagement Policy and Compact Revision (Tuesday) on campus

Title I Personnel

Name	Position	Program	FTE
Anai Geyer	Bilingual Reading Interventionist	Title I	0.5
Jamie Norris	Instructional Facilitator	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	SCE Campus Personnel		$127,079.00
				Sub-Total	$127,079.00
				Budgeted Fund Source Amount	$127,079.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional Development		$5,000.00
1	1	2	Title I Personnel		$123,975.00
1	2	2	Title I Tutors		$75,926.00
1	2	3	Family Engagement Resources		$2,070.00
				Sub-Total	$206,971.00
				Budgeted Fund Source Amount	$206,971.00
				+/- Difference	$0.00
				Grand Total Budgeted	$334,050.00
				Grand Total Spent	$334,050.00
				+/- Difference	$0.00

Birdville Independent School District

Alliene Mullendore Elementary

2024-2025 Campus Improvement Plan

Mission Statement

The mission of our Mullendore family is to intentionally build strong foundations for a community of life-long learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alliene Mullendore Elementary, established in 1955, is situated in the southern part of North Richland Hills, Tarrant County. The school serves a diverse student body of approximately 351 students, ranging from pre-kindergarten to fifth grade. Among these students, 39% (137 students) are White, 34% (121 students) are Hispanic, 16% (55 students) are African American, 8% (27 students) are Asian, and 2% (7 students) identify as multi-racial. The Native American and Pacific Islander populations together make up less than 1% (4 students) of the student body. Mullendore is a Title 1 campus, with around 66% (232 students) of its students classified as economically disadvantaged. Additionally, 65% (228 students) are considered "At-Risk," 19% (65 students) are emergent bilinguals, and 21% (72 students) receive academic special education services. Approximately 6% (20 students) are identified as Gifted and Talented and receive GATE services, while 7% (24 students) are identified as dyslexic. All certified staff members meet federal requirements for being highly qualified. The school's attendance rate stands at 95%.

Demographics Strengths

Student demographics have remained relatively stable over time, with most student population groups fluctuating by only 2 or 3 percentage points from year to year. No significant changes have been observed in these groups. While our overall student population is growing, partly due to students returning from the International Leadership of Texas (ILT), our recent move and relocation to the former Richland Elementary site has led to a decrease in enrollment this year, as some families have chosen schools closer to their homes.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our enrollment has decreased from the previous year. **Root Cause:** The relocation to another campus during the rebuilding of our school has inconvenienced some families who rely on a school within walking distance. Additionally, ILT's "Referral Rewards Program," which offers families $250 for each new student who enrolls and references them, has also impacted our enrollment.

Student Learning

Student Learning Summary

One of our campus academic goals is for 100% of our students to demonstrate growth in reading and math, with 80% achieving at least one year's growth or more in these subjects. Mullendore staff and administrators closely monitor student progress throughout the year using Progress Monitoring checks, student data folders, and PDSA to analyze success and refine instructional practices.

State, district, and grade-level common assessments are utilized to measure the growth each student achieves.

STAAR Data reported

Reading	**Approaches**	**Meets**	**Masters**
3rd Grade (48 total students)	67% (32 students)	46% (22 students)	13% (6 students)
4th Grade (54 total students)	69% (37 students)	26.% (14 students)	11% (6 students)
5th Grade (46 total students)	67 (31 students)	52% (24 students)	17% (8 students)
Math	Approaches	Meets	Masters
3rd Grade (48 total students)	81% (39 students)	46% (22 students)	15% (7 students)
4th Grade (54 total students)	41% (22 students)	22% (12 students)	6% (3 students)
5th Grade (46 total students)	50% (23 students)	26% (12 students)	9% (4 students)

In Reading, for the 2022-2023 school year, 67% of 3rd graders, 69% of 4th graders, and 67% of 5th graders met the *Approaches* standard. Performance was highest in 5th grade with 52% meeting the *Meets* standard. However, the percentage of students reaching the *Masters* level was relatively low across all grades, with 13% in 3rd grade, 11% in 4th grade, and 17% in 5th grade.

In Math, 81% of 3rd graders met the *Approaches* standard, but only 41% of 4th graders and 50% of 5th graders reached this level. The percentage of students meeting the *Meets* standard was highest in 3rd grade (46%), with lower percentages in 4th grade (22%) and 5th grade (26%). The *Masters* level was achieved by 15% of 3rd graders, 6% of 4th graders, and 9% of 5th graders.

Student Learning Strengths

When looking at data reported by the 2023-2024 STAAR assessment:

- 3rd grade math students had an increased performance of 8% for approaches, 11% increase in meets, and 2.5% increase in masters compared to the previous year.
- 3rd grade reading students had an increased performance of 8% for meets, and 9% in masters compared to the previous year.
- 4th grade reading students had an increase performance of 10% for approaches and 5% in masters compared to the previous years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm. **Root Cause:** The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.

Problem Statement 2 (Prioritized): When analyzing student performance gaps, two areas showing significant need due to insufficient growth in math are Hispanic students and those who are Economically Disadvantaged. **Root Cause:** Staff hired for the 2022-2023 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited experience and opportunities for professional development. which may have contributed to a decline in student success.

Problem Statement 3 (Prioritized): STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year. **Root Cause:** Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.

School Processes & Programs

School Processes & Programs Summary

Mullendore houses the Structured Environment to Enhance Communication (SEEC) program for the Richland High School cluster feeder pattern. This early intervention program is designed to support Pre-Kindergarten through 5th grade students who face multiple learning and language acquisition challenges. New to Mullendore this year, we also offer the Preschool Program for Children with Disabilities (ECSE-SEEC), which serves 3- and 4-year-old children in need of early special education intervention, focusing on cognitive, social-emotional, language and communication, and physical skills.

Mullendore also has a Gifted and Talented (GATE) program that serves K-2 students identified as GT. Additionally, the campus offers an "Invest" program aimed at enhancing the skills of second-grade students who were close to meeting the qualifying requirements for GATE. This program enriches their abilities to better prepare them for GATE qualification in third grade.

For students facing academic challenges, Mullendore provides a resource program that offers both "push-in" and "pull-out" services. Students struggling with reading due to dyslexia receive intensive instruction from a full-time reading specialist trained in MTA. Those who struggle with math benefit from small group instruction led by a full-time math interventionist. Additionally, students who need extra reading support but are not classified as dyslexic receive assistance from a certified teacher who serves as a reading support tutor. Similarly, students who need extra math support but are not considered tier 3 receive help from a certified math tutor.

School Processes & Programs Strengths

Mullendore follows a structured Response to Intervention (RtI) process, where all students are reviewed in collaborative discussions every three weeks. In the first "cycle," intervention and enrichment strategies are discussed, and the student's tier placement is evaluated and adjusted if the RtI committee deems it appropriate. During the second "cycle," each student is individually reviewed to assess the effectiveness of the strategies implemented. These RtI meetings include the Principal, Assistant Principal, teacher of record, math and reading interventionists, and often an instructional coach who provides instructional and curricular recommendations.

To address the diverse social and emotional needs of our students, an alternative Friday schedule has been implemented. This schedule allows for school-wide support and encouragement. During this time, grade levels focus on Character Strong lessons and meet with a "Buddy Class" to discuss Conscious Discipline routines and procedures. Students engage in activities such as reading with their "buddy," sharing data folders, and discussing and reviewing PDSAs.

A Super PLC schedule is being implemented allowing teachers to meet for an extended conference time with the Campus Instructional Facilitator reviewing data and student supports. During this time the counselor is able to meet with students for further Character Strong Counseling lessons and our Librarian is able to support the lessons with children's literature.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our STAAR reading scores decreased from the previous year. **Root Cause:** The focus of the PLC was not tightly aligned.

Problem Statement 2 (Prioritized): Many students that are on a Tier 2 or Tier 3 academically have not grown. They have stayed stagnate in their Tier despite intervention and support. **Root Cause:** Students are not able to move academically because they are struggling socially and emotionally and not able to be in the right brain state for the learning to take place.

Perceptions

Perceptions Summary

Implementing Conscious Discipline as our school-wide discipline strategy has fostered a sense of involvement and success in the emotional growth and well-being of our students and their families. Through social media posts, live Facebook feeds, and monthly newsletters, we actively keep our parents and stakeholders informed and engaged with what's happening on our campus. To encourage socialization and relationship-building, we have planned monthly family activities and PTA programs throughout the year. Our school and PTA will continue to host "restaurant nights," which serve not only as fundraisers but, more importantly, as opportunities to strengthen community and rapport among parents, students, and staff. To reduce crowding in the halls and building, school events are spread out over several nights, and whenever possible, school-wide family events are held outdoors. Each morning, families and students are greeted at the door, and on Fridays, music is played to motivate, welcome, and bring joy as they arrive.

Perceptions Strengths

By analyzing the data from annual surveys distributed to parents, students, and staff, we have identified several areas showing positive outcomes. Parents have expressed appreciation for the effective communication, the organized arrival and dismissal processes, and the multiple channels through which information is shared. The overwhelming majority of respondents feel safe and secure while at school. Additionally, parents report a sense of pride in their children attending Mullendore Elementary, and they believe that Mullendore effectively meets their children's academic, social, and emotional needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary. **Root Cause:** Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

Problem Statement 2 (Prioritized): Staff feedback from survey and campus walks indicated areas of the building that were unsafe and caused a concern for potential injury. **Root Cause:** The building we were housed in was old and there was lots of shifting in the ground and areas around the building due to foundational concerns and drainage issues.

Priority Problem Statements

Problem Statement 1: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm.

Root Cause 1: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our enrollment has decreased from the previous year.

Root Cause 2: The relocation to another campus during the rebuilding of our school has inconvenienced some families who rely on a school within walking distance. Additionally, ILT's "Referral Rewards Program," which offers families $250 for each new student who enrolls and references them, has also impacted our enrollment.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our STAAR reading scores decreased from the previous year.

Root Cause 3: The focus of the PLC was not tightly aligned.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary.

Root Cause 4: Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Many students that are on a Tier 2 or Tier 3 academically have not grown. They have stayed stagnate in their Tier despite intervention and support.

Root Cause 5: Students are not able to move academically because they are struggling socially and emotionally and not able to be in the right brain state for the learning to take place.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year.

Root Cause 6: Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Staff feedback from survey and campus walks indicated areas of the building that were unsafe and caused a concern for potential injury.

Root Cause 7: The building we were housed in was old and there was lots of shifting in the ground and areas around the building due to foundational concerns and drainage issues.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: When analyzing student performance gaps, two areas showing significant need due to insufficient growth in math are Hispanic students and those who are Economically Disadvantaged.

Root Cause 8: Staff hired for the 2022-2023 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited experience and opportunities for professional development. which may have contributed to a decline in student success.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

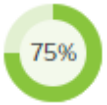
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

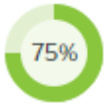
Performance Objective 1: All students will show growth in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) . b) Improve Mathematics performance of students in the sub-population of Hispanic and Economically Disadvantaged in Domain 3 Closing the Gaps 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.

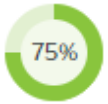
High Priority

HB3 Goal

Evaluation Data Sources: Fountas & Pinnell reading levels, mCLASS assessments, Star Ren Reading and Star Ren Math screeners.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement district reading and math workshop models. **Actions:** a) Ensure all reading and math teachers attend district professional development. b) Utilize instructional facilitator to help mentor and train teachers with use of district-provided strategies. c) Implement Instructional Rounds and provide coverage so that teachers will be able to visit Model Classrooms. d) Implement comprehensive RtI plan and Progress Monitoring. e) Ensure Reading and Math workshop model utilizes district curriculum materials. **Staff Responsible for Monitoring:** Principal,Assistant Principal, Instructional Facilitator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Focus on personalized learning for students. **Actions:** a) Scheduled WIN time for intervention and extension c) Implement guided reading and guided math instruction d) Implement flexible small groups based on data e) Utilize performance data from mClass and Star Renaissance to target instruction to student need **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator, Title 1 Tutor, Special Education E.A. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $173,455, Title I Personnel - 211 - Title I - $28,713				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement district Social and Emotional Learning using Character Strong. **Actions:** a) Ensure all teachers participate in weekly lessons and activities with students. b) Utilize campus counselor to assist and collaborate with teachers to ensure instruction is effective. c) Encourage and recognize students who model and demonstrate character values and traits daily during morning announcements as well as at the end of each nine weeks grading period during Celebration of Kids recognitions. d) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, and Crisis Counselor **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm. **Root Cause**: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.

Problem Statement 3: STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year. **Root Cause**: Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.

Perceptions

Problem Statement 1: According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary. **Root Cause**: Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

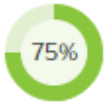
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

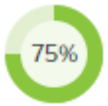
Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

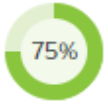
High Priority

HB3 Goal

Evaluation Data Sources: Historical performance by student groups on STAAR and CBA Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a special education and dyslexia schedule to maximize the amount of time students spend in the general education setting. **Actions:** a) Work with special education teachers and general education teachers to include students in general education setting. b) Train general education teachers to scaffold instruction and work with students who have special learning requirements. c) Create a Master Schedule to maximize instruction and minimize the amount of time students are pulled from the general education setting. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Special Education teachers, Dyslexia Interventionist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create a student progress monitoring schedule designed to track and monitor student growth and progress throughout the year. **Actions:** a) A PLC schedule was created so that teachers could meet bi-weekly to review student data and create tightly aligned assessments using the backwards design model. b) Meet during scheduled RTI and Progress Monitoring collaboratives to review student progress, academic growth, instructional celebrations, discuss concerns, and reorganize student support groups if needed. b) Implement and monitor strategies discussed during RtI and Progress Monitoring collaboratives. d) Monitor the progress and growth of students identified in the areas of concern according to the Closing the Gap Performance Target. **Staff Responsible for Monitoring:** Principal, Assistant Principal, RtI team **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Targeted Support Strategy** **Problem Statements:** Student Learning 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize tutors to help serve students identified during PLC and progress monitor as needing support. **Actions:** a) Schedule weekly after school tutoring opportunities for students targeted on areas of need identified during PLC and progress monitoring collaboratives. b) Create a WIN schedule that utilizes staff to support students and maximizes learning for students of all academic need. c) Work with support staff to ensure students are not missing Tier 1 instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, grade level teachers, support staff **Title I:** 2.5 **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Tutorials - 211 - Title I - $34,090				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize continuous improvement strategies to ensure instructional strategies are meeting student needs. **Actions:** a) Ensure teachers are trained in the understanding of and the use of continuous learning strategies. b) Utilize campus "Instructional Rounds" to provide teachers the opportunity to observe and become familiar with continuous improvement strategies. c) Have campus Instructional Facilitator support and deepen teacher's understanding and use of PDSA structures. d) Collaborate in PLC and vertical teams to discuss and review campus and state common assessments in an effort to target student needs and supportive instructional strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Facilitator **Title I:** 2.5 **Problem Statements:** Student Learning 1, 3	50%	75%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Use intervention strategies designed to meet the needs of English Language learners. **Actions:** a) Ensure all staff are ELL certified and have the training needed to support English Learners. b) Track and monitor student progress and growth. Be meaningful about student groups and the adjustment that needs to be made in their learning. c) Utilize RTI spreadsheet and information about student demographics in addition to student growth and need. c) Use the Campus Instructional Facilitator to assist in providing tools, resources and strategies needed to support our EB population. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Instructional Facilitator **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3	50%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm. **Root Cause**: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.

Student Learning

Problem Statement 3: STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year. **Root Cause**: Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.

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 dispositions indicative of high levels of social-emotional development as measured by campus-administered student survey.

Evaluation Data Sources: Student survey results and office referral data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Conscious Discipline strategies to teach and reinforce social-emotional skills. **Actions:** a.) Campus wide participation in Conscious Discipline tools and strategies. c) Daily morning announcements highlighting C.D. skills and strategies. d) Campus wide classroom buddies and C.D. review and discussions. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Professional Development - 211 - Title I - $5,000	50%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize lessons in Character Strong and the values reviewed to teach and promote virtues. **Actions:** a) Teachers and students in each homeroom class will elect classmates that exemplify Character Strong Values each nine weeks. These student will be recognized during 9 week Celebration of Kids recognitions. b) Students modeling Character Strong Values will be recognized on the morning announcements. c) Students nominated by classmates and recognized during the 9 weeks Celebration of Kids will be given a token item of affirmation and recognition. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor **Title I:** 2.6, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1	50%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm. **Root Cause**: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.
Problem Statement 2: When analyzing student performance gaps, two areas showing significant need due to insufficient growth in math are Hispanic students and those who are Economically Disadvantaged. **Root Cause**: Staff hired for the 2022-2023 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited experience and opportunities for professional development. which may have contributed to a decline in student success.
Problem Statement 3: STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year. **Root Cause**: Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.
School Processes & Programs
Problem Statement 2: Many students that are on a Tier 2 or Tier 3 academically have not grown. They have stayed stagnate in their Tier despite intervention and support. **Root Cause**: Students are not able to move academically because they are struggling socially and emotionally and not able to be in the right brain state for the learning to take place.
Perceptions
Problem Statement 1: According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary. **Root Cause**: Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

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

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

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement district Behavior RtI plan. **Actions:** a) Create behavior RtI team. b) Utilize Conscious Discipline and the tools and strategies shared for supporting students. c) Schedule opportunities each nine weeks for counselor to provide guidance lessons to students. d) Schedule lunch bunches for students where conversations can be had regarding feelings and how to handle and react to situations. e) Utilize district Behavior RtI Specialist. **Staff Responsible for Monitoring:** Principal and Assistant Principal and Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1	50%	75%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm. **Root Cause**: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.
Problem Statement 2: When analyzing student performance gaps, two areas showing significant need due to insufficient growth in math are Hispanic students and those who are Economically Disadvantaged. **Root Cause**: Staff hired for the 2022-2023 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited experience and opportunities for professional development. which may have contributed to a decline in student success.
Problem Statement 3: STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year. **Root Cause**: Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.

School Processes & Programs

Problem Statement 2: Many students that are on a Tier 2 or Tier 3 academically have not grown. They have stayed stagnate in their Tier despite intervention and support. **Root Cause**: Students are not able to move academically because they are struggling socially and emotionally and not able to be in the right brain state for the learning to take place.

Perceptions

Problem Statement 1: According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary. **Root Cause**: Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

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 with prior school year.

Evaluation Data Sources: Campus ADA percentages compared with previous school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program to promote improved student and staff attendance. **Actions:** a) Promote attendance incentives to staff, students, and parents. b) Track attendance and display in public place for staff, students, and parents to see. c) Classes with the highest percentage of attendance will be invited to participate in the Welcome Walk on Fridays and get a treat during lunch. d) Teachers and Administrators will call parents of students who are absent to make connections and build relationships. e) Classes will participate in attendance competitions designed around popular themes such as football and basketball. Winners will be posted and visible for students and staff. Prizes will be given and shared and students and teachers. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Parent Family Engagement - 211 - Title I - $1,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our enrollment has decreased from the previous year. **Root Cause**: The relocation to another campus during the rebuilding of our school has inconvenienced some families who rely on a school within walking distance. Additionally, ILT's "Referral Rewards Program," which offers families $250 for each new student who enrolls and references them, has also impacted our enrollment.

Student Learning

Problem Statement 1: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm. **Root Cause**: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.

Problem Statement 2: When analyzing student performance gaps, two areas showing significant need due to insufficient growth in math are Hispanic students and those who are Economically Disadvantaged. **Root Cause**: Staff hired for the 2022-2023 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited experience and opportunities for professional development. which may have contributed to a decline in student success.

Problem Statement 3: STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year. **Root Cause**: Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.

School Processes & Programs

Problem Statement 2: Many students that are on a Tier 2 or Tier 3 academically have not grown. They have stayed stagnate in their Tier despite intervention and support. **Root Cause**: Students are not able to move academically because they are struggling socially and emotionally and not able to be in the right brain state for the learning to take place.

Perceptions

Problem Statement 1: According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary. **Root Cause**: Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

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

Performance Objective 2: Use continuous improvement strategies and principles to identify and improve operations and student outcomes.

Evaluation Data Sources: Evaluation of goal achievement as per campus improvement plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes. **Actions:** a) Develop SMART goals for attendance and safety. b) Track attendance data throughout the school year. c) Meet with Campus Safety/Operations team regularly and conduct plus deltas to guide improvement. d) Assistant Principal and Head Custodian will complete weekly campus walks to look for areas of safety concern that need to be addressed. e)Provide a google form for staff to complete with concerns regarding campus safety and campus drills. **Staff Responsible for Monitoring:** Principal and Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2	50%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our enrollment has decreased from the previous year. **Root Cause**: The relocation to another campus during the rebuilding of our school has inconvenienced some families who rely on a school within walking distance. Additionally, ILT's "Referral Rewards Program," which offers families $250 for each new student who enrolls and references them, has also impacted our enrollment.

Student Learning
Problem Statement 1: When looking at mCLASS data and zones of growth, there was a 17%-20% discrepancy between 2nd grade, 1st grade, and Kindergarten. Second grade was 17% points lower than the national norm while Kindergarten and 1st grade were equal to or above the national norm. **Root Cause**: The phonological instruction needs to be delivered with consistency and fidelity, resulting in closing gaps in student learning.

Student Learning

Problem Statement 2: When analyzing student performance gaps, two areas showing significant need due to insufficient growth in math are Hispanic students and those who are Economically Disadvantaged. **Root Cause**: Staff hired for the 2022-2023 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited experience and opportunities for professional development. which may have contributed to a decline in student success.

Problem Statement 3: STAAR scores in grades 3-5 were lower than expected. Students did not excel to the level of Mastery that was anticipated during the school year. **Root Cause**: Teacher and student absences played a factor in this. When subs were not available, support staff was pulled to cover classes, or classes were combined which hampered instruction and student learning.

School Processes & Programs

Problem Statement 1: Our STAAR reading scores decreased from the previous year. **Root Cause**: The focus of the PLC was not tightly aligned.

Problem Statement 2: Many students that are on a Tier 2 or Tier 3 academically have not grown. They have stayed stagnate in their Tier despite intervention and support. **Root Cause**: Students are not able to move academically because they are struggling socially and emotionally and not able to be in the right brain state for the learning to take place.

Perceptions

Problem Statement 1: According to the Mullendore Parent survey that was sent at the end of the school year, 33% of our families are not able to identify the positive behavior intervention system we have in place at Mullendore Elementary. **Root Cause**: Attention and details regarding Conscious Discipline, our positive behavior intervention system, are shared with families at the beginning of the year and monthly in newsletters but not consistently throughout the year.

Problem Statement 2: Staff feedback from survey and campus walks indicated areas of the building that were unsafe and caused a concern for potential injury. **Root Cause**: The building we were housed in was old and there was lots of shifting in the ground and areas around the building due to foundational concerns and drainage issues.

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

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

Evaluation Data Sources: Campus-administered survey of students, parents and staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Show and discuss the quarterly safety videos. b) Survey staff, students, and families regarding their safety perceptions. c) Use data and information from previous years to implement changes if needed in areas where concern was mentioned. d) Meet with Campus Safety/Operations team to discuss drills and after action plan. e) Staff uniforms provided by the school will assist in stakeholders being able to quickly identify BISD school employees in turn supporting belonging, security, and well-being. **Staff Responsible for Monitoring:** Principal and Assistant Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	50%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

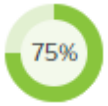
Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Staff feedback from survey and campus walks indicated areas of the building that were unsafe and caused a concern for potential injury. **Root Cause**: The building we were housed in was old and there was lots of shifting in the ground and areas around the building due to foundational concerns and drainage issues.

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 to reduce the number of work days lost due to accidents occurring on the job by 10%.

Evaluation Data Sources: Quarterly reports of workers' compensation claims

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus program that promotes an accident-free work environment. **Actions:** a) Ensure all campus employees complete Safe School training. b) Ensure all staff know where all step ladders are hanging. c) Work with custodian to ensure that all slipping hazards are marked. d) Use campus walks to evaluate areas of needed repair and concern. **Staff Responsible for Monitoring:** Principal and Assistant Principal **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Staff feedback from survey and campus walks indicated areas of the building that were unsafe and caused a concern for potential injury. **Root Cause**: The building we were housed in was old and there was lots of shifting in the ground and areas around the building due to foundational concerns and drainage issues.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement district reading and math workshop models.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement district reading and math workshop models.
1	2	1	Create a special education and dyslexia schedule to maximize the amount of time students spend in the general education setting.
1	2	2	Create a student progress monitoring schedule designed to track and monitor student growth and progress throughout the year.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement district reading and math workshop models.

State Compensatory

Budget for Alliene Mullendore Elementary

Total SCE Funds: $173,455.00
Total FTEs Funded by SCE: 3.32
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 Alliene Mullendore Elementary

Name	Position	FTE
Ashlee Collins	Teacher	0.5
Ivana Matouchev	Educational Assistant	0.33
Jamie Ford	Teacher	0.33
Jennifer Denham	Teacher	0.5
Ovenua Bateman	Educational Assistant	0.33
Sarah McCarty	Instructional Facilitator	1
Teri Naya	Reading Intervention	0.33

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Teachers:

Melissa Piesche

Elizabeth Huggins

Cherri Kehoe

Amanda Rivera

Natalia Chancellor

Parents:

Mandee Wisnewski

Heidi Pagel

Community Members:

Shawn Wood

Helen Clark

Administrators:

Merritt Dobecka

Sara Muetzenberg

Other Campus and district staff:

Channing Haye

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, 57.78% low performance on a readiness test or assessment instrument

1. semester failure of two or more academic subjects
2. grade retention
3. lack of satisfactory performance on state-mandated testing
4. pregnancy or parenthood
5. placement in an alternative education program
6. expulsion
7. parole, probation, deferred prosecution, or conditional release
8. drop out status
9. limited English proficiency
10. custody or care of the Department of Protective and Regulatory Services
11. homelessness
12. 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:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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

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 recognition, 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 Plan was developed through the input and involvement of the following:

Teachers:

Melissa Piesche

Elizabeth Huggins

Cherri Kehoe

Amanda Rivera

Natalia Chancellor

Parents:

Mandee Wisnewski

Heidi Pagel

Community Members:

Shawn Wood

Helen Clark

Administrators:

Merritt Dobecka

Sara Muetzenberg

Other Campus and district staff:

Channing Haye

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

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Monday, Tuesday and Thursday evenings as well as Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- August Curriculum Night and Title I Meeting (Monday the 29th and Tuesday, the 30th) on campus
- September Book Fair and Grandparents Luncheon (Wednesday the 14th, Thursday, the 15th, and Friday, the 16th) on campus
- October Title I Meeting (Wednesday 10am) on campus
- October Student Program (Tuesday) on campus
- November Veteran's Day Program (Friday) on campus
- November Student Program (Tuesday) on campus
- December Student Program (Tuesday) on campus
- January Family Math Night Event (Tuesday) on campus
- February Student Program (Tuesday) on campus
- February Family Reading Night (Thursday) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Student Program (Tuesday) on campus
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library
- May Student Program (Tuesday) on campus

Title I Personnel

Name	Position	Program	FTE
Ashley Joy	Title I EA	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	SCE Campus Personnel		$173,455.00
				Sub-Total	$173,455.00
				Budgeted Fund Source Amount	$173,455.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Title I Personnel		$28,713.00
1	2	3	Tutorials		$34,090.00
1	3	1	Professional Development		$5,000.00
2	1	1	Parent Family Engagement		$1,000.00
				Sub-Total	$68,803.00
				Budgeted Fund Source Amount	$68,803.00
				+/- Difference	$0.00
				Grand Total Budgeted	$242,258.00
				Grand Total Spent	$242,258.00
				+/- Difference	$0.00

Birdville Independent School District

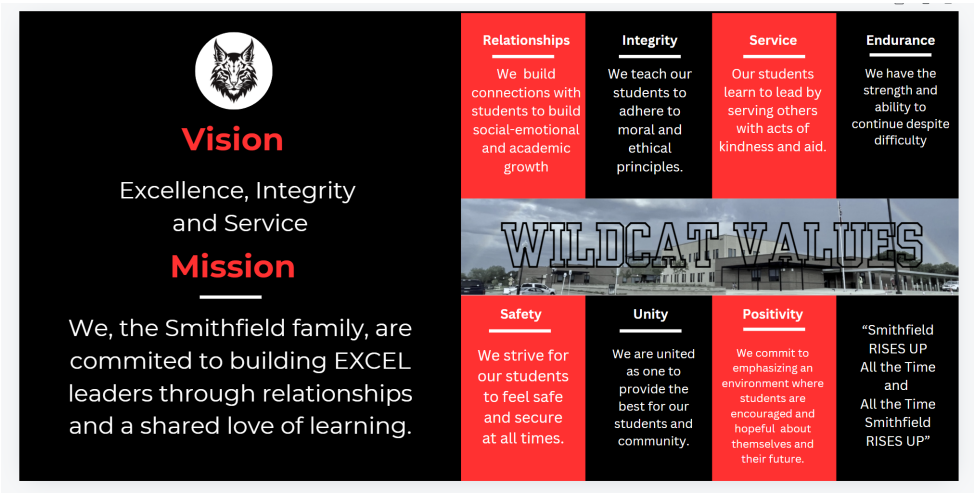
Smithfield Elementary

2024-2025 Campus Improvement Plan

Mission Statement

We the Smithfield family, are committed "to building EXCEL leaders through relationships and a shared love of learning."

Value Statement



Vision: Excellence, Integrity and Service

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Smithfield Elementary School (SES) serves approximately 603 students in grades PK-5th. Of those 603 students, 56% (340 students) are White, 27% (164 students) are Hispanic, 9% (57 students) are African American, 4% (24 students) are Asian and 1% (7 students) are of two or more races. SES is a Title I campus which means that 42% (256 students) of our students are economically disadvantaged. We have 51% (308 students) of our students which are considered to be "At-Risk". 11% (64 students) of our students are Limited English Proficient (LEP). We have 15% (92 students) of our students who receive special education services. We also have 8% (50 of our students) of our students who are identified and served in the Gifted and Talented program. Our student attendance was 95%.

Demographics Strengths

Smithfield Elementary School benefits from a diverse student population, with a significant proportion of students in the Gifted and Talented program (8%) and a high student attendance rate of 95%. The school effectively supports a broad range of student needs, including those in special education (15%) and Limited English Proficient (LEP) students (11%). The school's status as a Title I campus reflects its commitment to addressing the needs of economically disadvantaged students (42%) and those classified as "At-Risk" (51%). The diverse demographics and attendance rate are strengths that provide a solid foundation for targeted interventions and support within the campus improvement plan.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Smithfield Elementary is experiencing a growing emergent bilingual population, increasing from 7% in 2020-2021 to 11% in 2023-2024. This rising trend poses challenges in providing adequate support and resources tailored to the needs of these students, which may impact their overall educational experience and integration. **Root Cause:** The root cause is likely a lack of scalable and adaptive support systems to keep pace with the growing number of emergent bilingual students. The current resources and instructional strategies may not be sufficient to effectively address the expanding needs of this population, leading to potential gaps in language development and academic support.

Student Learning

Student Learning Summary

Based on the Spring 2024 STAAR data for Smithfield Elementary School, the following summary highlights student performance across different accountability groups:

Overall Performance

- 89% of students met the Approaches Grade Level (GL) Standard, 67% met the Meets GL Standard, and 35% achieved the Masters GL Standard.
- Students from the Asian subgroup showed the highest performance across all metrics, with 100% meeting the Approaches GL Standard, 87% meeting the Meets GL Standard, and 57% achieving the Masters GL Standard.
- The High Focus group had lower performance, with 82% at Approaches, 56% at Meets, and 24% at Masters GL Standard.

Reading/Language Arts (RLA)

- 94% of students met the Approaches GL Standard, 75% met the Meets GL Standard, and 48% achieved the Masters GL Standard.
- The Asian and Two or More Races subgroups excelled, with 100% of students meeting the Approaches and Meets GL Standards, and a significant percentage achieving the Masters GL Standard (85% and 100%, respectively).
- The African American subgroup had lower performance, with 84% at Approaches, 58% at Meets, and 21% at Masters GL Standard.

Mathematics

- 88% of students met the Approaches GL Standard, 67% met the Meets GL Standard, and 28% achieved the Masters GL Standard.
- Asian students again performed exceptionally well, with 100% meeting the Approaches and Meets GL Standards, and 46% reaching the Masters GL Standard.
- The African American subgroup had the lowest performance, with 80% at Approaches, 35% at Meets, and 10% at Masters GL Standard.

Science

- 78% of students met the Approaches GL Standard, 40% met the Meets GL Standard, and 15% achieved the Masters GL Standard.
- American Indian and Asian students excelled, with 100% meeting the Approaches GL Standard and high performance at Meets and Masters GL Standards.
- The African American subgroup had 100% Approaches, with no students meeting the Meets or Masters GL Standards.

Student Learning Strengths

The STAAR data reveals that Smithfield Elementary School has significant strengths in student learning, particularly in Reading/Language Arts, Mathematics, and Science. Mastery levels in Reading/Language Arts are notably high, with nearly half of the students achieving the Masters GL Standard. The consistent high performance of the Asian, American Indian, and Two or More Races subgroups across all three subjects—Reading/Language Arts, Mathematics, and Science—further underscores the effectiveness of the school's educational programs. These strengths provide a strong foundation for continued academic success and suggest that Smithfield Elementary is effectively fostering both proficiency and advanced understanding across key academic areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/ Language Arts, Mathematics, and Science. **Root Cause:** These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential.

School Processes & Programs

School Processes & Programs Summary

The academic RtI program at Smithfield Elementary serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. Progress monitoring and collaboratives take place once every 9 weeks to reevaluate where students are. The specific services provided for students on Tiers 2 and 3 are outlined in the district RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions.
Performance data suggest that the RtI program has been moderately successful in moving students off of tiered interventions. There remains a large proportion of students served on Tier 2 and Tier 3, (22% in reading and 13% in math for grades K-5 as of May 2024) which is based in part on universal screener performance.

School Processes & Programs Strengths

We have developed a process for evaluating student progress every 9 weeks through a collaborative meeting between teachers, administration, the instructional facilitator and the dyslexia specialist. Interventions are also discussed during these collaboratives. Our math percentage of tier 2 and 3 students has remained the same over the past 2 years.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Screener assessments for May 2024 indicate that 25% of students are reading below grade level. **Root Cause:** These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

Perceptions

Perceptions Summary

At Smithfield Elementary we conduct Parent Surveys at the beginning of the year. However, the data that is collected is about expectations that parents have of teachers and their students, in addition to what we can expect from them as parents. We also have a parent survey that asks what they feel are strengths of SES and areas that need improvement. We utilize the data from the district safety survey, as well. The top 2 areas of improvement are:

1. Parking/pick-up and drop off

2. Increase in security officer presence

Perceptions Strengths

One of the consistent responses that parents give is that they feel as though their child is safe at school and that they feel welcomed while they are on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: At our campus, parking and dismissal processes are creating significant challenges for parents. **Root Cause:** The current parking facilities are inadequate to accommodate the number of vehicles, leading to congestion and safety concerns. During dismissal times, the situation exacerbates as traffic flow becomes unpredictable, causing delays and increasing frustration among the school community.

Problem Statement 2 (Prioritized): Survey data indicate that parents believe campus safety is an area of concern, even though they strongly agree that students feel safe at school. **Root Cause:** Limited or unclear communication regarding school safety has contributed to parents' concerns and perceptions about the campus environment.

Priority Problem Statements

Problem Statement 1: Screener assessments for May 2024 indicate that 25% of students are reading below grade level.

Root Cause 1: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/Language Arts, Mathematics, and Science.

Root Cause 2: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Smithfield Elementary is experiencing a growing emergent bilingual population, increasing from 7% in 2020-2021 to 11% in 2023-2024. This rising trend poses challenges in providing adequate support and resources tailored to the needs of these students, which may impact their overall educational experience and integration.

Root Cause 3: The root cause is likely a lack of scalable and adaptive support systems to keep pace with the growing number of emergent bilingual students. The current resources and instructional strategies may not be sufficient to effectively address the expanding needs of this population, leading to potential gaps in language development and academic support.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Survey data indicate that parents believe campus safety is an area of concern, even though they strongly agree that students feel safe at school.

Root Cause 4: Limited or unclear communication regarding school safety has contributed to parents' concerns and perceptions about the campus environment.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Other PreK - 2nd grade assessment data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: October 30, 2024

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

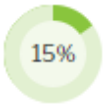
Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year.
a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 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: PK: CIRCLE (reading and math)
K-5: Fountas & Pinnell reading levels
K: mClass (reading and math)
1-2: mClass (reading)
3-5: Renaissance STAR Reading
1-5: Renaissance STAR Math
3-5: State Interim Assessments (reading, math)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity of campus staff to implement the district literacy plan.. **Actions:** a. Utilize the leadership team to train and to lead the implementation of the district plan and strategies. b. Provide literacy plan coaching support for teachers. c. Use exemplar teachers to model lessons to help other teachers visual practice(s) in action. d. Implement "Plan for Learning Protocols" in PLC to design exemplar Tier I lessons e. Address lack of growth in second grade by proving intensive planning and coaching for Tier I instruction. f. Improve the level of Rigor in second grade Tier I instruction. **Staff Responsible for Monitoring:** Administrators Leadership Team Instructional Facilitator **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $183,288	20%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to implement the literacy plan with the focus of responsive teaching and continuous improvement. **Actions:** a. Schedule and implement instructional rounds based on best practices and responsive teaching. b. Provide professional development focused on best practices and strategies to help support teachers. c. Conduct campus walk throughs for the purpose of collecting artifacts to support literacy implementation. d. Increase teacher capacity to teach the required K-3 phonics program. e. Purchase "Amplify Boost" to support Core 95 instruction. f. Purchase No Red Ink to improve ECR and SCR performance. g. Provide intensive planning and coaching in 2nd grade to sustain the growth from the previous grades. **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1	30%	55%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to refine and implement a campus-wide plan for gifted and talented (GT) students to provide opportunities for rigorous learning beyond Tier I coursework. **Actions:** a. Teachers will continue to refine their practice in the Rigor and Relevance framework. b. Collaborate with teachers to provide activities during intervention instruction and K-2 push-in to provide enrichment lessons, when possible c. Create guided reading groups focused on GT students to have greater gain. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue to support a full day pre-K program for four year-olds and half-day for three year olds that qualify based on a board approved three-year plan. **Actions:** a. Maintain a PK teacher who is certified and has early childhood qualified. b. Provide PD that is relevant to early childhood both through campus and district resources. c. Maintain an average ratio of 1 to 11 which includes one certified teachers and one teacher's aide per TEA guidelines. d. Implement new curriculum in the pre-kindergarten classrooms. **Staff Responsible for Monitoring:** Administrators PK teachers **Problem Statements:** School Processes & Programs 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Train staff to administer progress monitoring assessments with fidelity for reading and math in grades PK-5. **Actions:** a. Continue to support and train staff on assessments (BAS, mClass, and STAR). b. Ensure that the instructional facilitator is working with teachers to utilize progress monitoring data to inform instruction/interventions and document student growth. c. Continue to train and require the use of continuous improvement processes in the classroom. **Staff Responsible for Monitoring:** Administrators Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/Language Arts, Mathematics, and Science. **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential.
School Processes & Programs
Problem Statement 1: Screener assessments for May 2024 indicate that 25% of students are reading below grade level. **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

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

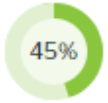
Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: To begin leveled groups earlier in the year to assist students in gaining maximum growth.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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 use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations. b. Track student performance to determine progress towards success on STAAR assessments. c. Provide professional development for teachers for the purpose of developing personalized plans through Success-Ed. d. Provide professional development for all teachers in the use of Aware to build assessments and analyze data to inform instruction. e. Provide "Sheltered "instruction and EB strategies training to support our Tier 2 and second language learners. **Staff Responsible for Monitoring:** Administrators Instructional Facilitator Digital Learning Specialist **Problem Statements:** Student Learning 1 **Funding Sources:** Professional Development - 211 - Title I - $2,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize the results of the RTI evaluation to implement a multi-tiered system of supports (MTSS) for identified students. **Actions:** a. Strengthen the RTI process through training and small group PLCs. b. Provide ongoing training for all staff to build their capacity to implement MTSS. c. Monitor math intervention resource for effectiveness. d. Continue to implement SEL curriculum and provide professional learning to support SEL with the use of Capturing Kid's Hearts Premium Program and Character Strong. e. Meet with teacher each quarter to determine which students need MTSS services and who is identified for RTI support. f. Use Educational Aide to support students who need either intervention or accelerated support. **Staff Responsible for Monitoring:** Administration Interventionists Instructional Facilitator **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Tutoring - 211 - Title I - $14,883, Title I Personnel - 211 - Title I - $28,304	25%	55%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue implementation of continuous improvement processes **Actions:** a. Use walk-through forms to evaluate implementation across campus. b. Provide refresher professional learning for those who need it. c. Provide new teacher training throughout the year to ensure that the processes are being used and understood. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	40%	60%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop and implement system-wide practices for the design and delivery of programs and services for English Learners. **Actions:** a. Develop professional learning sessions targeting the competencies necessary to serve the needs of Emergent Bilingual students. **Staff Responsible for Monitoring:** Administration Instructional Facilitator Multilingual Program Lead **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 1	25%	45%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Smithfield Elementary is experiencing a growing emergent bilingual population, increasing from 7% in 2020-2021 to 11% in 2023-2024. This rising trend poses challenges in providing adequate support and resources tailored to the needs of these students, which may impact their overall educational experience and integration. **Root Cause**: The root cause is likely a lack of scalable and adaptive support systems to keep pace with the growing number of emergent bilingual students. The current resources and instructional strategies may not be sufficient to effectively address the expanding needs of this population, leading to potential gaps in language development and academic support.
Student Learning
Problem Statement 1: Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/Language Arts, Mathematics, and Science. **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential.
School Processes & Programs
Problem Statement 1: Screener assessments for May 2024 indicate that 25% of students are reading below grade level. **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

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

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

Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement district curriculum for social-emotional learning (SEL). **Actions:** a. Use Guidance lessons to continue to build social emotional support. b. Develop and distribute a Family Engagement Policy through Title I. c. Plan and implement events that increase parent and family involvement. d. Utilize the Capturing Kids' Hearts Premium resources for SEL support in classrooms. e. Utilize Crisis Counselors to provide support to students in areas of social-emotional learning. f. Implement Leadworthy Leadership Program (CKH) for intermediate grades. **Staff Responsible for Monitoring:** Counselors Administration Instructional Facilitator **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 2 **Funding Sources:** Title I Family Engagement - 211 - Title I - $1,000, Professional Development - 211 - Title I - $2,500	30%	45%		

No Progress | Accomplished | Continue/Modify | Discontinue

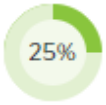
Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Survey data indicate that parents believe campus safety is an area of concern, even though they strongly agree that students feel safe at school. **Root Cause**: Limited or unclear communication regarding school safety has contributed to parents' concerns and perceptions about the campus environment.

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

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

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor the implementation of the behavioral RTI plan. **Actions:** a. Monitor behavior RTI in classrooms b. Continue to use the behavior RTI team to establish processes for implementation. c. Utilize the Behavior Educational Assistant to teach and model strategies to students who need assistance in regulating emotions and decreasing behaviors. **Staff Responsible for Monitoring:** Administration Counselor **Title I:** 2.6 **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Screener assessments for May 2024 indicate that 25% of students are reading below grade level. **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement the campus plan to improve student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a. Recognize and celebrate staff attendance. b. Continue rewards/awards for student attendance utilizing the attendance funds. c. Keep parents informed of attendance policies/requirements **Staff Responsible for Monitoring:** Administration Attendance Clerk **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Screener assessments for May 2024 indicate that 25% of students are reading below grade level. **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential, particularly with guided reading practices and phonics.

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to monitor continuous improvement processes at a campus level. **Actions:** a. Meet with Leadership and Safety Teams to refine campus processes/systems. b. Walkthroughs and debriefs. c. Vertical Team collaborations. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/Language Arts, Mathematics, and Science. **Root Cause**: These gaps indicate a need for more targeted and effective interventions to ensure that all students succeed academically and reach their full potential.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school community where students, parents, and staff report a sense of belonging, security and well-being. **Actions:** a. Utilize Safety Team to discuss safety concerns and safety drills/incidents. b. Collaborate with safety officials and community members to ensure a secure campus. c. Gather input from students about safety concerns. d. Work in collaboration with appropriate staff to ensure CDC standard precautions and guidelines are followed at all times. e. Continue to use the Anonymous Alerts and Threat Assessment systems for students, staff, and community to report safety concerns and threats. f. Schedule security guard presence at large events. **Staff Responsible for Monitoring:** Administration Counselor **Problem Statements:** Perceptions 2	35%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Survey data indicate that parents believe campus safety is an area of concern, even though they strongly agree that students feel safe at school. **Root Cause**: Limited or unclear communication regarding school safety has contributed to parents' concerns and perceptions about the campus environment.

State Compensatory

Budget for Smithfield Elementary

Total SCE Funds: $183,288.00
Total FTEs Funded by SCE: 3.97
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 Smithfield Elementary

Name	Position	FTE
Amy Spurgeon	Teacher	0.33
Cassandra Tarver	Reading Intervention	0.33
Cassandra White	Teacher	0.33
Courtney Files	Educational Assistant	0.33
DIana Kirkwood	Teacher	0.33
Jaye Antwine	Instructional Facilitator	1
Jennifer Moreno	Educational Assistant	0.33
Kerri Thompson	Educational Assistant	0.33
Kristi Puhl	Teacher	0.33
Patricia Smith	Educational Assistant	0.33

Title I

1.1: Comprehensive Needs Assessment

We developed our CNA in May for the upcoming 2023-24 school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Melissa Pellegrino-Principal

Ryan Holzberger-Assistant Principal

Weston Baccus- 5th Grade Teacher

Courtney Maxwell-4th Grade Teacher

Haley Hollis-3rd Grade Teacher

Sarah Smith-2nd Grade Teacher

Heather Bartlett-1st Grade Teacher

Courtney Wilson-Kindergarten Teacher

Maggie Shikany- PE teacher

Carrie Growald-Math Interventionist

Courtney Files-Parent

Abby Stienbrink-Parent

Kyle Fox-Community Member

Andrea Trotter-Business Owner

2.2: Regular monitoring and revision

We will evaluate our CIP 4 times a year. 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, 41% 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:

- Whole Child Initiative
- Conscious Discipline

- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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

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.

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 Plan was developed through the input and involvement of the following:

Parents: **Diana Kirkwood** **Courtney Files**
Teachers: Courtney Wilson Weston Baccus Courtney Maxwell
Administrators: Melissa Pellegrino Ryan Holzberger
Other Campus and District Staff: Kat Green

4.2: Offer flexible number of parent involvement meetings

The following family engagement activities are planned for 2023-24:

- August Refresh Back to School Event at WG Thomas Coliseum
- August Meet the Teacher Night Aug. 14 on campus
- Parent Info Night/Title I Meeting Aug. 28th, 29th and 30th
- October Museum Night at FW Museum
- Science Hat Parade Oct. 27th
- Cookies with Santa Dec. 12th
- Fine Arts Day Jan. 31st
- March Open House on campus
- March Discover Birdville Event
- April Family Engagement Policy and Compact Revision May on campus

Title I Personnel

Name	Position	Program	FTE
Lauren Holder	GAPS EA	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SCE Campus Personnel		$183,288.00
				Sub-Total	$183,288.00
				Budgeted Fund Source Amount	$183,288.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Professional Development		$2,500.00
1	2	2	Tutoring		$14,883.00
1	2	2	Title I Personnel		$28,304.00
1	3	1	Title I Family Engagement		$1,000.00
1	3	1	Professional Development		$2,500.00
				Sub-Total	$49,187.00
				Budgeted Fund Source Amount	$49,187.00
				+/- Difference	$0.00
				Grand Total Budgeted	$232,475.00
				Grand Total Spent	$232,475.00
				+/- Difference	$0.00

Addendums

Smithfield Elementary Parent Involvement Policy

OVERVIEW

As per Public Law 107-110, the *No Child Left Behind Act,* Smithfield Elementary has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

REQUEST FOR SUGGESTIONS

The staff at Smithfield Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Melissa Pellegrino at (817)547-2100 or email at Melissa.pellegrino@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

(Campus) Parent Involvement Strategies				
SW #	**Requirement**	**Timeline**	**Activity**	**Evaluation Measure(s)**
6.	Participation in parent involvement policy development		Involve parents in policy development through.. SBDM Distribute at registration, inviting comments	· Campus policy · Written parent suggestions
6.	Participation in decision making for Title I Program		Involve parents in planning, implementing, and evaluating Title I Program: SBDM meetings	· Site-based meeting sign-ins · Agenda

6.	Communicate program information to all parents	Annual Meeting	Provide information about … Participation in Title 1 Program Description	.
			Curriculum	.
			State and local assessments and expectations for student proficiency	
			Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English)	
6.	Shared responsibility for student achievement		Utilize the school-parent compact Develop Distribute Evaluate Revise	
6.	Build capacities of parents		Assist parents in understanding State academic content (TEKS) State academic achievement standards (STAAR) Ways to monitor progress Ways to work with teachers to improve achievement	.

(Campus) Parent Involvement Strategies				
SW #	**Requirement**	**Timeline**	**Activity**	**Evaluation Measure(s)**

			Provide training and materials to parents to help them work with their children	·
6.	Build capacities of staff		Design training (with parents) to build staff's capacities to communicate with parents, to value parent contribution, and to reach out to parents	·
10.	Coordinate and integrate Title I parent program with other parent programs		Coordinate parent involvement under Title I with Head Start, Title III, and other grant programs	· Parent training schedules · Session evaluations · Budget records
7.	Ensure a smooth transition for students from 5th grade into 6th grade and from 8th grade into 9th grade			·

Title I Schoolwide Components

1. Comprehensive Needs Assessment 6. Parental Involvement 2. Reform Strategies 7. Transition 3. HQ Staff 8. Teachers Inv. In Assessments 4. Professional Development 9. Mastery
5. Attract HQ Staff 10. Coordinate Programs

Birdville Independent School District

Snow Heights Elementary

2024-2025 Campus Improvement Plan

Mission Statement

We are committed to building strong relationships in order to provide a safe and caring environment that challenges all students to reach their potential.

Vision

Students from Snow Heights will grow to be our future leaders and contribute positively to the communities in which they live.

Value Statement

Our Core Beliefs are the following:

- ***We believe students are all on individual journeys where they are valued, empowered to learn, and have a voice.***
- ***We believe our welcoming school community is a safe and inclusive environment that values all members through empathy and respect.***
- ***We believe that learning is a lifelong process for all students that is challenging, purposeful, and rewarding.***

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Snow Heights Elementary, located in North Richland Hills, Texas, is a PreK-5 Title 1 campus in Birdville ISD. Although this improvement plan focuses on the 2024-2025 school year, the demographic information comes from the Texas Academic Performance Report data collected during the 2023-2024 school year. Student enrollment at Snow Heights Elementary during 2023-2024 was similar to previous school years. Enrollment data shows that campus enrollment was approximately 395 students for the majority of the school year. Our Hispanic student group is one of our largest ethnic groups and represents 26.65% (105 students) of the population. Our largest student group is White at 50.00% (197 students). Our smallest groups are the following: African American-13.71% (54 students), Asian-4.82% (19 students), and 3.81% (15 students) claim Two-or-More Races. The percentages for most of these groups has increased in just one year's time.

The approximate 13% student mobility rate for Snow Heights Elementary remains consistent from year to year, while 47.72% (188), of our students are Economically Disadvantaged which is consistent with previous school years. The other student groups for Snow Heights Elementary include 4.06% (16 students) Emergent Bilingual (EB), 6.35% (25 students) Gifted and Talented, and 21.83% (86 students) Special Education. Additionally, 46.45% (183) of our students have been identified as at-risk. The campus attributes much of its achievement to a strong partnership with parents and a focus on high-quality education. The campus is predominantly a neighborhood school, where most students reside within the neighborhood, and approximately one-fourth of students are transported. Snow Heights strives for good attendance and had a 94.31% student rate last year, which has decreased from the previous school year. While this is below our campus and district goal of 97%, we will continue to work on increasing the attendance rate for staff and students.

Demographics Strengths

Snow Heights Elementary has many strengths. Some of the most notable demographic strengths include:

1. The community of Snow Heights is steeped in tradition, involved, consistent, and committed to education. Many families stay in the area just for the school and many of the teachers went to Snow Heights as students. Since our families value education, we have many supportive parents and students who strive for success.

2. The attendance rate at Snow Heights Elementary is always a focus for any school year and will continue to be for the current year. It remains very close year to year: 96.8% in 2015-2016, 96.6% in 2016-2017, 96.0% in 2017-2018 96.2% in 2018-2019, and 96.8% in 2020-2021. Attendance dipped severely during the 2021-2022 school year, 94.8%, due to continued Covid protocols. While attendance increased (95.07%) during the 2022-2023 school year, our attendance in the 2023-2024 school year decreased to 94.31%. Our goal is to reach a rate of 96% or higher for the 2024-2025 school year.

3. Students at Snow Heights Elementary are very accepting of new students regardless of race or ethnicity. Utilizing the district's Social Emotional Behavior (SEB) curriculum, as well as Capturing Kids' Hearts (CKH) strategies, keeps the students and staff committed to building strong relationships with one another. These strong relationships spillover into the homes of our families and in our community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause:** Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and

families.

Problem Statement 2 (Prioritized): In addition to Resource and Speech students, we have two self-contained Special Education classes on campus. This puts Snow Heights with a 21.83% in Special Education which is almost a 4% increase from the previous school year and above the district average. **Root Cause:** The increase in the percentage of Special Education students at Snow Heights, including those coming from other campuses for specialized programs, may be due to changes in district-wide placement practices, variations in student support needs, or adjustments in enrollment patterns.

Problem Statement 3 (Prioritized): While most of our students meet the district and campus goal of achieving at least one year's growth in Math, there is still an achievement gap in this subject area. **Root Cause:** Despite most students meeting the growth goals in Math, an achievement gap persists due to underlying disparities in instructional quality, access to resources, or individual learning needs that are not fully addressed.

Problem Statement 4 (Prioritized): There is a disconnect between K-2 and 3-5 Writing; students are not making adequate progress as they enter upper grades. **Root Cause:** With the addition of Extended Constructed Responses on the STAAR tests, students are not adequately prepared when using the current writing curriculum.

Student Learning

Student Learning Summary

The following scores show Snow Heights' performance on the 2024 State of Texas Assessment of Academic Readiness (STAAR) test:

Subject	Campus Approaches	Campus Meets	Campus Masters	District Approaches
3rd Grade-Reading	84%	49%	13%	75.23%
3rd Grade-Math	73%	42%	11%	72%
4th Grade-Reading	83%	48%	17%	82.16%
4th Grade-Math	67%	31%	15%	67.19%
5th Grade-Reading	87%	68%	50%	81.94%
5th Grade-Math	80%	60%	25%	79.03%
5th Grade-Science	82%	53%	26%	62.33%

In addition, the following scores show Snow Heights' performance on the 2024 STAAR Alternate 2 test:

Subject	Campus Satisfactory	Campus Accomplished	District Satisfactory	District Accomplished
3rd Grade-Reading	100%	0%	95.65%	13.04%
3rd Grade-Math	100%	0%	95.65%	26.09%
4th Grade-Reading	100%	0%	87.1%	6.45%
4th Grade-Math	100%	100%	96.77%	16.13%
5th Grade-Reading	100%	67%	82.75%	3.45%
5th Grade-Math	100%	33%	93%	31%
5th Grade-Science	100%	67%	93.1%	27.59%

Student Learning Strengths

Snow Heights Elementary has a population of hard-working, high-achieving students. The campus is proud of many different student achievement strengths, including:

- Strong Reading Interim & STAAR scores in 3rd, 4th, and 5th Grades
- Strong mCLASS scores in K-2
- Closing gaps in area of Math

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Most of our Special Education students are not meeting the Approaches level on any STAAR test they take. **Root Cause:** Many of our Special Education students do not qualify for STAAR Alt. While these students can utilize accommodations, many are still below grade level and struggle completing the STAAR test at the Approaches level.

Problem Statement 2 (Prioritized): There is not adequate growth in Masters scores in most subject areas for students in Grades 3-5 **Root Cause:** Students are not achieving growth from Meets to Masters levels due to potential gaps in instructional strategies, support systems, or enrichment opportunities that may not fully address the needs of advanced learners.

Problem Statement 3 (Prioritized): Based on previous STAAR scores, Meets and Masters scores have decreased in Reading and Math for all grades. **Root Cause:** The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 4 (Prioritized): Students are not achieving allowable points on Writing responses in Grades 3-5. **Root Cause:** Additional professional learning is needed in this area so students are prepared for the writing components tested on STAAR.

School Processes & Programs

School Processes & Programs Summary

At Snow Heights Elementary, students are served by a number of specialized programs related to their individual needs. Almost 48% (approximately 190) of our students are served by the Free and Reduced Lunch program. Sixteen (4.06%) of our students are considered Emergent Bilingual and receive services through our English as a Second Language program. Currently, 21.83% (86) of our students are served in Special Education. Many of those students have been assigned to our AABLE (Academic and Adaptive Behavior Learning Environment). This program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Finally, 6.35% of our students have been identified as gifted and talented and are served in the district's Advanced Academics program.

The Multi-Tiered System of Support (MTSS) program serves students in grades Kindergarten through 5 in both Reading and Mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. Our goal is to keep the intervention groups small and staffed appropriately which will aid students in closing gaps in their learning. In addition, we offer enrichment to our Tier 1 students by utilizing tutors and other staff members.

School Processes & Programs Strengths

•Snow Heights has a strong vertical alignment among teachers and staff. They meet in vertical teams (Reading/Writing, Math, and Science) throughout the year to align curriculum and interventions.

•Trained tutors are utilized to assist in providing intervention to struggling students

•Teachers implement Tier 1 priorities to ensure strong Tier 1 instruction is being delivered

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth. **Root Cause:** The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 2 (Prioritized): Students are slow to respond to intervention as many are not moving off tiers in a timely manner. **Root Cause:** Insufficient adherence to Tier 1 instructional priorities and inconsistent implementation of interventions may be contributing to gaps in student learning and achievement.

Problem Statement 3 (Prioritized): Insufficient time and intentional collaboration for data analysis across grade levels are limiting the effectiveness of data-driven instruction and decision-making. **Root Cause:** Limited time and lack of structured collaboration for data analysis may hinder the ability to fully understand and address student needs, impacting the

overall effectiveness of instructional strategies and interventions.

Problem Statement 4 (Prioritized): Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools. **Root Cause:** Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

Problem Statement 5 (Prioritized): Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause:** Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.

Perceptions

Perceptions Summary

During the 2022-2023 school year, Snow Heights Elementary collected data from students and parents in regards to school safety, processes, and events. Staff, parents, and students in Grades 3-5 completed these surveys during the Spring of 2023. Data collected included perceptions of the overall safety environment of Snow Heights as well as meeting the social/emotional needs for students.

Students, parents, and staff responded to the following questions:

1. Visitors must present a photo ID to obtain a visitor's badge?
2. Have you noticed any open or unlocked exterior doors during the instructional day?
3. Does your student have a trusting relationship with at least one adult on campus?
4. Have you noticed any staff member without an ID badge?
5. Staff members monitor hallways during school hours?
6. Procedures used to make disciplinary decisions are well known to students?
7. Students receive training specifically on bullying prevention and cyberbullying?
8. Students receive training on positive social skills, violence prevention, conflict resolution and communication/decision making skills?
9. Are you informed about Anonymous Alerts?
10. Have you discussed Stand Response Protocols (Lock-Down, Secure Lock-Out, Shelter, Hold, and Evacuation)?
11. Respect for all persons is emphasized throughout the campus?
12. Are you (is your student) involved in at least one extra-curricular activity either at school or outside of the campus?
13. Overall do you consider your campus safe and orderly?

Perceptions Strengths

Survey results indicated the following regarding perceptions of school safety, processes, and procedures.

• Over 98% of student responses showed that students were trained and ready to implement Standard Response Protocols
• 92% of parents reported that their student had a trusting relationship with at least one adult on campus

- 94% of students reported that they had a trusting relationship with at least one adult on campus
- 98% of parents consider Snow Heights safe and orderly

• Parents and Staff shared the importance of all student/family activities set Snow Heights apart from other campuses

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s) **Root Cause:** Insufficient communication of Standard Response Protocols throughout the school year has led to a lack of awareness among parents about safety procedures.

Problem Statement 2 (Prioritized): Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents. **Root Cause:** In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

Problem Statement 3 (Prioritized): Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. **Root Cause:** Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.

Priority Problem Statements

Problem Statement 1: There is not adequate growth in Masters scores in most subject areas for students in Grades 3-5

Root Cause 1: Students are not achieving growth from Meets to Masters levels due to potential gaps in instructional strategies, support systems, or enrichment opportunities that may not fully address the needs of advanced learners.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on previous STAAR scores, Meets and Masters scores have decreased in Reading and Math for all grades.

Root Cause 2: The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth.

Root Cause 3: The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Insufficient time and intentional collaboration for data analysis across grade levels are limiting the effectiveness of data-driven instruction and decision-making.

Root Cause 4: Limited time and lack of structured collaboration for data analysis may hinder the ability to fully understand and address student needs, impacting the overall effectiveness of instructional strategies and interventions.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s)

Root Cause 5: Insufficient communication of Standard Response Protocols throughout the school year has led to a lack of awareness among parents about safety procedures.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents.

Root Cause 6: In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: While most of our students meet the district and campus goal of achieving at least one year's growth in Math, there is still an achievement gap in this subject area.

Root Cause 7: Despite most students meeting the growth goals in Math, an achievement gap persists due to underlying disparities in instructional quality, access to resources, or individual learning needs that are not fully addressed.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Students are slow to respond to intervention as many are not moving off tiers in a timely manner.

Root Cause 8: Insufficient adherence to Tier 1 instructional priorities and inconsistent implementation of interventions may be contributing to gaps in student learning and achievement.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: In addition to Resource and Speech students, we have two self-contained Special Education classes on campus. This puts Snow Heights with a 21.83% in Special Education which is almost a 4% increase from the previous school year and above the district average.

Root Cause 9: The increase in the percentage of Special Education students at Snow Heights, including those coming from other campuses for specialized programs, may be due to changes in district-wide placement practices, variations in student support needs, or adjustments in enrollment patterns.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Most of our Special Education students are not meeting the Approaches level on any STAAR test they take.

Root Cause 10: Many of our Special Education students do not qualify for STAAR Alt. While these students can utilize accommodations, many are still below grade level and struggle completing the STAAR test at the Approaches level.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

Root Cause 11: Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed.

Root Cause 12: Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates.

Root Cause 13: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.

Problem Statement 13 Areas: Demographics - School Processes & Programs

Problem Statement 14: There is a disconnect between K-2 and 3-5 Writing; students are not making adequate progress as they enter upper grades.

Root Cause 14: With the addition of Extended Constructed Responses on the STAAR tests, students are not adequately prepared when using the current writing curriculum.

Problem Statement 14 Areas: Demographics

Problem Statement 15: Students are not achieving allowable points on Writing responses in Grades 3-5.

Root Cause 15: Additional professional learning is needed in this area so students are prepared for the writing components tested on STAAR.

Problem Statement 15 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

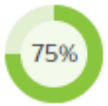
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in Reading and mathematics 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: CLI Engage-CIRCLE (PreKindergarten Reading and Math)
Fountas & Pinnell Reading Levels
mClass (Kindergarten, Reading and Math)
mClass (Grades 1-2, Reading)
Renaissance Star Assessments (Grades 1-5 Mathematics & Grades 3-5 Reading)
Texas Education Agency Interims (Grades 3-5 Reading and Mathematics)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity and fidelity in the use of the District curriculum and state approved resources at the campus level. **Actions:** a) Continue focusing on alignment by planning accordingly in each content area through vertical (Reading/ Writing, Math, & Science) teams b) Maintain and continue implementation plan of Workshop model and small group instruction in Reading, Writing, and Math to support all students c) Monitor implementation of the district curriculum as evidenced in walk-throughs, observations, vertical team meetings, and lesson plans using content specific rubrics d) Utilize campus Instructional Facilitator to complete coaching cycles based on implementing best practices and developing masterful teachers e) Provide necessary resources needed to support the district's curriculum plan-Lead4ward, STAAR4ward, Phonics 95, etc. f) Host a Curriculum Night that includes strategies to promote best home/school strategies with parents/family members g) Support writing instruction in all subject areas (district strategy for Extended and Short Constructed Responses, grade appropriate grammar rules, complete sentences, spelling, etc.) h) Utilize district content coordinators to support teachers in Tier 1 instruction **Staff Responsible for Monitoring:** Principal, Assistant Principal, LOL members, Instructional Facilitator, Teachers **Title I:** 2.4, 2.5 **Problem Statements:** School Processes & Programs 1, 2, 3 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $65,899, Parent Family Engagement - Curriculum Night - 211 - Title I - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue implementation of Reading and Mathematics instruction with a focus on internalization, the use of best practices, and continuous improvement **Actions:** a) Support coaching and training of district and state literacy requirements b) Maintain focus of phonics instruction in Kindergarten through 3rd grade using 95 Phonics curriculum c) Regularly utilize the campus' Leveled Library and Fountas & Pinnell Interactive Read Alouds/Shared Reading resources for instruction in all subject areas d) Support the district's curriculum plan by providing time for students to use the following programs: Reading A to Z and ST Math e) Utilize Title One tutors to support reading and math instruction f) Model literacy through a staff book club that meets monthly g) Participate in World Read Aloud Day to promote literacy with staff, students, and community members h) Continue publishing the student written newspaper, "The Polar Gazette" i) New to K-3 teachers attend Reading Academy training j) Utilize and implement new learning obtained through Reading Academies (Science of Teaching Reading) k) Build capacity and knowledge base of proficiency scales in Mathematics l) In Math, spiral review previously learned Texas Essential Knowledge and Skills (TEKS) on a weekly basis m) Create and conduct online assessments for 2nd-5th grade in Math using Aware n) Utilize Fact Fluency strategies to build automaticity with math facts (addition, subtraction, multiplication, and division) o) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PlanDoStudyActs (PDSAs) using electronic/online data folders **Problem Statements:** Demographics 3, 4 - Student Learning 3, 4 - School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $5,739				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Understand and implement progress monitoring and data driven decision-making to inform instruction and responsive teaching **Actions:** a) Teachers design a learning plan based on their own personal goal(s) as well as select a Student Learning Objective for Texas Teacher Evaluation & Support System (T-TESS) b) Provide training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance-Reading. & Math, and Interims) to inform instruction c) Collect, analyze and use data for progress monitoring d) Continue to build capacity through the Professional Learning Committee (PLC) process e) Utilize Aware to create online assessments f) Respond instructionally by utilizing data and support from Academic Coach g) Utilize district content coordinators to support teachers in Tier 1 instruction h) Follow district and campus assessment calendars i) Participate in Universal Screeners three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) j) Progress monitor students in Reading (BAS, Star Renaissance, mClass), Writing (Extended Response Rubric in Grades 3-5) and Math (Star Renaissance) throughout the school year (occurs between BOY, MOY, and EOY) k) Conduct interim assessments in Grades 3-5, Reading and Math twice a year and Science once a year l) Share campus/teacher/student progress through the district's Quarterly Review Protocol process **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator, Classroom Teachers **Problem Statements:** School Processes & Programs 3	65%	75%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide rigorous learning opportunities for our GT/advanced students **Actions:** a) Promote higher level thinking by creating and utilizing rigorous questions b) Continue implementing Math Menus c) Provide time for teachers to unpack the standards and then design tasks, products, and assessments that meet the rigor of the standards d) Utilize Gifted and Talented Education (GATE) teachers, district content coordinators, Instructional Facilitator, and digital specialists to aid teachers in designing lessons and products that meet the rigor of the standards e) Ensure classroom teachers and all specified staff receive yearly six hour Gifted and Talented update **Staff Responsible for Monitoring:** Principal, Assistant Principal, GATE Teacher, Academic Coach **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1	40%	60%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to administer progress monitoring assessments for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students. **Actions:** a) Follow district and campus assessment calendars b) Participate in Universal Screeners three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) c) Progress monitor students in Reading (BAS, Star Renaissance, mCLass), Writing (Norma Jackson) and Math (Star Renaissance) throughout the school year (occurs between BOY, MOY, and EOY); Fact Fluency Running Records d) Conduct interim assessments in Grades 3-5, Reading and Math twice a year e) Create and conduct online nine weeks assessments for 2nd-5th grade in Math using Aware f) Respond instructionally by utilizing data and support from Academic Coach and Multi-Tiered Systems of Support (MTSS) staff g) In Math, spiral review previously learned Texas Essential Knowledge and Skills (TEKS) on a weekly basis **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, and Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 3	55%	70%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: While most of our students meet the district and campus goal of achieving at least one year's growth in Math, there is still an achievement gap in this subject area. **Root Cause**: Despite most students meeting the growth goals in Math, an achievement gap persists due to underlying disparities in instructional quality, access to resources, or individual learning needs that are not fully addressed.
Problem Statement 4: There is a disconnect between K-2 and 3-5 Writing; students are not making adequate progress as they enter upper grades. **Root Cause**: With the addition of Extended Constructed Responses on the STAAR tests, students are not adequately prepared when using the current writing curriculum.
Student Learning
Problem Statement 2: There is not adequate growth in Masters scores in most subject areas for students in Grades 3-5 **Root Cause**: Students are not achieving growth from Meets to Masters levels due to potential gaps in instructional strategies, support systems, or enrichment opportunities that may not fully address the needs of advanced learners.
Problem Statement 3: Based on previous STAAR scores, Meets and Masters scores have decreased in Reading and Math for all grades. **Root Cause**: The campus is not providing sufficient differentiation opportunities for students.
Problem Statement 4: Students are not achieving allowable points on Writing responses in Grades 3-5. **Root Cause**: Additional professional learning is needed in this area so students are prepared for the writing components tested on STAAR.

School Processes & Programs

Problem Statement 1: The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth. **Root Cause**: The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 2: Students are slow to respond to intervention as many are not moving off tiers in a timely manner. **Root Cause**: Insufficient adherence to Tier 1 instructional priorities and inconsistent implementation of interventions may be contributing to gaps in student learning and achievement.

Problem Statement 3: Insufficient time and intentional collaboration for data analysis across grade levels are limiting the effectiveness of data-driven instruction and decision-making. **Root Cause**: Limited time and lack of structured collaboration for data analysis may hinder the ability to fully understand and address student needs, impacting the overall effectiveness of instructional strategies and interventions.

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
Strategy 1: Build strong, equitable, and responsive learning environments to ensure program quality, coherency, and efficiency **Actions:** a) Design a master schedule that includes protected time for Tier 1 instruction b) Utilize collective data in MTSS collaborative conferences to make instructional decisions based on the needs of individual students c) Provide part time Reading and Math tutors to serve Tier 2 students in order to decrease learning gaps and increase student performance d) Utilize content tutors to provide small group/accelerated instruction based on individual student needs e) Ensure that any teacher or staff member that provides specialized services to students receive training in strategies aligned to program requirements f) Provide regular opportunities for Special Education teachers to plan for instruction with General Education to ensure proper alignment is taking place in all subject areas g) Ensure that Special Education is represented in Vertical Alignment Teams (Reading/Writing, Math, and Science) h) Share information to staff and parents about specialized programs documented through professional learning opportunities, 504 meetings, Admission, Review, & Dismissal (ARDs), parent/teacher conferences, etc. i) Utilize student information systems, Success Ed/Focus, to monitor program responses to students who are identified as 504, Special Education, or RtI j) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas k) Ensure all teachers are certified to teach English Language Learners-Emergent Bilinguals l) Utilize the district's English Learners Teacher Toolkit as well as Elevation m) Share English Learner district training opportunities with teachers n) Conduct Language Proficiency Assessment Committee (LPAC) meetings to address student needs **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Instructional Facilitator **Title I:** 2.6 **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** Title I Tutors - 211 - Title I - $30,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional learning that assists teachers in developing, administering, and using student performance data to evaluate student growth **Actions:** a) Utilize campus Instructional Facilitator (IF) to collaborate with teachers through the PLC process and evaluate student growth on a regular basis b) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year c) Teachers create nine week assessments in K-2 Math based on the rigor of the standards d) Using Aware, teachers create online assessment in 3-5 Math based on the rigor of the standards e) Conduct MTSS collaborative conferences throughout the school year: BOY, MOY, EOY, and two progress monitoring meetings f) Ensure collaboration between grade level PLCs and classroom/Special Education teachers and interventionists g) Share and attend district professional learning opportunities in regards to progress monitoring-Lead Forward, Aware, Focus, etc. h) Provide training to classroom teachers on appropriate interventions and approved accommodations **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Instructional Facilitator, Digital Learning Specialist **Problem Statements:** School Processes & Programs 1, 3, 4	60%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue implementation of the district's PDSA process to improve instruction, data analysis, and student growth. **Actions:** a) Grade levels display, post, and update BOY, MOY, and EOY Reading, Writing, and Math data in hallways and in classrooms b) Grade levels implement personal digital data folders for each student in Reading, Writing, and/or Math c) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PDSAs d) Utilize grade level PLCs to analyze and discuss data **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator **Problem Statements:** School Processes & Programs 3	50%	65%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enlist community and business partners to assist in providing support to students and families **Actions:** a) Design and implement a school wide plan to increase parent involvement b) Provide a Curriculum Information Night to inform parents on best practices c) Conduct a Science Night for students and parents to gain a deeper knowledge in all aspects of Science d) Grade levels provide a weekly newsletter to keep parents informed of classroom expectations e) Principal shares Capturing Kids' Hearts strategies, academic, and/or safety tips, or relevant information in regards to parenting in monthly newsletter f) Implement Mentor Program to serve students using volunteers from Cross Church or other community members g) Utilize essential parent volunteers/Parent Teacher Association (PTA) members to assist teachers inside and outside of the classroom h) Host a "Good News Club" for students on a weekly basis throughout the school year **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 - School Processes & Programs 5 - Perceptions 2, 3	70%	80%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Develop, implement, and monitor a campus process to ensure identification and accurate coding of all students who qualify to receive services under the fifteen At Risk indicators **Actions:** a) Provide training to specified staff members on identifying At Risk students b) Create profile sheets on identified students to track At Risk indicators c) Meet quarterly to ensure coding is updated and accurate **Staff Responsible for Monitoring:** Principal, Assistant Principal (PEIMS Coordinator), and Counselor **Problem Statements:** School Processes & Programs 4 - Perceptions 3	25%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.
Problem Statement 2: In addition to Resource and Speech students, we have two self-contained Special Education classes on campus. This puts Snow Heights with a 21.83% in Special Education which is almost a 4% increase from the previous school year and above the district average. **Root Cause**: The increase in the percentage of Special Education students at Snow Heights, including those coming from other campuses for specialized programs, may be due to changes in district-wide placement practices, variations in student support needs, or adjustments in enrollment patterns.

Student Learning

Problem Statement 1: Most of our Special Education students are not meeting the Approaches level on any STAAR test they take. **Root Cause**: Many of our Special Education students do not qualify for STAAR Alt. While these students can utilize accommodations, many are still below grade level and struggle completing the STAAR test at the Approaches level.

School Processes & Programs

Problem Statement 1: The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth. **Root Cause**: The campus is not providing sufficient differentiation opportunities for students.

Problem Statement 3: Insufficient time and intentional collaboration for data analysis across grade levels are limiting the effectiveness of data-driven instruction and decision-making. **Root Cause**: Limited time and lack of structured collaboration for data analysis may hinder the ability to fully understand and address student needs, impacting the overall effectiveness of instructional strategies and interventions.

Problem Statement 4: Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools. **Root Cause**: Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

Problem Statement 5: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.

Perceptions

Problem Statement 2: Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents. **Root Cause**: In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

Problem Statement 3: Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. **Root Cause**: Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.

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

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

Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Implement the district curriculum for social and character development (SCD) **Actions:** a) Ensure delivery of lessons using CKH and Character Strong curriculum that provides students with experiences to develop character values b) Implement activities that will integrate character values throughout the campus-Counselor Guidance Lessons, and Grade Level Service projects, etc. c) Implement and maintain a Kindness Club for students in Grades 2-5 d) Counselors deliver classroom guidance lessons addressing suicide prevention and bullying warning signs, resources, and strategies e) Implement and regularly refer to Continuous Improvement mission statements and CKH Social Contracts f) Ensure Capturing Kids' Hearts strategies are being utilized (greetings, affirmations, the 4 questions, etc.) g) Create after school groups that build upon the social/emotional needs of students-Kindness Crew, Yearbook, Pep Club, Polar Gazette etc. h) Create and host lunch bunch groups to address student needs-Grief/Divorce support, Friendship, Anger, etc. i) Recognize students each nine weeks that demonstrate the district's character traits **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** Perceptions 2	65%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents. **Root Cause**: In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Implement the behavioral MTSS plan with fidelity. **Actions:** a) Monitor district expectations of Behavior interventions as stated in the MTSS handbook b) Regularly conduct collaborative conferences with teachers and staff members in regards to student behavior (BOY, MOY, EOY, and two progress monitoring meetings) c) Implement weekly Social Emotional Behavior (SEB) strategies such as Capturing Kids Hearts (CKH) & Character Strong lessons to align with the whole child tenets d) Ensure use of Capturing Kids' Hearts (CKH) in classrooms and throughout the campus e) Utilize campus wide discipline plan f) Utilize the district Behavior Facilitator or General Education Behavior RtI Facilitator when needed g) Conduct bi-monthly guidance lessons to support classroom SEB instruction h) Provide ongoing training and support for all staff to build their capacity to implement MTSS i) Set and monitor student goals in regards to behavior using Success Ed and/or Focus j) Provide supplemental resources to support SEB-interest inventories, ABC chart, behavior charts, etc. k) Communicate CKH strategies to parents/guardians through grade level and campus newsletters l) Utilize Crisis Intervention Counselor to provide support to students in areas of social-emotional behavior. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** School Processes & Programs 4 - Perceptions 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 4: Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools. **Root Cause**: Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

Perceptions

Problem Statement 2: Despite having social-emotional learning programs in place, there is a perceived gap in the training and support provided for positive social skills, violence prevention, conflict resolution, and communication/decision-making skills, as indicated by feedback from students and parents. **Root Cause**: In regards to Social Emotional Behaviors, students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills.

Problem Statement 3: Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. **Root Cause**: Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.

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, through improved student retention, recruitment, and days in attendance.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Monitor campus initiative to improve and address student attendance, social needs that interfere with attendance, and collect pertinent data on strategies that mitigate poor student attendance. **Actions:** a) Implement Truancy Prevention Measures-make contact by phone to discuss concerns/needs b) Continue monitoring student and staff attendance each nine weeks; post on Attendance Wall c) Implement grade level and/or classroom incentive measures to increase attendance d) Recognize Perfect Attendance (student and staff) at Celebration Assemblies e) Share district Attendance information (fliers, social media posts, etc.) to inform parents about the importance of student attendance f) Utilize district Tribunal for students with poor attendance **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Demographics 1 - School Processes & Programs 5	70%	80%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.
School Processes & Programs
Problem Statement 5: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Ensure implementation and use of Capturing Kids' Hearts (CKH) and Character Strong lessons in classrooms and throughout the campus b) Utilize campus wide discipline plan c) Offer focused guidance lessons to students in need d) Teach and implement Standard Response Protocols with all staff members and students e) Schedule a minimum of four unannounced safety drills during each semester of the school year f)Faculty Advisory (Safety) committee monitors and makes recommendations for improvement after safety drills (BISD's after action report) g) Conduct safety audits to identify security issues on campus h) Collect and review perception data from students, staff and parents to identify strategies to improve campus safety i) Conduct safety meetings with students, administrators and community members to evaluate and problem solve campus safety concerns j) Offer after school clubs based on student suggestions/interests (Basketball, Dance club, etc.) k) Continue to utilize Threat Assessment system for students to report safety concerns **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** Perceptions 1	70%	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s) **Root Cause**: Insufficient communication of Standard Response Protocols throughout the school year has led to a lack of awareness among parents about safety procedures.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Implement the district-wide program that promotes an accident-free work environment **Actions:** a) Ensure that all staff members complete the required Safe Schools training b) Inform students, staff, and visitors of any allergy related issues on campus c) Provide regular safety training to staff at faculty meetings d) Administer safety surveys provided for campus personnel e) Utilize purchased safety equipment for campus f) Perform campus safety walk-throughs with Head Custodian g) Monitor the implementation of safety procedures h) Review and report claim information to staff **Staff Responsible for Monitoring:** Principal, Assistant Principal, Head Custodian **Problem Statements:** Demographics 1 - School Processes & Programs 5 - Perceptions 3	60%	75%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.
School Processes & Programs
Problem Statement 5: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.
Perceptions
Problem Statement 3: Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. **Root Cause**: Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.

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

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

Evaluation Data Sources: Fitness Gram results; Parent/Student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and maintain a campus wide coordinated health program. **Actions:** a) Communicate requirements of SB 530 to campus staff; monitor participation of students in physical activity and collection of student fitness assessment data **Staff Responsible for Monitoring:** Principal, Assistant Principal, Physical Education teacher **Problem Statements:** Demographics 1 - School Processes & Programs 5 - Perceptions 3	40%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement requirements of the Every Student Succeeds Act regarding family and parental involvement. **Actions:** a) Consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title 1, Part A schools. b) Conduct meaningful ways for parents to be involved in their child's education (see Title 1 Family Engagement Policy). **Problem Statements:** Perceptions 3	60%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.
School Processes & Programs
Problem Statement 5: Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. **Root Cause**: Decreased attendance rates since COVID-19 may be due to lingering impacts of the pandemic, such as health concerns, changes in routine, or challenges in re-engaging students and families.

Perceptions

Problem Statement 3: Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. **Root Cause**: Current communication strategies and outlets (campus, teacher, grade level) may be insufficient or inconsistent in conveying curriculum expectations and disciplinary procedures, leading to gaps in parental awareness and understanding.

State Compensatory

Budget for Snow Heights Elementary

Total SCE Funds: $65,899.00
Total FTEs Funded by SCE: 1.99
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 Snow Heights Elementary

Name	Position	FTE
Carrie McCaghren	Teacher	0.33
Kelly DAvis	Educational Assistant	0.33
Sheri Norton	Instructional Facilitator	1
Shonna Whitmore	Reading Intervention	0.33

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was conducted during the months of March and April 2024. It was then presented in May using data from the 2022-2023 and any current data from the 2023-2024 school year which included STAAR achievement, TELPAS and universal screener results, attendance and behavior data, and spring survey feedback.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed with the following stakeholders:

Kelly Lebsock-Physical Education Teacher, SBDM Member

Mycah Baxter-4th Grade Teacher, SBDM Member

Michelle Howard-3rd Grade Math Teacher, SBDM Member

Jillian Dreixler-Assistant Principal, LOL & SBDM Member

Tonya Bishop-1st Grade Teacher, SBDM Member

Susan Nall-Principal

Kerri Sands-District MTSS Facilitator

Chelsea White-SHE parent

Melissa Vittas-SHE parent, PTA Member

Don Beach-Business Representative & Volunteer

2.2: Regular monitoring and revision

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

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

The Snow Heights 2024-2025 campus plan will be available to parents and community members on the campus' website: www.birdvilleschools.net/she. 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, approximately 52% of our 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 stateâ€Â?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:

- Continuous Improvement
- Capturing Kids Hearts
- Phonics Instruction in K-3
- Workshop Model
- Accelerated Instruction
- Math/Numeracy Intervention
- Leveled Literacy Intervention
- Responsive Classroom
- TBRI Training
- Social Emotional Curriculum-Character Strong

Increased learning time is provided through pull out 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. , The campus will continue to emphasize the importance of communication between the school and home, as well as provide 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 Plan was developed through the input and involvement of the following:

Kathleen Kaiser, parent

Casey Orr, parent

Dana Sutton-parent

Robin Doyle, parent

Kim Drees, parent

Bonnie Jordan, parent

Lindsey Gill, parent

Helen Haack, parent

Katy Kemp, parent

Ginny Tanner, parent/teacher

Laura Wilson, parent/Counselor

Susan Nall, Principal

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the

fall Title I meeting, and by request in the campus front office.

4.2: Offer flexible number of parent involvement meetings

The following family engagement activities are planned for 2024-2025:

August: Meet the Teacher/Curriculum Night, Aug.8, 2024

September: Title I Meeting & Grade Level Curriculum Night, September 19, 2024

November: Polar Bash, November 9, 2024

December: Cookies with Santa, December 12, 2024

February: Science Night, February 20, 2025 at Fort Worth Science Museum

February: World Read Aloud Day, February 5, 2025

March: Discover Birdville Event, date tbd

March: Polar Hop, March 7, 2025

April: Fun Run, April 3, 2025

May: Field Day, May 2, 2025

April Family Engagement Policy and Compact Revision (date tbd)

May: Talent Show, May 16, 2024

August Refresh Back to School Event (date tbd) at WG Thomas Coliseum

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SCE Campus Personnel		$65,899.00
				Sub-Total	$65,899.00
				Budgeted Fund Source Amount	$65,899.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Parent Family Engagement - Curriculum Night		$4,000.00
1	1	2	Professional Development		$5,739.00
1	2	1	Title I Tutors		$30,000.00
				Sub-Total	$39,739.00
				Budgeted Fund Source Amount	$39,739.00
				+/- Difference	$0.00
				Grand Total Budgeted	$105,638.00
				Grand Total Spent	$105,638.00
				+/- Difference	$0.00

Addendums

Student/Teacher/Parent Compact

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- Accept responsibility for my own learning.
- Cooperate with and show respect for all adults and fellow students in the school.
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Student's Signature _____ ***Date*** _____

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- Provide a regular time at home for working with my child on school-related activities.
- Work as a team with the school, participating to help my child meet his/her responsibilities and encourage success.
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To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

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(Campus) Parent Involvement Strategies				
	Requirement	**Timeline**	**Activity**	**Evaluation Measure(s)**
6	Participation in parent involvement policy development	Prior to end of current school year	Involve parents in policy development through • Inviation to review Parent Involvement Policy & Student Compact • Distribute feedback sheet, inviting comments	• Campus policy • Written parent suggestions
6	Participation in decision making for Title I Program		Involve parents in planning, implementing, and evaluating Title I Program: • SBDM meetings	• Site-based meeting sign-ins • Agenda
6	Communicate program information to all parents	Annual Meeting	Provide information about … 1. Participation in Title 1 2. Program Description	• Curriculum Night sign in sheets from each teacher. • Parent conferences
			3. Curriculum	• Curriculum Night • Parent Expectation inventories-Meet the Teacher
			4. State and local assessments and expectations for student proficiency	
			5. Provide communications about meetings, parent programs and other activities in a language that is understandable (Spanish and English)	Monthly Principal Newsletter Monthly School Calendar
6	Shared responsibility for student achievement		Utilize the school-parent compact 1. Develop 2. Distribute 3. Evaluate 4. Revise	• Annual Title One Meeting
6	Build capacities of parents		Assist parents in understanding 1. State academic content (TEKS) 2. State academic achievement standards (STAAR, CBAs) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement	• Curriculum Night • Parent Conferences (twice a year minimum) • Student Data Folders/Organizational Binders • Volunteer opportunities

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10	Coordinate and integrate Title I parent program with other parent programs		Coordinate parent involvement under Title I with ESL, GT	• Parent training schedules • Session evaluations • Budget records
7	Ensure a smooth transition for students from 5th grade into 6th grade and from 8th grade into 9th grade		Provide information about middle school to 5th grade parents (Middle School Information Night) Visit North Richland Middle School in Spring 2019 for tour and 6th grade information	Parent invitations and School Messenger/social media reminders regarding the event

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6	Shared responsibility for student achievement		Utilize the school-parent compact 1. Develop 2. Distribute 3. Evaluate 4. Revise	• Annual Title One Meeting
6	Build capacities of parents		Assist parents in understanding 1. State academic content (TEKS) 2. State academic achievement standards (STAAR, CBAs) 3. Ways to monitor progress 4. Ways to work with teachers to improve achievement	• Curriculum Night • Parent Conferences (twice a year minimum) • Student Data Folders/Organizational Binders • Volunteer opportunities

(Campus) Parent Involvement Strategies				
	Requirement	**Timeline**	**Activity**	**Evaluation Measure(s)**
			Provide training and materials to parents to help them work with their children	• Literacy Night • Science Night • Parent Conferences
6	Build capacities of staff		Design training (with parents) to build staff's capacity to communicate with parents, to value parent contribution, and to reach out to parents	
10	Coordinate and integrate Title I parent program with other parent programs		Coordinate parent involvement under Title I with ESL, GT	• Parent training schedules • Session evaluations • Budget records
7	Ensure a smooth transition for students from 5th grade into 6th grade and from 8th grade into 9th grade		Provide information about middle school to 5th grade parents (Middle School Information Night) Visit North Richland Middle School in Spring 2019 for tour and 6th grade information	Parent invitations and School Messenger/social media reminders regarding the event

Student/Teacher/Parent Compact

Title One-Linking Together for Student Success
Snow Heights Elementary

Student Agreement

I want to be successful. Therefore, I will strive to:

- Attend school regularly.
- Come to class prepared with homework and supplies.
- Respect the rights of others to learn.
- Accept responsibility for my own learning.
- Cooperate with and show respect for all adults and fellow students in the school.
- Other _____

Student's Signature _____ ***Date*** _____

Teacher Agreement

I want all of my students to be successful. Therefore, I will strive to:

- Provide a safe and positive learning environment.
- Teach in a manner that motivates and encourages students.
- Communicate regularly with parents regarding student progress.
- Respect and value the uniqueness of each child and his/her family.
- Other _____

Teacher's Signature _____ ***Date*** _____

Teacher's Signature _____ ***Date*** _____

Teacher's Signature _____ ***Date*** _____

Parent Agreement

I want my child to be successful. Therefore, I will strive to:

- See that my child attends school **regularly** and **on time**.
- Provide a home environment that encourages my child to learn.
- Provide a home environment that encourages proper diet, rest, and wellness.
- Provide a regular time at home for working with my child on school-related activities.
- Work as a team with the school, participating to help my child meet his/her responsibilities and encourage success.
- Other _____

Parent's Signature _____ ***Date*** _____

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Snow Heights Elementary Parent Involvement Policy

OVERVIEW

As per Public Law 107-110, the *No Child Left Behind Act*, *Snow Heights Elementary* has adopted the following policy to ensure that the staff coordinates all possible programs to provide quality services to our children and families and to afford parents substantial and meaningful opportunities to participate in the education of their children.

Our goal is to maximize opportunities for all parents to participate in ways that will help all children to be successful in the meeting the State's academic content and academic achievement standards. In addition, we strive to provide opportunities for parents to assist us in maximizing our students' potential to become successful citizens upon completion of their public school careers.

To reach our goal, the staff and representative parents have drafted the following policy outlining the ways in which parents are encouraged to participate in the life of the school and the ways we will reach out to parents

REQUEST FOR SUGGESTIONS

The staff at Snow Heights Elementary invites parents to offer suggestions for improving our efforts to involve parents in meaningful ways. Please call Susan Nall at (817) 547-2200 or email Ms. Nall at susan.nall@birdvilleschools.net to give us your suggestions or to discuss opportunities for you to work directly with us.

(Campus) Parent Involvement Strategies				
	Requirement	**Timeline**	**Activity**	**Evaluation Measure(s)**
6	Participation in parent involvement policy development	Prior to end of current school year	Involve parents in policy development through • Inviation to review Parent Involvement Policy & Student Compact • Distribute feedback sheet, inviting comments	• Campus policy • Written parent suggestions
6	Participation in decision making for Title I Program		Involve parents in planning, implementing, and evaluating Title I Program: • SBDM meetings	• Site-based meeting sign-ins • Agenda
6	Communicate program information to all parents	Annual Meeting	Provide information about … 1. Participation in Title 1 2. Program Description	• Curriculum Night sign in sheets from each teacher. • Parent conferences
			3. Curriculum	• Curriculum Night • Parent Expectation inventories-Meet the Teacher
			4. State and local assessments and expectations for student proficiency	
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- Cooperate with and show respect for all adults and fellow students in the school.
- Other _____

Student's Signature _____ ***Date*** _____

Teacher Agreement

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- Teach in a manner that motivates and encourages students.
- Communicate regularly with parents regarding student progress.
- Respect and value the uniqueness of each child and his/her family.
- Other _____

Teacher's Signature _____ ***Date*** _____

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- Provide a regular time at home for working with my child on school-related activities.
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- Other _____

Homeroom Teacher's Signature _____*Date* _____

Parent Agreement

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- Work as a team with the school, participating to help my child meet his/her responsibilities and encourage success.
- Other _____

Parent's Signature _____ *Date* _____

Parent's Signature _____ *Date* _____

SNOW HEIGHTS ELEMENTARY SCHOOL
TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Statement of Purpose

The purpose of the Snow Heights Elementary Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. Snow Heights Elementary has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. The campus will build capacities of staff, parents, families, and community members to work together as equal partners to improve achievement for all students.

Goals

- Snow Heights Elementary will promote regular, two way communication between home and school through principal and grade level newsletters, social media, the school's website, parent conferences, and monthly meetings
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Snow Heights Elementary will provide a safe and open atmosphere for parents and families to visit the school and to actively encourage parent and family support and assistance for school programs
- Snow Heights Elementary and its staff will develop and deliver timely information and training to parents
- Snow Heights Elementary will respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Snow Heights Elementary will disseminate information to parents on all required Title 1 notifications

Annual meeting

Snow Heights Elementary will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. The campus will also host a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

Parents' Right to Know

Snow Heights Elementary will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

Building Capacity for Parent-School Partnerships

Snow Heights Elementary will facilitate the use of district resources by parents and families, including those provided through Birdville ISD parent liaisons and staff:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

School-Parent Compacts

Snow Heights Elementary will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between the school and its families through regular two-way, meaningful communication. Snow Heights Elementary will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Snow Heights Elementary has a responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences
- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

Parent Engagement Evaluation

Each spring, Snow Heights Elementary will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, the campus will review the existing family engagement policy and make revisions as necessary.

SNOW HEIGHTS ELEMENTARY

CNA

Comprehensive Needs Assessment

for

2022-2023

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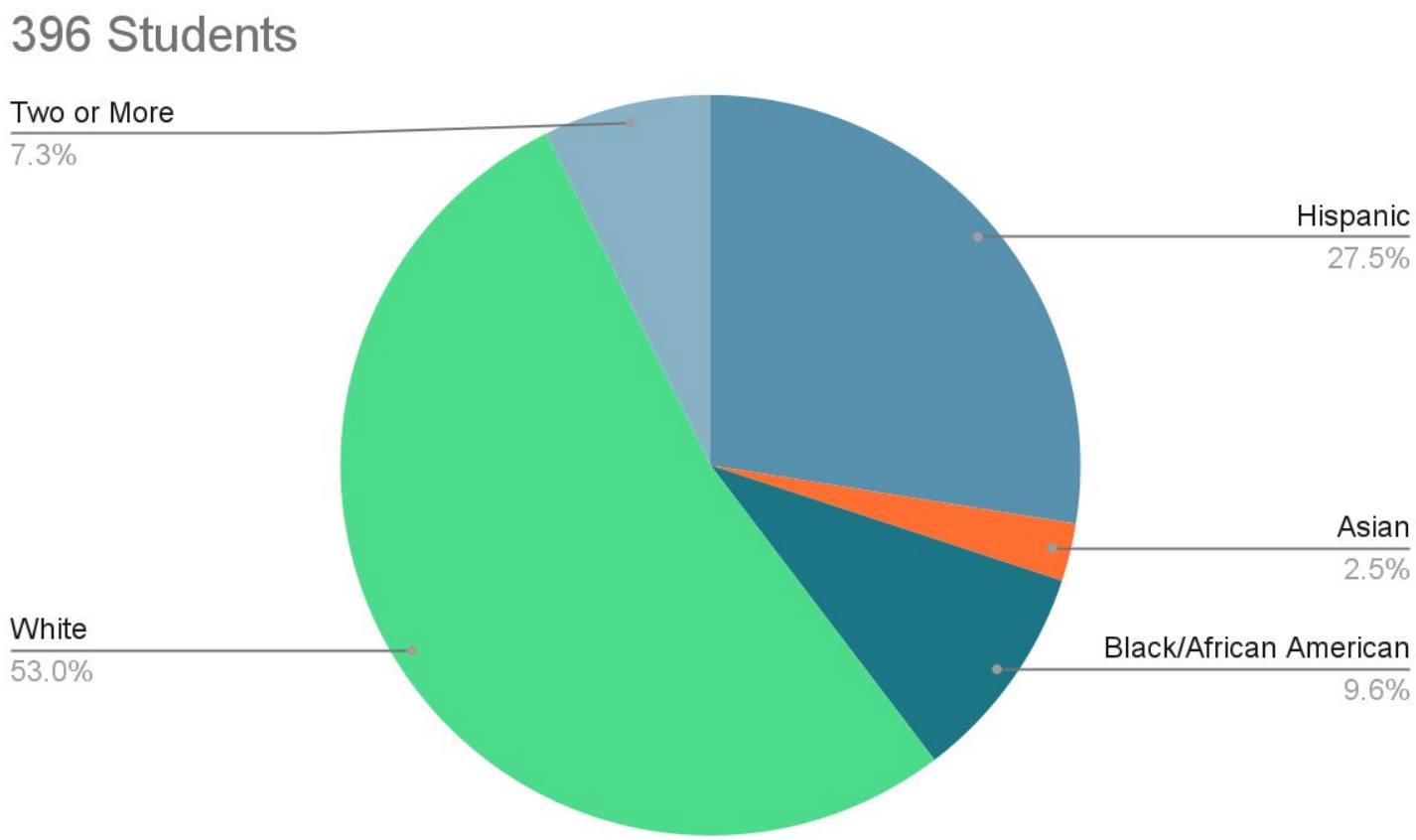
Who are we?



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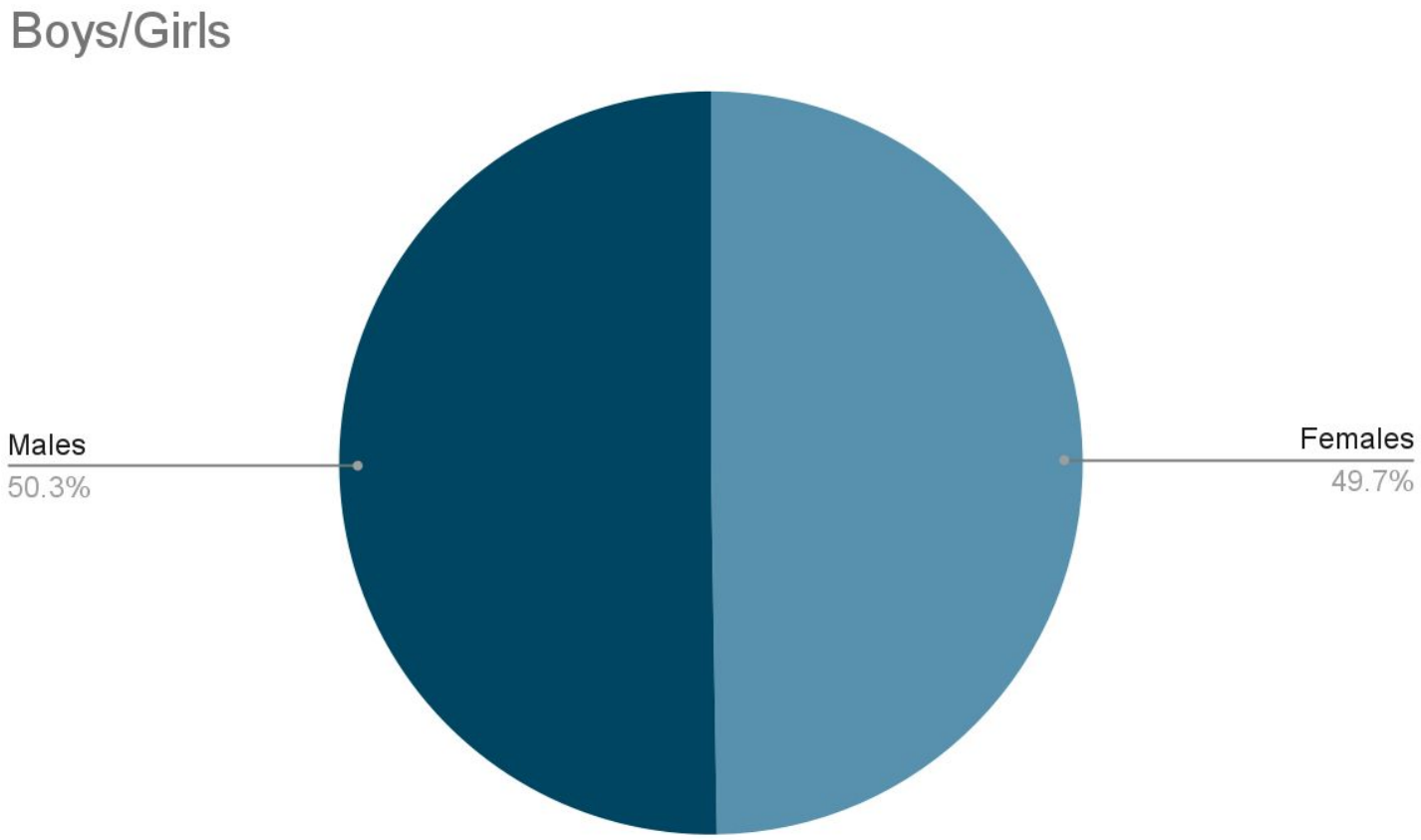
Gender



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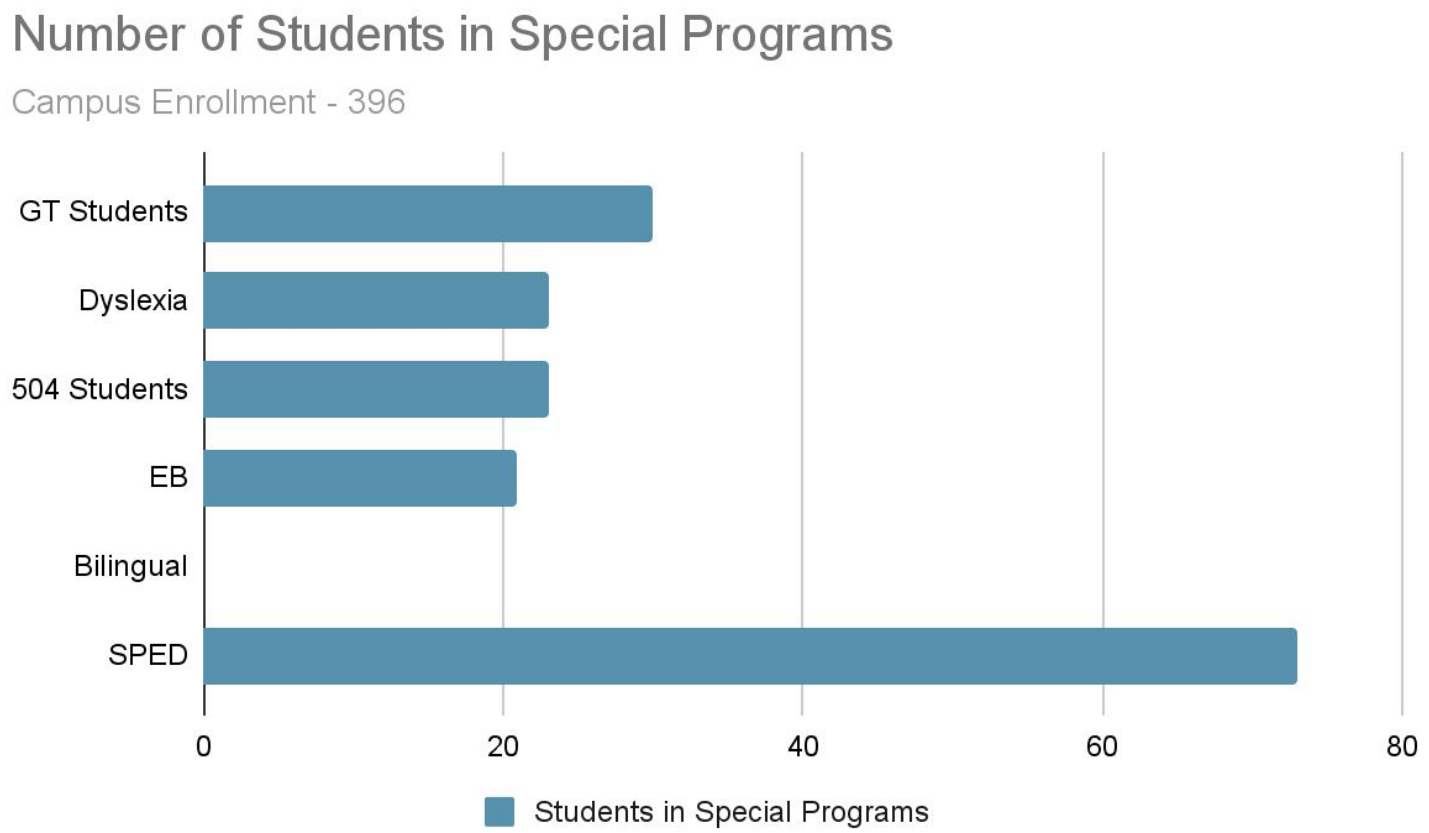
Special Programs



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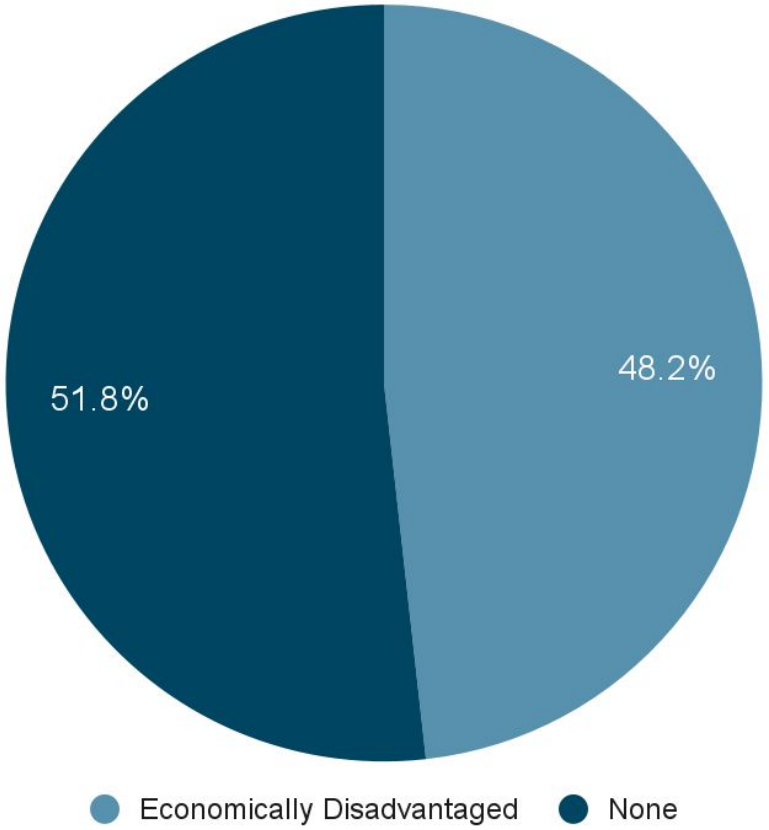
Economically Disadvantaged



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DEMOGRAPHICS

STRENGTHS

Snow Heights Elementary has many strengths. Some of the most notable demographic strengths include:

1. The community of Snow Heights is steeped in tradition, involved, consistent, and committed to education. Many families stay in the area just for the school and many of the teachers went to Snow Heights as students. Since our families value education, we have many supportive parents and students who strive for success.

2. The attendance rate at Snow Heights Elementary is always a focus for any school year and will continue to be for the current year. It remains very close year to year: 96.8% in 2015-2016, 96.6% in 2016-2017, 96.0% in 2017-2018, and 96.2% in 2018-2019. Since Covid, attendance has decreased but is back to the 96% for the 2022-2023 school year.

3. Students at Snow Heights Elementary are very accepting of new students regardless of race or ethnicity. Utilizing the district's SELFIE attributes as well as Capturing Kids' Hearts keeps the student and staff committed to building strong relationships with one another. These strong relationships spillover into the homes of our families and in our community.

AREAS FOR GROWTH

- Our campus has yet to meet our attendance goal of 97%.
- In addition to Resource and Speech students, we have two AABLE classes on campus. This puts Snow Heights with a 18.4% in Special Education which is an increase from the previous school year and above the district average.
- While most of our students meet the district and campus goal of achieving at least one year's growth in Math, there is still an achievement gap in this subject area.

GOALS

- Meet and maintain school attendance goal of 97% for the 2023-2024 school year.
- Follow RtI guidelines/ interventions and SpEd protocols prior to recommending SpEd testing for a student
- Focus on students achieving moving from one level to the next (Approaches, Meets or Masters) on STAAR test in Math for the 2023-2024 school year
- Focus on progress monitoring in all subject areas to monitor growth

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PERCEPTIONS

STRENGTHS

During the 2022-2023 school year, Snow Heights Elementary collected data from students and parents in regards to school safety, processes, and events. Staff, parents, and students in Grades 4-5 completed these surveys during the Spring of 2023. Data collected included perceptions of the overall safety environment of Snow Heights as well as meeting the social/emotional needs for students. In addition, a campus survey was sent to all SHE families to obtain their level of satisfaction of the 2022-2023 school year.

Survey results indicated the following regarding perceptions of school safety, processes, procedures, and campus activities:

- Over 90% of student responses showed that students were trained and ready to implement Standard Response Protocols
- 96% of parents reported that their student had a trusting relationship with at least one adult on campus and felt the campus was safe and orderly
- Parents and Staff shared the importance of all student/family activities set Snow Heights apart from other campuses

AREAS FOR GROWTH

•Even though students indicated that they are aware of Standard Response protocols, parents need more communication in this area so they can discuss with their student(s)
•Students and parents indicated a need for training in positive social skills, violence prevention, conflict resolution, and communication/decision making skills as well as bullying prevention.
•Parents want more communication when it comes to curriculum expectations and disciplinary procedures

GOALS

- Continue to conduct BISD safety survey as well as campus surveys to monitor student & community perceptions
- Utilize Capturing Kids' Hearts strategies
- Implement SEL curriculum to students; Provide parents/guardian SEL resources
- Continue providing after school clubs for students: Yearbook, Polar Gazette, Good News Club, Dance Club, etc.
- Continue building strong relationships with PTA and community members

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STUDENT LEARNING

STRENGTHS

Snow Heights Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- Strong Reading scores in 4th and 5th Grades
- Strong Math scores in 5th Grade
- Closing gaps on Achievement

Accountability Rating=A
*based on 2022 data

AREAS FOR GROWTH

•There continues to be a decrease in Masters scores in most subject areas for students in Grades 3-5

•Even though Math scores have improved, many students are not meeting the campus expectation of achieving Approaches or Meets on the Math STAAR test

•Special Education students are not performing well (obtaining Approaches level) on the STAAR test

GOALS

- Ensure vertical alignment is taking place in Math, Reading/Writing, and Science with intentionality
- Implement strong Tier 1 instruction to ALL students
- Provide intervention/ accelerated instruction through tutors
- Implement PLC process to discuss student growth and progress
- Track student growth in data folders

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PROCESSES & PROGRAMS

STRENGTHS

The academic and behavior RtI program serves students in grades K through 5. Students are identified for tiered intervention services using data from Reading and Math universal screeners administered three times each year as well as consideration of other performance evidence by a collaborative conference committee. Our goal is to keep intervention groups small and staffed appropriately which will aid students in closing gaps in their learning and behavior. In addition, we offer enrichment to our Tier 1 students by utilizing tutors and other staff members.

AREAS FOR GROWTH

- The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth.
- Students are slow to respond to intervention as many are not moving off tiers in a timely manner.
- Ensure time is allotted to analyze data in all grade levels
- Focus on alignment with cluster campuses including middle and high schools

GOALS

- Teachers meet in vertical teams throughout the year to align curriculum and interventions on campus
- Collaborate and plan with comparison campuses to strengthen cluster alignment
- Utilize trained tutors and classroom teachers to assist in providing intervention to Tier 3 students
- Implement Tier 1 priorities to ensure strong Tier 1 instruction is being delivered
- Utilize Crisis Intervention Counselor to assist Counselor in forming and hosting groups
- Provide minutes in the daily schedule to address SEL learning

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Birdville Independent School District

Cheney Hills Elementary

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Cheney Hills Elementary is to empower our diverse community by creating a welcoming environment that provides impactful learning experiences for students so that they can realize their value and potential on their own journey to academic excellence.

Vision

Our vision is to be a school of excellence where our students are inspired to learn and engage through extraordinary experiences, preparing them for an ever-changing, diverse society.

Core Beliefs

We believe kids come first.

We believe we have the power to change lives.

We believe in providing every student an opportunity to learn and grow.

We believe that fostering positive relationships along with a growth mindset is essential to student success.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Demographics

Demographics Summary

Students

Cheney Hills Elementary is a Title I campus serving approximately 690 students, of which 75% are Hispanic, 11% White, 8% Black/African American, 2% Asian, and 1% are two-or-more races. The percentage of Hispanic students has steadily increased while the percentage of White students has decreased. The campus currently has 88% percent of the students qualifying for free and/or reduced lunch, a steady increase over previous years. Emergent Bilinguals represent about 47% of the student population. Special Education serves roughly 17% of students in K-5 and roughly 2% of student population qualify at Gifted and Talented.

Our mobility rate is 24.7%, which is about 8% higher than the state average of 16.8%. Our attendance rate is 94.3% which is a slight improvement over the previous rate of 93%.

Teachers

A total of 91 staff members were employed by the campus in the 2023-2024 school year. Of those staff, 16% were administrative support, 59% were teachers, 24% were educational assistants. Approximately 37% of the teaching staff is bilingual.

Demographics Strengths

Cheney Hills Elementary is a 3 year old facility finished in August of 2021. The campus combines two former district elementary campuses Major Cheney and Richland Hills. Our building is named after Major Cheney who was an educational pioneer in the late 1800's. He donated hundreds of acres and petitioned Birdville ISD to construct a school that would serve African Americans for several decades. His great-great-granddaughter currently serves on the BISD School Board. The latter part of the school name comes from being located in Richland Hills.

Cheney Hills Elementary is a neighborhood school that is nestled between the two main communities it serves. It is connected via a pedestrian bridge to the community on its south allowing easy access by foot for that community.

Cheney Hills has a majority Hispanic student population which lends itself to a rich traditional "family feel" on our campus.

Many parents are eager and willing to do what they can to help their students - we have seen a marked increase in parent and community

involvement this past school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The overall attendance percentage for the 2022-23 school year was 94.3. Our goal for the 24/25 year is 95.5%. **Root Cause:** Campus attendance systems (daily calls, house visits, attendance letters, etc) did not effectively address attendance issues as there is a need for parent education on the importance of regular school attendance.

Student Learning

Student Learning Summary

Overall, out of 634 total tests, 58% met the *Approaches GL* standard or above, 28% met the *Meets GL* standard or above, and 10% achieved the *Masters GL* standard.

By Subject:

- **Reading/Language Arts (RLA):** 61% of students met the *Approaches GL* standard or above, with 33% reaching *Meets GL* and 14% achieving *Masters GL*.
- **Mathematics:** 61% of students met the *Approaches GL* standard or above, 29% reached *Meets GL*, and 9% achieved *Masters GL*.
- **Science:** 37% of students met the *Approaches GL* standard or above, with 13% reaching *Meets GL* and 3% achieving *Masters GL*.

Accountability Groups:

- **Overall performance** varied by group, with African American students performing lower at *Approaches GL* (41%) compared to other ethnicities, and students in high-focus groups showing similar trends.

This data highlights strengths and areas for improvement across subjects and student groups, with specific attention needed for enhancing performance in Mathematics and Science.

	STAAR Math Grade 3 English			STAAR Math Grade 3 Spanish		
	Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL	Masters GL
May-23	51.72%	18.97%	8.62%	43.75%	31.25%	6.25%
May-24	54.17%	25%	2.78%	46.67%	16.67%	6.67%
change	2.45%	6.03%	-5.84%	2.92%	-14.58%	0.42%
	STAAR Math Grade 4 English			STAAR Math Grade 4 Spanish		
	Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL	Masters GL
May-23	75.28%	34.83%	12.36%	0%	0%	0%
May-24	63.08%	32.31%	13.85%	30%	0%	0%
change	-12.20%	-2.52%	1.49%	0.3	0	0
	STAAR Math Grade 5 English			STAAR Math Grade 5 Spanish		
	Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL	Masters GL
May-23	53.19%	23.40%	5.32%	33.33%	0%	0%
May-24	68.48%	31.52%	9.78%	50%	0%	0%
change	15.29%	8.12%	4.46%	16.67%	0.00%	0.00%

	STAAR Reading Language Arts English, Grade 3														
	Approaches GL	Meets GL	Masters GL	Extended Constructed Response Score										Approaches GL	Meets GL
				0	1	2	3	4	5	6	7	8	9	10		
May-23	74.14%	37.93%	10.34%	60.34%	5.17%	10.34%	3.45%	15.52%	3.45%	1.72%	0%	0%	0%	0%	37.50%	18.75%
May-24	64.94%	32.47%	12.99%	46.75%	5.19%	12.99%	11.69%	12.99%	6.49%	2.60%	1.30%	0%	0%	0%	30.77%	3.85%
change	-9.20%	-5.46%	2.65%	-13.59%	0.02%	2.65%	8.24%	-2.53%	3.04%	0.88%	1.30%	0.00%	0.00%	0.00%	-6.73%	-14.90%

	STAAR Reading Language Arts English, Grade 4														
	Approaches GL	Meets GL	Masters GL	Extended Constructed Response Score										Approaches GL	Meets GL
				0	1	2	3	4	5	6	7	8	9	10		
May-23	74.68%	36.71%	13.92%	51.90%	5.06%	15.19%	1.27%	6.33%	2.53%	5.06%	5.06%	5.06%	2.53%	0%	35.71%	21.43%
May-24	66.10%	27.12%	11.86%	44.07%	10.17%	6.78%	5.08%	5.08%	11.86%	5.08%	6.78%	1.69%	1.69%	1.69%	33.33%	6.67%
change	-8.58%	-9.59%	-2.06%	-7.83%	5.11%	-8.41%	3.81%	-1.25%	9.33%	0.02%	1.72%	-3.37%	-0.84%	1.69%	-2.38%	-14.76%

	STAAR Reading Language Arts English, Grade 5														
	Approaches GL	Meets GL	Masters GL	Extended Constructed Response Score										Approaches GL	Meets GL
				0	1	2	3	4	5	6	7	8	9	10		
May-23	72.04%	36.56%	11.83%	31.18%	7.53%	18.28%	7.53%	15.05%	7.53%	8.60%	2.15%	2.15%	0%	0%	33.33%	0%
May-24	65.22%	44.57%	21.74%	54.35%	2.17%	11.96%	4.35%	5.43%	2.17%	6.52%	5.43%	3.26%	3.26%	1.09%	50%	0%
change	-6.82%	8.01%	9.91%	23.17%	-5.36%	-6.32%	-3.18%	-9.62%	-5.36%	-2.08%	3.28%	1.11%	3.26%	1.09%	16.67%	0.00%

	STAAR Science English Grade 5			STAAR Science Spanish Grade 5		
	Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL	Masters GL
May-23	35.48%	6.45%	2.15%	0.00%	0.00%	0.00%
May-24	35.87%	10.87%	2.17%	0.00%	0.00%	0.00%
change	0.39%	4.42%	0.02%	0.00%	0.00%	0.00%

Student Learning Strengths

Cheney Hills Elementary students demonstrated growth in the following areas as measured by STAAR.

Math English scores showed increases in the approaches level for 3rd and 4th grades. There were also increases in the meets level for 3rd and 5th grades. The masters level showed increases in 4th and 5th grade. Math Spanish showed increased performance at the approaches level for all three grades and a slight increase at the masters level in 3rd grade.

Reading Language Arts English scores at the meets level showed improved student performance at the meets level in 5th grade and improvement at the masters level in grades 3 and 5. Reading Language Arts Spanish student performance showed increases at the approaches level for 5th grade and at the masters level for grade 3.

Science English scores showed minimal increases at the approaches and masters level and a small increase in the meets level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is noted variance in instructional resources and practices being used in our curriculum. **Root Cause:** Teachers need to be trained in accessing district-vetted materials, resources, and strategies.

Problem Statement 2 (Prioritized): Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely. **Root Cause:** Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.

School Processes & Programs

School Processes & Programs Summary

Cheney Hills Elementary is a Title I school that provides extensive support and programs for students and staff. Staff are supported through professional learning opportunities guided by campus and district coaches. Teachers are also provided support by administrators and coaches through Professional Learning Community coaching cycles and T-TESS walk-throughs. In addition to professional learning, weekly PLC meetings reinforce learning by analyzing data, sharing high yield strategies, discussing implementation, studying educational relevant articles, etc. Teachers practice strategies, share lessons and receive feedback from their team and from 3 academic coaches.

The 24/25 school year marks the second year in the process of becoming a Leader In Me campus. Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement. There are over 5,000 Leader in Me schools in all 50 states and in over 50 countries. Their mission is to unleash the greatness in students, educators, and school communities everywhere The Leader in Me premise is rooted in Steven Covey's seminal work, *Seven Habits of Highly Effective People* but presents the content in a student-friendly manner. The intent of the campus is to become a "Lighthouse Campus." A Lighthouse Campus is a campus that embodies the Leader in Me principles to such a degree that they become a demonstration school for other campuses that desire to become a Leader in Me Campus. We then want to be able to be a "Leadership Academy" for Birdville as a way to promote what we do and how we reach students.

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School Processes & Programs Strengths

- Strong bilingual program
- Instructional coaches and administration have created a syllabus of needed professional development to be delivered over the course of the school year.
- A cadre of instructional coaches and district content coordinators lead professional development
- Professional learning content for Monday faculty meetings and weekly Professional Learning Community meeting times have been planned for the year.
- Administrators provide timely feedback.
- Curriculum planning times for teams and with opportunities for collaboration.
- Student Management System built on teacher responsibilities.
- Student Council
- Leader In Me

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are not reaching their potential in academic achievement. **Root Cause:** Implementation of key instructional strategies such as goal setting and reflection, workshop model, and formative assessment are not consistent within the class or across campus.

Perceptions

Perceptions Summary

The following information was taken from our Campus Needs Assessment Parent survey last May:

- Over 88% of the parents surveyed indicate that their child feels safe while at school
- 100% of surveyed parents state that they feel the learning environment for their student is excellent
- Over 85% of surveyed parents state they feel that they can communicate effectively with their child's teacher
- 94% of surveyed parents report that their child likes coming to school
- Over 95% of surveyed parents report that if they had a question that the staff has been there to help
- Over 85% of surveyed parents report that their child's academic needs are being met

Perceptions Strengths

The results from the Campus Needs Assessment Parent Survey indicate strong parental satisfaction across several key areas. Over 88% of parents report that their child feels safe at school, a critical component of a positive school environment. Additionally, 100% of surveyed parents believe the learning environment is excellent, highlighting the school's success in creating a strong academic atmosphere. Communication between parents and teachers is also highly regarded, with over 85% of parents feeling they can communicate effectively with their child's teacher. Furthermore, 94% of parents report that their child enjoys coming to school, reflecting a welcoming and engaging school climate. Over 95% of parents feel supported by the staff when they have questions, and more than 85% believe their child’s academic needs are being met. These results demonstrate a robust perception of safety, communication, academic support, and overall satisfaction with the school's performance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 85% of the parents reported that their students feel safe while at school. **Root Cause:** The lack of consistent promotion of anonymous alerts and behavior expectations has contributed to this problem.

Priority Problem Statements

Problem Statement 1: Students are not reaching their potential in academic achievement.

Root Cause 1: Implementation of key instructional strategies such as goal setting and reflection, workshop model, and formative assessment are not consistent within the class or across campus.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Only 85% of the parents reported that their students feel safe while at school.

Root Cause 2: The lack of consistent promotion of anonymous alerts and behavior expectations has contributed to this problem.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: There is noted variance in instructional resources and practices being used in our curriculum.

Root Cause 3: Teachers need to be trained in accessing district-vetted materials, resources, and strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The overall attendance percentage for the 2022-23 school year was 94.3. Our goal for the 24/25 year is 95.5%.

Root Cause 4: Campus attendance systems (daily calls, house visits, attendance letters, etc) did not effectively address attendance issues as there is a need for parent education on the importance of regular school attendance.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely.

Root Cause 5: Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

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.

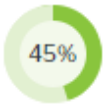
Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 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

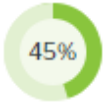
High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage - CIRCLE (prekindergarten reading and math), mCLASS (kindergarten reading and math), mCLASS (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create and provide an aligned campus-wide system for guided reading implementation. **Actions:** 1) Provide model lesson as needed 2) Provide training and pictures/video of implementation 3) Discuss and monitor student data progress during student data meetings 4) Document usage during administrative walkthroughs 5) Emphasis on word study **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, Teacher Committee **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Title I Personnel - 211 - Title I - $146,393				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Lessons will be designed using the workshop model as an instructional framework. **Actions:** 1)Teachers will review the critical elements of the workshop model (Mini-Lesson, Work Period, Reflection). 2) Teachers will utilize Reading Language Arts content coordinators as a resource. 3) Administrators and Academic Coach will conduct focus walks giving feedback on effective elements in the workshop model. 4) Guided Reading will be an instrumental piece to an effective workshop. 5) Students will have choice in the selection of texts to work on mastery of the daily learning target. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students not meeting the standard on the third and fourth grade ELAR and Math STAAR assessment will participate in accelerated instruction. **Actions:** 1) Students will be grouped in a 1:5 ratio 2) Students will receive front loading instruction delivered by a quality teacher/tutor 3) Teachers will follow the district created curriculum for AI **Staff Responsible for Monitoring:** Academic Coach, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $173,028, Title I Tutors - 211 - Title I - $71,192				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will be consistent in the use of data to inform instructional decisions. **Actions:** 1) Analyze STAAR, Interim, Common Assessment, & Benchmark Data within 5 days of completion and use protocols to determine next steps. 2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances. 3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs. 4) Teachers will meet bi-weekly with Principal and Assistant Principal to discuss student progress and compare with performance data. **Staff Responsible for Monitoring:** Principal, Academic Coach, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2	30%	60%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Build teacher capacity to implement BISD literacy plan **Actions:** 1. Administrators, Instructional Facilitators, and reading coordinators will conduct guided reading walkthroughs to inform level of fidelity of implementation. 2. The content coordinator will provide professional development in guided reading based on walkthrough data. 3. Model guided lessons as needed. 4. Require teachers to participate in coaching cycles with the campus instructional facilitator. 5. Analyze Benchmark Assessment System beginning and middle of the year data, universal screeners, and progress monitoring data to measure growth and inform instruction. 6. Monthly Lunch and Learn PD with all teachers and coaches. 7. Utilize BISD Tier 1 priority rubric. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Facilitators **Title I:** 2.4 **Problem Statements:** Student Learning 1, 2	50%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There is noted variance in instructional resources and practices being used in our curriculum. **Root Cause**: Teachers need to be trained in accessing district-vetted materials, resources, and strategies.

Problem Statement 2: Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely. **Root Cause**: Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.

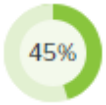
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, STAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Lessons will be designed using the workshop model as an instructional framework. **Actions:** 1)Teachers will review the critical elements of the workshop model (Mini-Lesson, Work Period, Reflection). 2) Administrators and Academic Coach will conduct focus walks giving feedback on effective elements in the workshop model. 3) Guided Math will be an instrumental piece to an effective workshop. 4) Students will have choice in the selection of centers to work on mastery of the daily learning target. 5) Teachers will be required to use district math content coordinators as a resource. **Staff Responsible for Monitoring:** Academic Coach, principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students not meeting the standard on the third and fourth grade Math STAAR assessment will participate in accelerated instruction. **Actions:** 1) Students will be grouped in a 1:5 ratio 2) Students will receive front loading instruction delivered by a quality teacher/tutor 3) Teachers will follow the district created curriculum for AI **Staff Responsible for Monitoring:** Academic Coach, Principal, Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2	45%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will be consistent in the use of data to inform instructional decisions. **Actions:** 1) Analyze STAAR, Interim, Common Assessment, & Benchmark Data within 5 days of completion and use protocols to determine next steps. 2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances. 3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs. 4) Teachers will meet with Principal and Instructional Facilitators bi-weekly to discuss student progress and to align progress with performance data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Professional Development - 211 - Title I - $20,000	30%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely. **Root Cause**: Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.

School Processes & Programs

Problem Statement 1: Students are not reaching their potential in academic achievement. **Root Cause**: Implementation of key instructional strategies such as goal setting and reflection, workshop model, and formative assessment are not consistent within the class or across campus.

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: All students in grades pre kindergarten - third grade will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.
A) English Learners will meet the TELPAS progress rate of 50% for the 2024-2025 school year.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, CLI, TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement 9 week Vertical Alignment Collaboration **Actions:** 1) The campus will operate as a professional learning community. 2) Staff will analyze student work and performance data. 3) Staff will use the 4 Professional Learning Community questions to guide our work. (What do we want our students to know and to be able to do; How will we measure the students proficiency of this standard; How will we remediate if they do not learn it; How will we enrich the instruction for those who know this information) 4) Staff will identify hard to teach/learn TEKS and share successful strategies **Staff Responsible for Monitoring:** Administration, LOLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 2	40%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely. **Root Cause**: Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.

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: By June 2025 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

High Priority

HB3 Goal

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using district adopted curriculum. **Actions:** 1) Use data to guide instruction and remediation. 2) Utilize scholastic as primary instructional resource. **Staff Responsible for Monitoring:** Administration, Academic Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2	50%	70%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely. **Root Cause**: Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.

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 5: By June 2025 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data).

High Priority

HB3 Goal

Evaluation Data Sources: mCLASS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Daily Word Study/Phonics Instruction **Actions:** Teachers will utilize the Heggerty resources for daily phonics instruction. **Staff Responsible for Monitoring:** Administration, Academic Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2	25%	50%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely. **Root Cause**: Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.

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

Performance Objective 1: By June 2025, the campus attendance rate will be 95.5% or higher.

Evaluation Data Sources: PEIMS Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will contact all parents within the first 2 weeks of school to welcome families and talk about the importance of coming to school every day. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	95%	95%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will celebrate attendance during 9 week assemblies and give away prizes for students hitting attendance goals. **Staff Responsible for Monitoring:** Attendance Clerk, Counselor, Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	N/A	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The overall attendance percentage for the 2022-23 school year was 94.3. Our goal for the 24/25 year is 95.5%. **Root Cause**: Campus attendance systems (daily calls, house visits, attendance letters, etc) did not effectively address attendance issues as there is a need for parent education on the importance of regular school attendance.

Perceptions

Problem Statement 1: Only 85% of the parents reported that their students feel safe while at school. **Root Cause**: The lack of consistent promotion of anonymous alerts and behavior expectations has contributed to this problem.

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

Performance Objective 2: During the 2024-2025 school year, the campus will hold a minimum of four family engagement nights.

Evaluation Data Sources: Schedule
Agenda

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus will have multiple opportunities for parents to be involved in their child's education. **Actions:** 1) Meet the Teacher 2) Curriculum/Title I Information Night 3) Reading Night 4) Science Night 5) Math Night 6) Winter Holiday Performance 7) PTA Meetings 8) We have many restaurant and family engagement nights planned **Staff Responsible for Monitoring:** Administration, Teachers, PTA **Title I:** 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Family Engagement - 211 - Title I - $3,000	35%	70%		

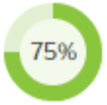
No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Only 85% of the parents reported that their students feel safe while at school. **Root Cause**: The lack of consistent promotion of anonymous alerts and behavior expectations has contributed to this problem.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will implement the Character Strong Program. **Actions:** 1) Develop an Implementation plan. 2) Utilize character lessons to increase awareness of quality character traits. 3) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Counselor, Administration **Problem Statements:** Perceptions 1	N/A			

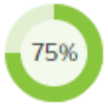
 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Only 85% of the parents reported that their students feel safe while at school. **Root Cause**: The lack of consistent promotion of anonymous alerts and behavior expectations has contributed to this problem.

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

Performance Objective 4: During the 24-25 school year, administration will ensure the campus continues with Leader in Me implementation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure that all teaching staff is trained with Leader in Me principals. **Actions:** 1. Create a Lighthouse Team for faculty leadership to guide campus implementation. 2. Contract with Franklin Covey to schedule training **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Students are not reaching their potential in academic achievement. **Root Cause**: Implementation of key instructional strategies such as goal setting and reflection, workshop model, and formative assessment are not consistent within the class or across campus.

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

Performance Objective 1: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual Review of WC Cases

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Comply with all training required by the district for safety. **Actions:** 1) Monitor completion of required training. 2) Model safe working procedures. 3) Share district resources with staff. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Only 85% of the parents reported that their students feel safe while at school. **Root Cause**: The lack of consistent promotion of anonymous alerts and behavior expectations has contributed to this problem.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Implement 9 week Vertical Alignment Collaboration

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Create and provide an aligned campus-wide system for guided reading implementation.
1	1	2	Lessons will be designed using the workshop model as an instructional framework.
1	1	3	Students not meeting the standard on the third and fourth grade ELAR and Math STAAR assessment will participate in accelerated instruction.
1	1	4	Teachers will be consistent in the use of data to inform instructional decisions.
1	2	1	Lessons will be designed using the workshop model as an instructional framework.
1	2	2	Students not meeting the standard on the third and fourth grade Math STAAR assessment will participate in accelerated instruction.
1	2	3	Teachers will be consistent in the use of data to inform instructional decisions.
1	4	1	Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using district adopted curriculum.
1	5	1	Daily Word Study/Phonics Instruction

State Compensatory

Budget for Cheney Hills Elementary

Total SCE Funds: $173,028.00
Total FTEs Funded by SCE: 3.38
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 Cheney Hills Elementary

Name	Position	FTE
Airini Cid	Educational Assistant	0.33
Dayna Ratliff	Teacher	0.33
Erika Bartley	Educational Assistant	0.33
Hannah DeArmond	Reading Interventionis	0.33
Irene Martinez	Educational Assistant	0.33
Jessica Ligon	Educational Assistant	0.33
Kay Hernandez	Teacher	0.25
Lizzet Garcia	Instructional Facilitator	1
Mildred Morales	Reading Interventionist -Bil	0.15

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 May of 2023.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed by a committee of teachers, staff, parents, business members, and community members.

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, over 80% 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:

- Leader in Me
- Workshop Model
- Social Skills Training

Increased learning time is provided through teacher and interventionist push-in time, Accelerated Learning, 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 recognition, two-way communication between the school and home, and parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Parent and Family Engagement Plan was developed through the input and involvement of the following: Faculty & School Community

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

4.1: Develop and distribute Parent and Family Engagement Policy

The Family Engagement Policy will be posted on our campus website.

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Tuesday and/or Thursday evenings in order to accommodate parents' work schedules. The following family engagement activities are planned for 2024-25:

- August - Meet the Teacher Night on campus August 12
- August 29 -Title I Meeting/Curriculum Night
- September 9-12 - Grandparents Day lunches
- September 13 - Skate Night
- October 1 and 2 Bring your parent to PE
- October 24 PTA Meeting
- October - 30 Leader in Me Concert and Trunk-or-Treat
- November 11 PTA and 5th grade program
- December 6 Richland Hills Tree lighting performance
- December 10 PTA and 2nd grade program
- January 23 CiCi's Pizza Night
- January 11 - Howdy Y'all Dance
- January 25 CiCi's Pizza Night
- March Open House on campus and spring book fair open late for parents to attend
- April 10 Chuck E Cheese Night
- April 24 PTA and 1st grade program
- April Family Engagement Policy and Compact Revision on campus
- May 1 PTA and Kinder program
- May 15 Multicultural Night
- May 22 Talent Show

5.1: Determine which students will be served by following local policy

Title I Personnel

Name	Position	Program	FTE
Mildred Morales	Reading Interventionist	Title I	0.5
Sara Muetzenberg	Special Projects Administrator	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	SCE Campus Personnel		$173,028.00
				Sub-Total	$173,028.00
				Budgeted Fund Source Amount	$173,028.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Title I Personnel		$146,393.00
1	1	3	Title I Tutors		$71,192.00
1	2	3	Professional Development		$20,000.00
2	2	1	Family Engagement		$3,000.00
				Sub-Total	$240,585.00
				Budgeted Fund Source Amount	$240,585.00
				+/- Difference	$0.00
				Grand Total Budgeted	$413,613.00
				Grand Total Spent	$413,613.00
				+/- Difference	$0.00

Addendums

CHENEY HILLS ELEMENTARY SCHOOL
Birdville Independent School District
3001 Dreeben Drive • Haltom City, Texas 76118 • 817-547-5700 • Fax TBD • www.birdvilleschools.net

Statement of Purpose

The school-parent compact is a written agreement between the Title I, Part A school and the families of children it serves that identifies how families, teachers and school staff, and students will share responsibility for improved academic achievement. The compact also outlines the means by which the school and its parents/families will build and develop a partnership to help children achieve the State's high standards.

School Responsibilities

As a campus, our teachers and staff will support the learning of all students by:

- Providing high-quality curriculum and instruction that enables children to meet the State's academic achievement standards.
- Providing a supportive and effective learning environment.
- Engaging in meaningful, two-way communication in a language that family members can understand.
- Holding parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- Providing families with frequent reports on their child's progress.
- Providing reasonable access to staff, including opportunities to volunteer, participate in the child's classroom, and observe classroom activities.
- Engaging parents in annual planning, review, and improvement of the school-parent compact.

Parent Responsibilities

As a parent/guardian/family member, I will support my child's learning in the following ways:

- Monitoring my child's academic progress.
- Participating in decision-making related to my child's education.
- Attending school functions including conferences, school events, PTA, etc.
- Communicating with the school on an ongoing basis.

Student Responsibilities

As a student, I will take ownership in my learning by:

- Cooperating with others.
- Working hard to achieve my goals.
- Demonstrating character by displaying the C.O.R.E. values which include responsibility, empathy, kindness, honesty, acceptance and courage.
- Being confident and the best I can be.
- Being respectful to myself, my teachers and my classmates.

CHENEY HILLS ELEMENTARY SCHOOL
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CHENEY HILLS ELEMENTARY SCHOOL
TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Statement of Purpose

The purpose of the Cheney Hills Elementary Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. Cheney Hills has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. The campus will work to build capacities of the school staff, as well as the capacities of parents, families, and community members, to work together as equal partners to succeed in improving achievement for all students.

Goals

- Schools promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Schools provide a safe and open atmosphere for parents and families to visit the school their children attend and to actively encourage parent and family support and assistance for school programs
- Schools and staff develop and deliver timely information and training to parents, including language classes
- Schools respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Schools disseminate information to parents on all required Title 1 notifications

Annual meeting

Cheney Hills will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. Birdville ISD will support the efforts of Title I, Part A schools by providing PowerPoint presentations, simultaneous translation equipment, communication tools, translators, childcare, and printing. The campus will host a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.

Parents' Right to Know

Cheney Hills Elementary will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

Building Capacity for Parent-School Partnerships

Through the district's parent liaisons and staff, Birdville ISD will provide the following services to parents:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

To foster better collaboration with parents, Birdville ISD will also provide the following services to schools and district departments:

- Staff training regarding contributions parents make to their children's education
- Written translation services to schools and departments
- Communication tools and templates for promoting activities and services offered at Title I, Part A schools
- Other support as needed to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities

School-Parent Compacts

Cheney Hills Elementary will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between school and its families through regular two-way, meaningful communication. Each campus will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Cheney Hills has the responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences

- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

Parent Engagement Evaluation

Each spring, Cheney Hills Elementary will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of their family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, Cheney Hills Elementary will review the existing family engagement policy and make revisions as necessary.

Birdville Independent School District

O.H. Stowe Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

As a Stowe Family, we empower one another to grow together by loving each other and using positive communication skills to provide a safe and caring learning environment.

Vision

We envision a school where we build a foundation for learning by leading by example, inspiring change, and providing opportunities that will make lasting impacts on the hearts and minds of all students.

Motto

Good, better, best.

Never rest until your good is better and your better is best.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

O.H. Stowe Elementary School is located in Haltom City, Texas which is just northeast of downtown Fort Worth. We have approximately 675 students with 81%qualifying for Free/Reduced Lunch. Our student demographics are as follows: African American- 14%, American Indian-0.4%, Asian-7%, Hispanic-53%, White-21%, Two or More- 4%. Additionally, OHS has the following special population groups: Gifted and Talented 2.5%, Special Education 14%, ESL Students 34%, Mobility Rate 20%. We believe that having a positive and collaborative campus culture where everyone works together to do what is needed will help us meet the varied needs of our students. Stowe staff values collaboration and effective professional learning communities (PLC's). The faculty and staff place value on knowing our students and designing engaging work that meets their needs. Our teachers pay attention to all content areas but give additional attention to reading, math, science, social studies, and writing. Student performance data on TEKS objectives are analyzed and used to guide instruction. Individual data based on the TEKS is used to design specific intervention plans to meet the needs of our students.

Demographics Strengths

The diversity at OHS is a strength due to our ability to learn from each other and value different ways of thinking to become global learners. The staff works to identify the individual needs of each student and develop educational plans that improve the student's learning experience. Additionally, due to our students' experiences, our staff is able to draw from a variety of life lessons which enhances the learning platform. Families share that they love our campus and how included they feel in their child's educational experience. Stowe has many families that take pride in the fact that they have had generations attend the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The chronic absenteeism rate is 25%. **Root Cause:** Parent understanding of the importance of daily attendance. Additionally, transportation can be an issue in getting students to/from school.

Student Learning

Student Learning Summary

OH Stowe works to provide a learning environment that is focused on the growth and development of the whole child. In addition to academic resources, Stowe has seen the need to provide a full-time second assistant principal and counselor to the campus. The counselor serves as a Crisis Intervention Counselor.

As a campus, 75% of students are considered Tier II or Tier III in reading and/or mathematics. Based on the 2024 STAAR data, Stowe saw significant growth from 4th to 5th grade in both math and reading, small growth from 3rd to 4th grade in reading, and no growth from 3rd to 4th grade in math. Stowe still is performing below the district average in reading and math. Students in Kindergarten through 2nd grade are working to get to on grade level before entering 3rd grade. In 3rd-5th grade, students are working to make at least one year's growth in reading and math.

STAAR 2023 Stowe Spring 2023 vs. Stowe Spring 2023 (English Assessments)

	Reading		Mathematics		Science	
	Spring 2024	Spring 2023	Spring 2024	Spring 2023	Spring 2024	Spring 2023
3rd Grade	65%	56%	58%	52%		
4th Grade	64%	68%	46%	41%		
5th Grade	68%	79%	63%	73%	36%	53%

STAAR 2024 Stowe Spring 2023 vs. Stowe Spring 2023 (Spanish Assessments)

	Reading		Mathematics		Science	
	Spring 2024	Spring 2023	Spring 2024	Spring 2023	Spring 2024	Spring 2023
3rd Grade	52%	59%	64%	44%		
4th Grade	64%	62%	36%	*		
5th Grade	79%	67%	44%	*	21%	*

STAAR 2024 Data Stowe Spring vs. District (English Assessments)

	Reading		Mathematics		Science	
	Campus	District	Campus	District	Campus	District
3rd Grade	65%	74%	58%	71%		
4th Grade	64%	82%	46%	66%		
5th Grade	68%	82%	43%	79%	36%	62%

STAAR 2024 Data Stowe Spring vs. District (Spanish Assessments)

	Reading		Mathematics		Science	
	Campus	District	Campus	District	Campus	District
3rd Grade	52%	42%	64%	59%		
4th Grade	64%	39%	36%	31%		
5th Grade	79%	66%	44%	47%	21%	13%

2023-24 TELPAS

	Listening				Speaking				Reading				Writing				Composite			
	Beginning	Int	Adva	Adv High	Beginning	Int	Adva	Adv High	Begi	Int	Adva	Adv High	Begi	Int	Adva	Adv High	Begi	Int	Adva	Adv High
Kind	21	31	24	24	34	34	10	21	41	24	24	10	55	31	7	7	35	38	21	7
1st	23	48	19	10	39	35	16	10	45	42	3	10	45	32	13	10	32	39	19	10
2nd	6	38	29	26	26	56	15	3	47	32	6	15	53	29	15	3	12	68	15	6
3rd	28	40	23	10	28	20	50	3	13	60	20	8	40	28	28	5	23	43	30	5
4th	28	23	28	21	8	28	38	26	18	28	26	28	28	31	33	8	13	38	31	18
5th	13	32	21	34	16	21	45	18	8	50	16	26	21	29	24	26	5	39	32	24

O.H. Stowe is identified for targeted support and improvement for reading and mathematics achievement and growth in 3rd through 5th grade. The reading targeted intervention is due to the academic achievement status targets not being met in the "All students", "White", "Special Education", and "Continuously Enrolled" student demographics. The math targeted intervention is due to both academic achievement and growth status. The demographics not met in academic achievement are "All Students", "Hispanic", "White", "Economic Disadvantaged", "EB/EL (Current and Monitored)", "Continuously Enrolled", and "Non-continuously Enrolled". The demographics missed for Growth Status are "All Students", "Hispanic", "White", "Economic Disadvantaged", and "Non-continuously Enrolled".

Student Learning Strengths

We have pockets of growth when looking at our STAAR data from last year. Our campus has done a good job of identifying and supporting dyslexia students and special education

students. This can be attributed to the consistency of intervention and the processes put in place to support Tier I instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Current STAAR Reading data shows that we are performing below the district average in all grade levels. **Root Cause:** Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

Problem Statement 2 (Prioritized): STAAR Math data shows that we are performing below the district average in all grade levels. **Root Cause:** Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

School Processes & Programs

School Processes & Programs Summary

Students at Stowe are served by a number of specialized programs related to student need. 80% of students are served by the free/reduced price lunch program, (BISD 58%) and 33% of students are English Learners (ELs), (BISD 20%) served by bilingual or English as a second language (EB) programs. Currently, 17% of students are served through special education, (BISD 10%).

Another specialized program at O.H. Stowe, is our special education SEEC (Structured Education Environment Classroom) program. The SEEC program supports students with communication disabilities. There are two self-contained SEEC classrooms. The ultimate goal is to maximize student placement in mainstream settings where they have access to the general curriculum and interactions with peers.

The academic RtI/MTSS program serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific services provided for students on Tiers 2 and 3 are outlined in the district MTSS Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions. The campus houses three certified reading interventionists, three educational assistants, and one MTSS Specialist who works with teachers in order to develop quality intervention in the classroom setting.

Performance data suggest that the RtI program has been moderately successful in moving students off of tiered interventions, there remains too large of a proportion of students served on Tier 3, which is based in part on universal screener performance below the 10th percentile nationally.

School Processes & Programs Strengths

The Stowe staff has a commitment to be creative in how to serve each student. The campus did a deep dive into Professional Learning Communities (PLCs) in order to align the decision-making process for enrichment, intervention, and behavior needs. The campus also uses highly qualified tutors to come in and support our intervention process. We have refocused our efforts on the foundational pieces that make a successful campus and are implementing Capturing Kids' Hearts and Continuous Improvement Processes at a high level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): RTI data shows that students are not making a years' growth across all grade levels. **Root Cause:** Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

Perceptions

Perceptions Summary

Stowe plans to increase the amount of data collected on a regular basis from students, parents and staff regarding their perceptions of campus programs, processes, and procedures. We will continue to collect perception data on school safety issues.

Data collected last year states that 81% of students report they consider the campus safe and orderly. 74% of parents reported that they felt the campus was safe and orderly.

Community Outreach - Stowe maintains relationships with community organizations that support our weekend food backpack program, a mobile food pantry, holiday food provisions for families, school supplies, volunteers and tutors. All campus communication is in both English and Spanish. When available, communication is done through Blackboard so that the information can be translated into the native language of parents.

Perceptions Strengths

Stowe maintains relationships with community organizations that support our weekend food backpack program, a mobile food pantry, holiday food provisions for families, school supplies, volunteers and tutors. All campus communication is in both English and Spanish.

Families feel welcomed to participate in their child's educational experience.

The campus is perceived to be an overall safe and orderly place to send your child.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are not involved and unaware of the systems and processes at Stowe. **Root Cause:** Family engagement activities have not been directed at communication about Capturing Kids' Hearts and its impact on the campus.

Priority Problem Statements

Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels.

Root Cause 1: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: STAAR Math data shows that we are performing below the district average in all grade levels.

Root Cause 2: Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Current STAAR Reading data shows that we are performing below the district average in all grade levels.

Root Cause 3: Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

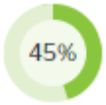
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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.

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage - CIRCLE (prekindergarten reading and math), mCLASS (kindergarten reading and math), mCLASS (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity to implement the district literacy plan at the campus level **Actions:** a) provide literacy training for staff b) utilize Instructional Coach to complete student-centered coaching cycles focused on student data and growth c) all teachers will be trained to deliver literacy strategies across all content areas d) target tutorials during school to groups of students who need additional support e) utilize instructional resources, digital and physical, to provide high quality tier I instruction f) use exemplar teachers to model lessons to help other teachers see practice in action **Staff Responsible for Monitoring:** Campus Principal; Instructional Facilitator; Leadership Team **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the campus literacy plan with the focus on responsive teaching and continuous improvement. **Actions:** a) campus instructional walks conducted by campus leaders of learners and intervention team and utilize data to review progress of implementation b) create a master schedule that provides targeted intervention/accelerated instruction time for all students in the core content classrooms through push-in or pull-out support c) use Continuous Improvement strategies to guide data and goal setting conversations with students in which students will measure growth in reading and writing and set goals **Staff Responsible for Monitoring:** Campus Principal; Instructional Facilitator **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1	45%	60%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide training in data analysis, progress monitoring and data-driven decision making to inform instruction and responsive teaching. **Actions:** a) Schedule and implement instructional round sessions based on best practices and responsive teaching. b) Provide weekly PLC meetings centered around looking at campus data and use it to plan and create lesson plans. c) Provide monthly professional development on best practices and strategies to help support teachers instructional design and delivery. d) Conduct campus classroom walkthroughs for the purpose of collecting artifacts to support literacy implementation and data on processes **Staff Responsible for Monitoring:** Principal, assistant principals, instructional coach, leadership team **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	45%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Current STAAR Reading data shows that we are performing below the district average in all grade levels. **Root Cause**: Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.
Problem Statement 2: STAAR Math data shows that we are performing below the district average in all grade levels. **Root Cause**: Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

School Processes & Programs

Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels. **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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: mCLASS; Star Renaissance; STAAR Interims; STAAR performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement campus growth plan focused on Tier I priorities in reading and mathematics instruction **Actions:** a) campus instructional walks conducted by campus leaders of learners and intervention team focused on implementation of math and reading workshop model d) establish a guided math library to provide additional resources to target specific goals e) begin mapping TEKS and create pre/post tests for all math units to measure student growth and identify skills to target during intervention and accelerated instruction f) use data to guide goal setting conversations with students in which students will measure growth in math and reading in order to set goals **Staff Responsible for Monitoring:** Campus Principal; Instructional Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Campus Personnel - 211 - Title I - $45,558, SCE Campus Personnel - 199 - General Funds: SCE - $106,608				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide regular professional learning that assists teachers in the development, administration, and use of performance data to evaluate academic growth of under-performing students. **Actions:** a) Provide professional development for all teachers in analyzing and using a variety of data reports for the purpose of focused instruction, appropriate interventions and approved accommodations. b)Track student performance to determine progress towards success on meeting grade level goals and standards. c)Implement professional development plan targeting the needs of our under-performing student groups, emergent bilingual and special education students. **Staff Responsible for Monitoring:** Principal , Assistant Principals and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	50%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Current STAAR Reading data shows that we are performing below the district average in all grade levels. **Root Cause**: Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.
Problem Statement 2: STAAR Math data shows that we are performing below the district average in all grade levels. **Root Cause**: Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.
School Processes & Programs
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels. **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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: Close achievement gaps that exist for all under-performing groups as measured by STAAR and district CBA assessments

Evaluation Data Sources: STAAR data; CBA assessments; STAAR interims; TEA Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments **Actions:** a) align special education instructional practices to Tier I priorities in math and ELAR b) increase opportunities for collaboration between general education and special education teachers c) train all teachers on effective strategies to use with students receiving special education services e) intentionally design Tier I instruction so all under-performing student groups receive small group (guided reading and math workshop instruction in addition to a pullout program **Staff Responsible for Monitoring:** Campus Principal; Instructional Coach; Special Education Team Lead **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a collaborative process to monitor Tier 2 and Tier 3 student progress on a regular basis **Actions:** a) create Response to Intervention/Multi-tiered Support System protocol for monitoring student progress (BOY, MOY, EOY, and progress monitoring in fall and spring) b) provide quality professional learning on Tier I priorities and how to include these high-yield instructional strategies in all settings c)Collaborate with Title I Tutors and teachers to gather data on the effectiveness of the interventions provided **Staff Responsible for Monitoring:** Campus Administration and Instructional Coach **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Title I Tutors - 211 - Title I - $12,949				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop and implement system-wide instructional practices appropriate for emergent bilingual students **Actions:** a) provide quality training for all instructional staff to engage and support Emergent Bilinguals b) utilize DL/ESL coach to help with lesson design, model lessons and strategies for EBs, co-teach, analyze EB student data, help K-5 teachers with new dual language program, plan and observe lessons for newcomers, and observe students. c) administrators will meet with DL/ESL coach as needed and schedule walk-throughs to collect data on ESL and EB support for students in classrooms d) monitor language proficiency and academic performance data to identify where additional support is needed e) ensure that all parent notifications, school signage, and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	40%	60%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue implementation of the district continuous improvement process requirements for mission statements, goal setting, PDSA process and data folders in the classroom **Actions:** a) collect evidence from classroom walk-throughs and observations to highlight successful use of continuous improvement in improving outcomes b) provide training, coaching, and support for teachers on the continuous improvement process c) review campus PDSA through the year in PLCs and in LOL meetings d) each teacher will create a championship goal for the year and identify a strategic goal for each unit to focus classroom PDSA on with each class **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1	45%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Current STAAR Reading data shows that we are performing below the district average in all grade levels. **Root Cause**: Tier I instruction, specifically small group guided reading needs to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

Student Learning
Problem Statement 2: STAAR Math data shows that we are performing below the district average in all grade levels. **Root Cause**: Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.
School Processes & Programs
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels. **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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: Students will display an awareness of social-emotional development.

Evaluation Data Sources: campus survey of students; counselor and discipline referral data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Capturing Kids' Hearts and infuse the ideals into all aspects of the campus culture **Actions:** (a) design student tasks that provide students with experiences to develop socially and and emotionally (b) design activities that will integrate CKH values throughout the campus (c) Collect data through surveys that will be used to monitor implementation and determine impact of CKH (d) utilize a CKH Strategist to consult on implementing the processes to maximize impact on students though two traction visits a year (e) Utilize CKH Premium to implement social emotional learning time across the campus Monday mornings for a designated time each week. EXCEL time. (f) continue to have 100% of staff trained in Capturing Kids' Hearts **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.5, 2.6, 4.2 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $12,000	50%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide a comprehensive school counseling program **Actions:** (a) conduct classroom guidance lessons and implement Character Strong curriculum as well as Capturing Kids' Hearts curriculum. (b) design activities that will integrate SEL values throughout the campus (d) design classroom counseling lessons addressing suicide prevention and bullying warning signs, resources, and strategies (f) provide a Crisis Counselor to intervene with emotional needs of students and provide support to staff on intervention and identify when behaviors escalate as a result of trauma experiences **Staff Responsible for Monitoring:** Campus Administration; Campus Counselor; Crisis Counselor **Title I:** 2.5, 2.6 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Crisis Counselor - 211 - Title I - $97,683	40%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels. **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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 5: Reduce the number of students assigned to Tier 2 and Tier 3 Behavior RtI/MTSS

Evaluation Data Sources: referral data; classroom walk-through data; students on Behavior RtI list; counselor guidance lessons; counselor caseload; number of SEL groups; number of counseling groups

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district behavior RtI plan **Actions:** a) provide training on the district behavior RtI plan b) provide a full-time Crisis Intervention Counselor at Stowe to respond to student and family need c) identify needed support systems d) meet with district behavior facilitator and teachers to develop plans for tier 2 and tier 3 students e) all classrooms have a calm down corner space supported by campus counseling team f) provide professional development on behavior interventions **Problem Statements:** School Processes & Programs 1	40%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels. **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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 6: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Schedule campus personnel in a way to maximize their time with students **Actions:** a) use a Title I EA to support science lab instruction to ensure all students access the science lab at least one time weekly b) provide partial funding for bilingual reading interventionist c) instructional support will push into or pull-out from the classroom based on individual student need d) tutoring provided by certified teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Campus Personnel - 211 - Title I - $28,245	40%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide technology that will allow for engagement in lessons and support the instruction to close achievement gaps in core areas **Actions:** a) provide interactive whiteboards/smart TVs for each classroom **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1	40%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels. **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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 and days in attendance

Evaluation Data Sources: attendance, truancy, absentee numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus program to incentivize student attendance **Actions:** a) create a program to incentives attendance weekly, monthly, quarterly, and annually b) utilize the Truancy Tribunal as attendance interventions to improve student attendance **Staff Responsible for Monitoring:** Campus Administration **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Parent Family Engagement - 211 - Title I - $1,984				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels. **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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

Performance Objective 2: Maintain positive staff morale and shared ownership of student success

Evaluation Data Sources: staff survey; staff attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Design and implement a plan to maintain positive staff morale throughout the year **Actions:** a) weekly staff participation activities that require little planning for teachers b) quarterly plan to create community across the campus d) conduct regular staff surveys to check the morale pulse and determine interventions if needed e) recognize staff attendance f) create a social committee that is focused on fun, engaging staff activities throughout the year **Staff Responsible for Monitoring:** Campus Administration; Sunshine Committee, Leadership Team **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: RTI data shows that students are not making a years' growth across all grade levels. **Root Cause**: Challenges in closing math and reading performance gaps and reducing lost instruction time may be contributing to students not making a year's growth across all grade levels.

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: safety survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging **Actions:** a) review perception data from students, staff and parents to identify strategies to improve campus safety b) identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being c) hold Campus Safety Meetings to review safety data & procedures d) provide procedures documents for teachers, students, and parents to follow in any type of campus emergency situation e) train all staff on Capturing Kids' Hearts to increase the student connections and sense of belonging on campus g) train all staff in using Navigate 360 for drills and emergency situations **Problem Statements:** Student Learning 2	50%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: STAAR Math data shows that we are performing below the district average in all grade levels. **Root Cause**: Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

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: Workers' Comp Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement district-wide program that promotes and accident-free work environment **Actions:** a) require staff to complete SafeSchools training b) conduct mandatory safety training sessions per the district plan at staff meetings c) perform campus/building safety walk throughs as required by district plan d) review Worker's Comp. data from previous years **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: STAAR Math data shows that we are performing below the district average in all grade levels. **Root Cause**: Tier I instruction, specifically small group guided math and number talks need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

State Compensatory

Budget for O.H. Stowe Elementary

Total SCE Funds: $106,608.00
Total FTEs Funded by SCE: 3.145
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 O.H. Stowe Elementary

Name	Position	FTE
Christi Shobert	Instructional Facilitator	1
Cindy Bui	Educational Assistant	0.33
Isaura Espinoza	BL Reading Intervention	0.165
Jean Talent	Reading Intervention	0.33
Joanna Casiano	Teacher	0.33
Kalyn Heid	Reading Intervention	0.33
Michele Cambra	Educational Assistant	0.33
Rebecca Rojas	Teacher	0.33

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents: **Amy Michlitsch** **Michelle Cambra**
Teachers: Amber Everitt Katterine Rojas Charlie Brockelman Karen Fry Ronnie Stewart
Administrators: Charile Lokey Carrie Welborn
Other Campus and District Staff: Jaye Antwine Jean Talent

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, ___% 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:

- Workshop Model

- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training
- 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

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

Parents: **Michelle Cambra** **Amy Michlitsch**
Teachers: Amber Everitt Katterine Rojas Charlie Brockelman Karen Fry Ronnie Stewart
Administrators: Charlie Lokey Carrie Welborn
Other Campus and District Staff: Jaye Antwine Jean Talent

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

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- Stowe Family Dinner and October Title I Meeting (Thursday/Friday) on campus
- November Book Fair (Monday through Thursday 8:00-5:00) on campus
- March Discover Birdville/Kinder Carnival Event (Saturday 9:00-10:00) at Haltom High School

- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

Title I Personnel

Name	Position	Program	FTE
Amber Everitt	Assistant Principal	Title I	0.5
Hailey Dupuis	Crisis Intervention Counselor	Title I	1.00
Karyme Diaz	Title I EA	Title I	1.00

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	SCE Campus Personnel		$106,608.00
				Sub-Total	$106,608.00
				Budgeted Fund Source Amount	$106,608.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Campus Personnel		$45,558.00
1	3	2	Title I Tutors		$12,949.00
1	4	1	Professional Development		$12,000.00
1	4	2	Crisis Counselor		$97,683.00
1	6	1	Campus Personnel		$28,245.00
2	1	1	Parent Family Engagement		$1,984.00
				Sub-Total	$198,419.00
				Budgeted Fund Source Amount	$198,419.00
				+/- Difference	$0.00
				Grand Total Budgeted	$305,027.00
				Grand Total Spent	$305,027.00
				+/- Difference	$0.00

Birdville Independent School District

West Birdville Elementary

2024-2025 Campus Improvement Plan

Mission Statement

The mission of West Birdville Elementary is to ensure that all students maximize their individual goals, educational strengths, and social competence in a safe, nurturing learning environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

West Birdville is a suburban campus in northeast Tarrant County. West Birdville is located in Haltom City, the campus serves approximately 663 students. West Birdville is classified as a Title I campus with 85.22% economically disadvantaged. The dempgraphic summary consists of: 82.9% Hispanic, 13.5% White, 1% Asian, .75% African American, and 0.3% American Indian. 70.44% of our students are Emerging Bilinguals(EBs), 10.56% of our students are are in Special Education, 6.18% of our students are served in Dyslexia services, and 4.22% of our students are identified as Gifted and Talented. 87.33% of our students are identified as At-Risk.

District Culture and Climate

District Culture and Climate Summary

West Birdville is entering into our second year of Capturing Kids' Hearts implementation.

Demographics

Demographics Summary

West Birdville is a suburban campus in northeast Tarrant County. West Birdville is located in Haltom City, the campus serves approximately 688 students. West Birdville is classified as a Title I campus with 89.53% economically disadvantaged. The demographic summary consists of: 88.95% Hispanic, 7.70% White, 1.89% Asian, 0.73% African American, and 0.29% American Indian. Emerging Bilingual students make up 69.48% of our campus population, 11.34% of our students are are in Special Education, 3.20% of our students are served in Dyslexia services, and 3.49% of our students are identified as Gifted and Talented. Approximately 89.53% of our students are identified as At-Risk. West Birdville has seen an increase in our immigrant population at 6.98%.

A total of 52 teachers (including district specialists assigned to West Birdville) and 21 educational aides were employed at West Birdville for the 2023-2024 school year. West Birdville remains the largest bilingual campus with the highest percentage of economically disadvantaged students.

Demographics Strengths

Four hundred nineteen out of 478 Emergent Bilingual students are being served in a bilingual classroom. Sixty students are being served in a ESL classroom. West Birdville's student numbers saw a decrease from 2022-2023, but also including an increase from Fall 2023 to Spring 2024.

Parent communication has increased with the addition of Facebook Live each Tuesday morning as well as Tuesday folders teachers are sending home each week. Maintaining communication with parents has been and will continue to be a priority for West Birdville. Direct communication has had a positive influence on student attendance percentages as well as academic performance in the classroom. The reimplementation of Adult ESL classes for the 2024-2025 school year will assist in the communication and partnerships with our families. Our monthly information sessions, Pastries for Parents will continue to be a time where we provide information and resources to parents in regards to current issues plaguing our students and families (suicide, internet safety, immigration legal assistance, financial services, and many more). This time together will continue to be a success in delivering information to parents and continuing to bridge the partnership between school and home. Academy 4 will continue to be a partner with West Birdville allowing for community members to mentor 4th grade students as well as work with students on grade level TEKS where West Birdville students showed the largest deficits for the 2023-2024 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. **Root Cause:** West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education.

Problem Statement 2 (Prioritized): The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 3.49%. We are seeing students in our bilingual classrooms not being identified as regularly as our students in our monolingual classrooms. **Root Cause:** The Gifted and Talented assessment is in English, which can be a hurdle for EB students.

Student Learning

Student Learning Summary

STAAR 2023-2024

3rd Grade Reading

English: Approaches 62%, Meets 30%, Masters 14%

Spanish: Approaches 32%, Meets 9%, Masters 3%

3rd Grade Math

English: Approaches 51%, Meets 25%, Masters 9%

Spanish: Approaches 42%, Meets 19%, Masters 8%

4th Grade Reading

English: Approaches 72%, Meets 28%, Masters 9%

Spanish: Approaches 50%, Meets 20%, Masters 0%

4th Grade Math

English: Approaches 51%, Meets 29%, Masters 8%

Spanish: Approaches 19%, Meets 0%, Masters 0%

5th Grade Reading

English: Approaches 62%, Meets 34%, Masters 14%

5th Grade Math

English: Approaches 68%, Meets 33%, Masters 8%

Spanish: Approaches 46%, Meets 15%, Masters 0%

5th Grade Science

English: Approaches 32%, Meets 10%, Masters 1%

Spanish: Approaches 6%, Meets 0%, Masters 0%

Student Learning Strengths

Students in grades K-2 are continuing to see steady growth among district screeners. Students in grades K-2 showed growth on mClass composite scores as a result of the Phonics 95 program. Strengths in these grade levels continue to excel in both the areas of reading and math. In grades 3-5 West Birdville showed growth in the Closing the Gaps domain from the previous year. West Birdville's PLC process has shown evidence of success in teacher planning and preparation for student success in Tier 1 instruction. The implementation of a PLC+ program at West Birdville allows teachers the time needed to plan explicit tier 1 instruction both horizontally and vertically. Across 3, 4, and 5 grade levels growth was shown from the pre/post common assessment model implemented for both reading and math. Student growth is being shown specifically in the area of Math where evidence shows an increase in pre/post tests scores varying from 40-70%. Consistent and continuous use of the PDSA process allowed teachers the ability to reteach, review, and enrich classroom instruction on a daily basis. Students demonstrated growth in scores from the Fall to Spring Interims. Student needs are being discussed regularly during grade level planning meetings, PLC+, collaborative meetings with administration.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas. **Root Cause:** Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.

Problem Statement 2 (Prioritized): West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. **Root Cause:** West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.

Problem Statement 3 (Prioritized): Across 3rd, 4th, and 5th grades, there are significant achievement gaps in both reading and math, particularly among Spanish-speaking students, where performance in Approaches, Meets, and Masters levels remains consistently below English-speaking students. Additionally, low performance in 5th-grade science, especially in Spanish, highlights further disparities that need to be addressed. **Root Cause:** Increased teacher and staff absences, along with a decline in attendance at after-school professional learning sessions, have negatively impacted student instruction and success. As a result, professional learning has shifted to during the school day with added incentives.

School Processes & Programs

School Processes & Programs Summary

Each year we seek input from our staff using surveys which contain questions that allow them to express their thoughts on systems and procedures from the current school year and what goals they have for the following school year. Student surveys are also conducted at the campus and district level in regards to programs, safety, and security. Student surveys are conducted in the upper grades.

West Birdville students are served by a number of specialized programs related to student need. 89.53% of students are served by the free/reduced price lunch program, and 69.48% of students are Emergent Bilinguals (EBs), served by bilingual(60.90%) or English as a second language (ESL) programs(8.72%). Currently, 11.34% of students are served through special education.

Data from the district's universal screeners and data collected from teachers is utilized to create small groups that will focus on varying closing the gaps instruction. We utilize resources provided by the district for this program. A portion of Title I funds are used to hire a highly-qualified tutor. We continue to see an increase in the number of students that are not meeting student achievement expectations, therefore additional tutors will be utilized to work with students before/after school. Our goal is to allow teachers the opportunity to serve students in the classroom without student removal for an extended period of time resulting in a loss of instruction time. A campus dyslexia specialist will continue to implement the "Take Flight" program with her groups throughout the day. This model requires students to be pulled from their classroom for a total of 45 minutes during the reading content block. Students pulled for dyslexia instruction will not be pulled from tier I instruction, but during specific small group time.

West Birdville utilizes a purposeful and productive professional learning communities(PLCs) process that focuses on learning/coaching, planning, practice, and data-driven analysis. PLCs meet weekly focusing on the district's 4 question protocol. Both campus administrators and campus instructional coaches attend weekly grade level PLCs. Agendas and content are decided upon by the grade level as a team.

West Birdville has four self-contained classrooms. Starting in the pre-primary grades, we have 2 classes(ECSE) that serve students with various needs. These disabilities can include: physical, cognitive, and emotional. One of the ECSE classrooms is a half-day program and the other is a full-day program. Two classrooms are categorized as AABLE. These self-contained classrooms serve students with cognitive and/or physical delays. These classrooms serve students in K-2 (AABLE I) and 3-5 (AABLE II).

West Birdville has 4 campus decision-making committees consisting of LOL, Faculty Advisory, Attendance, and Logistics/Safety.

West Birdville has successfully implemented CKH as our relationship building process and will be adding Make Your Day as a student accountability piece for the 2024-2025 school year.

School Processes & Programs Strengths

Strengths can be seen in the school processes at West Birdville including the many partnerships with our communities both within the campus and outside of the campus. The campus priority and focus on PLCs allocates time each week for teachers to plan tier 1 instruction that is calibrated among the grade level to ensure students are meeting mastery of the TEKS. West Birdville has implemented PLC+ allowing an extended time for teachers to plan both with their specific grade level and vertically with the grade level above. West Birdville has made instrumental changes to the MTSS process specifically with its removal from the daily schedule. Students will receive focused and intentional progress monitoring instruction intended to close learning gaps from the student's tier I instruction teacher. Special education/dyslexia students are served during specific content area ensuring students are not being removed from tier I instruction.

West Birdville has the support of local churches who provide weekend food bags to eighty students weekly as well as a multitude of other student and teacher assistance.

West Birdville will continue their partnership with Academy 4 focusing on the mentor program for our 4th grade students. The adjusted program has allowed Academy 4 to continue

allowing West Birdville students the opportunity to receive mentoring services as well as an opportunity to focus on closing the gaps on specific TEKS that showed deficits on the 2023-2024 STAAR. This program gives students experiences that they could possibly not have in their lifetime while setting goals focused on academics, social and emotional growth, and the characteristics of being a good citizen.

West Birdville offers a digital one to one (as able) opportunity for all students. Students receive accelerated instruction tutoring during the school day and after the normal school day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. **Root Cause:** Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

Problem Statement 2 (Prioritized): Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. **Root Cause:** Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.

Perceptions

Perceptions Summary

Staff are surveyed each year with a district survey as well as a campus survey. Additionally, West Birdville has participated in the OHI as well. The staff campus survey asks the input of staff regarding culture, climate, professional learning, etc. Staff overwhelmingly reported feeling safe while at school/work. Staff reported the services offered by our campus counselors were very helpful including individual student counseling, mustang patrol,and guidance lessons. Staff have the ability to fill out a survey each Friday attached to the principal page (campus newsletter) indicating where they are on self-care and what they need for the upcoming week in regards to instruction. Staff are also given the ability to provide agenda items to the admin meeting conducted each Monday. These additional agenda items are discussed and feedback is provided to the staff as soon as possible. The OHI indicated a campus focus on resource utilization for the 2024-25 school year.

This year had a greater teacher turnover rate than 2023-24 with 5 teachers retiring, 3 teachers shared with a struggling campus, and other teacher resignations. Each grade level is responsible for hosting data nights for parents and the community to stay involved. Many activities/events are scheduled throughout to involve our community into our school including literacy nights, visit to the Fort Worth Museum of Science, cultural celebrations, grade level music programs, and many more.

Perceptions Strengths

At West Birdville , we believe that all of our stakeholders should experience excellent customer service. We believe we should keep the community informed of school wide events and information. Grade levels send home weekly newsletters to parents informing parents/guardians of upcoming curriculum and events. Campus principal, Vanessa Sutton, campus assistant principals, Janeth Arriola/Amanda Escamilla, and campus counselor, Alejandra Nunley, conduct weekly Facebook Live announcements. We deliver our various forms of communication in both English/Spanish including Pastries for Parents. School performances are scheduled throughout the school year with our music program. We are constantly working to increase our active PTA members as this has been an area of focus and continue to be an area of need. Parents are well informed of Title I program information.
Reimplementation of our Adult ESL classes will begin again for the current school year.
All required SRP drills are performed monthly and twice yearly with our SRO and local PD.

Our community participates in our events by the hundreds and want to be a daily part of school life.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands. **Root Cause:** The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.

Priority Problem Statements

Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas.

Root Cause 1: Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career.

Root Cause 2: West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation.

Root Cause 3: Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning.

Root Cause 4: Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands.

Root Cause 5: The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%.

Root Cause 6: West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education.

Problem Statement 6 Areas: Demographics

Problem Statement 7: The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 3.49%. We are seeing students in our bilingual classrooms not being identified as regularly as our students in our monolingual classrooms.

Root Cause 7: The Gifted and Talented assessment is in English, which can be a hurdle for EB students.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Across 3rd, 4th, and 5th grades, there are significant achievement gaps in both reading and math, particularly among Spanish-speaking students, where performance in Approaches, Meets, and Masters levels remains consistently below English-speaking students. Additionally, low performance in 5th-grade science, especially in Spanish, highlights further disparities that need to be addressed.

Root Cause 8: Increased teacher and staff absences, along with a decline in attendance at after-school professional learning sessions, have negatively impacted student instruction and success. As a result, professional learning has shifted to during the school day with added incentives.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

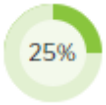
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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

High Priority

HB3 Goal

Evaluation Data Sources: Fountas & Pinnell reading levels
CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement classroom teacher capacity in the use of district curriculum and state-approved resources leading to the production of rigorous student tasks matching state standards. **Actions:** a) Continue to follow the campus literacy plan that is aligned with the district plan b) Provide personalized training for all staff to build their capacity in the district literacy plan (Academic Coaches) at the campus level in support of all students. Training is determined by communicated staff needs. c) Utilize the Vertical Team and the LOL committee to help communicate the plan d) Help teachers visualize practice in action during Instructional Rounds e) Teachers will engage in mandatory coaching cycles that correlate with their T-Tess professional goal. f) Teachers will conduct progress monitoring every 3 weeks in accordance with campus reading goals **Staff Responsible for Monitoring:** Administration LOL team Academic coaches Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2 **Funding Sources:** Instructional Facilitator - 211 - Title I - $79,210				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Redesign classroom responsive teaching (rigorous tier 1 instruction) in the areas of reading and math with a focus on lesson internalization, best practices, student needs, guided instruction and continuous improvement. **Actions:** a) Host and participate in regularly scheduled instructional focus walks. b) Lead reading and math focused discussions into monthly faculty meetings and weekly PLCs. c) Conduct campus walks for the purpose of collecting artifacts to support and celebrate reading and math guided instruction implementation. (Sutton, Arriola, & Escamilla) d) Provide immediate coaching feedback to classroom teachers following instructional and/or campus walks. e) Collect artifacts to support teaching mastery of reading and math TEKS. f) Continue to provide training to support teachers in meeting HB3 goals and closing the gap regarding student performance. g) Create capacity to implement successfully the required K-3 phonics program. **Staff Responsible for Monitoring:** Administration Academic coaches Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2	25%	40%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Redesign and implement teacher proficiency levels in data informed instruction and responsive teaching. **Actions:** a) Administration and campus instructional coaches deepen teacher understanding of data-driven, responsive instruction through the use of the campus PLC process. b) Conduct regular campus walks that are specific to areas of focus for the purpose of continuous improvement. c) Provide additional training on district screeners and progress monitoring (CIRCLE, mClass, Star Ren, and Interims) d) Support teachers on rigorous tier 1 instruction and calibrating mastery across the content areas e) Collect, analyze, and use of data for progress monitoring in all classrooms. f) Decrease in random variance among classrooms with the use of district aligned resources and feedback model. g) Increase support in creation of rigorous student tasks aligning to state standards **Staff Responsible for Monitoring:** Administration Academic coaches Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1	25%	35%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades pre kindergarten - 5th. **Actions:** a) Continue to support and train teachers with the BAS/SEL, mClass, Star Ren, and CIRCLE assessment. b) From grades prekindergarten - 5th , train teachers and other campus staff on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions. c) Continue to train instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Train teachers on using provided progress monitoring lessons from each screener program e) Embed implementation strategies for progress monitoring in curriculum overviews and student work products **Staff Responsible for Monitoring:** Campus administration, instructional coaches, and classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $141,833, Staff Development - 211 - Title I - $15,000	25%	45%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. **Root Cause**: West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education.
Problem Statement 2: The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 3.49%. We are seeing students in our bilingual classrooms not being identified as regularly as our students in our monolingual classrooms. **Root Cause**: The Gifted and Talented assessment is in English, which can be a hurdle for EB students.
Student Learning
Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas. **Root Cause**: Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.
Problem Statement 2: West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. **Root Cause**: West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.
Problem Statement 3: Across 3rd, 4th, and 5th grades, there are significant achievement gaps in both reading and math, particularly among Spanish-speaking students, where performance in Approaches, Meets, and Masters levels remains consistently below English-speaking students. Additionally, low performance in 5th-grade science, especially in Spanish, highlights further disparities that need to be addressed. **Root Cause**: Increased teacher and staff absences, along with a decline in attendance at after-school professional learning sessions, have negatively impacted student instruction and success. As a result, professional learning has shifted to during the school day with added incentives.
School Processes & Programs
Problem Statement 2: Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. **Root Cause**: Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.
Perceptions
Problem Statement 1: Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands. **Root Cause**: The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.

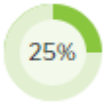
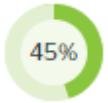
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups (Hispanic, white, and high focus) 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.
Engage in quarterly reviews with district personnel to review progress monitoring targets, closing the gaps growth, and student achievement (meets and masters)

High Priority

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments
Progress monitoring data (mClass, Star Ren, F&P)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct consistent program evaluations and progress monitoring to ensure program quality, coherency, and efficiency. **Actions:** a) Redesign and implement plans based upon the various program evaluations targeting specifically closing the achievement gaps of our special populations. b) Continue to monitor and ensure compliance in the district and state requirements of special programs c) Continue to train and implement a plan to collect, analyze and progress monitor student data (qualitative and quantitative) d) Implement accelerated instruction according to HB 1416 e) Train tutors on accelerated instruction model and increase performance to close achievement gaps **Staff Responsible for Monitoring:** Administration Staff Title I tutors Certified teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Title I Tutors - 211 - Title I - $152,103				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Redesign and implement system-wide practices appropriate for EBs to evaluate academic growth. **Actions:** a) Monitor performance data to identify where additional support is needed targeting language support. b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model with the assistance of a hired instructional coach c) Continue to utilize Dual-language PLC as a training platform for best practices **Staff Responsible for Monitoring:** Administration Academic 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, 3	25%	45%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and digital data folders in the classroom. **Actions:** a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year with modeling. b) Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus. c) Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric **Staff Responsible for Monitoring:** Administration Campus staff Instructional Facilitators **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3	20%	40%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enlist community and business partners to assist in providing support to students and families who are in need. **Actions:** a) Collaborate with PTA and other community partners 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) Developed parent and family engagement policy and offer flexible number of meetings d) Collaborate with community partners to enlist assistance with a multitude of needs (social, emotional, mentorship, food, etc...) **Staff Responsible for Monitoring:** Administration Counselors **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** Parent Family Engagement - 211 - Title I - $2,488	25%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide professional development that assists teachers in developing, implementing and progress monitoring student learning **Actions:** a) Coordinate professional development for special education teachers in analyzing and use of data for the purpose of focused instruction and identifying appropriate accommodations (ie. state testing and classroom instruction). b) Track student performance to determine progress toward success on STAAR assessments c) Provide professional development for teachers for the purpose of developing personalized plans through SuccessEd. d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. **Staff Responsible for Monitoring:** Administration Academic Coaches Classroom Teachers Special Education Teacher Interventionists **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1	25%	45%		

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. **Root Cause**: West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education.
Problem Statement 2: The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 3.49%. We are seeing students in our bilingual classrooms not being identified as regularly as our students in our monolingual classrooms. **Root Cause**: The Gifted and Talented assessment is in English, which can be a hurdle for EB students.
Student Learning
Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas. **Root Cause**: Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.
Problem Statement 2: West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. **Root Cause**: West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.
Problem Statement 3: Across 3rd, 4th, and 5th grades, there are significant achievement gaps in both reading and math, particularly among Spanish-speaking students, where performance in Approaches, Meets, and Masters levels remains consistently below English-speaking students. Additionally, low performance in 5th-grade science, especially in Spanish, highlights further disparities that need to be addressed. **Root Cause**: Increased teacher and staff absences, along with a decline in attendance at after-school professional learning sessions, have negatively impacted student instruction and success. As a result, professional learning has shifted to during the school day with added incentives.
School Processes & Programs
Problem Statement 1: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. **Root Cause**: Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.
Problem Statement 2: Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. **Root Cause**: Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.
Perceptions
Problem Statement 1: Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands. **Root Cause**: The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.

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 dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.

Evaluation Data Sources: Observation Data, Guidance lessons, campus student check-in document, observational data from weekly Character Strong classroom lessons

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to perform with fidelity the district-approved program (Character Strong) that teaches social-emotional skills. **Actions:** a) Continue with successful implementation of Character Strong at the campus level. b) Utilize the SEL taskforce to assess and evaluate the effectiveness of the SEL program. c) Provide ongoing professional learning to all stakeholders on the SEL program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients e) Utilize EXCEL Mustang celebrations to enhance the effectiveness of our SEL program **Staff Responsible for Monitoring:** Administration Campus Staff LOL Team Counselor team **Title I:** 2.6 **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1	25%	45%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. **Root Cause**: West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education.

Student Learning

Problem Statement 2: West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. **Root Cause**: West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.

School Processes & Programs

Problem Statement 1: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. **Root Cause**: Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

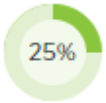
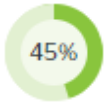
Perceptions

Problem Statement 1: Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands. **Root Cause**: The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the updated district behavioral MTSS behavior plan on a campus level **Actions:** a) Provide training on the updated district behavior MTSS plan. b) Provide professional development opportunities and implement with fidelity Capturing Kids' Hearts and Make Your Day c) Schedule extended behavior MTSS collaboratives and utilize Focus to input behavioral student plans. **Staff Responsible for Monitoring:** Administration Campus staff **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. **Root Cause**: West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education.

Student Learning
Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas. **Root Cause**: Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.
Problem Statement 2: West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. **Root Cause**: West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.

School Processes & Programs

Problem Statement 1: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. **Root Cause**: Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

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 5: Increase the number of students achieving meets or masters on STAAR Reading and Math directly affecting the Student Achievement Domain increasing the overall campus accountability rating.

High Priority

Evaluation Data Sources: Campus pre/post assessments, BAS progress monitoring, MClass, STAR Renaissance, CIRCLE and district interims.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will show at least one year's growth in the area of third through fifth grade math and reading as measured by STAAR. **Actions:** a) Teachers will conduct progress monitoring each 3 weeks utilizing student data to drive instruction. b) Calibration training will be conducted to reduce random variation within guided reading lexile levels and guided math. c) Continue to strengthen PLCs and all grade levels to autonomy to plan as a team with admin and academic coaches support d) Continue to create and assess students through CAs each nine weeks in the area of math and reading utilizing the pre/post test model. e) Implementation of coaches/teachers creation of rigorous student tasks to align with expected reproduction state standard levels **Staff Responsible for Monitoring:** Administration Instructional Facilitators Classroom teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2	20%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. **Root Cause**: West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education.

Problem Statement 2: The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 3.49%. We are seeing students in our bilingual classrooms not being identified as regularly as our students in our monolingual classrooms. **Root Cause**: The Gifted and Talented assessment is in English, which can be a hurdle for EB students.

Student Learning

Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas. **Root Cause**: Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.

Problem Statement 2: West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. **Root Cause**: West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.

Problem Statement 3: Across 3rd, 4th, and 5th grades, there are significant achievement gaps in both reading and math, particularly among Spanish-speaking students, where performance in Approaches, Meets, and Masters levels remains consistently below English-speaking students. Additionally, low performance in 5th-grade science, especially in Spanish, highlights further disparities that need to be addressed. **Root Cause**: Increased teacher and staff absences, along with a decline in attendance at after-school professional learning sessions, have negatively impacted student instruction and success. As a result, professional learning has shifted to during the school day with added incentives.

School Processes & Programs

Problem Statement 2: Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. **Root Cause**: Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.

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

Performance Objective 1: Decrease the percent of students exhibiting chronic absenteeism and increase overall student attendance to the district expectation of 96%.

High Priority

Evaluation Data Sources: Overall campus attendance records, parent/student incentives, parent attendance goals, classroom data collected each week on student absences

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance. **Actions:** a) Redesign and implement improvement plan strategies to increase student attendance by spotlighting the class with the best attendance each 9 weeks per grade level. b) Each classroom is provided a perfect attendance pie chart that allows for daily celebrations. c) Weekly updates for each grade level are provided each Friday during live announcements. d) Create incentives for staff members to encourage better attendance **Staff Responsible for Monitoring:** Administration Classroom teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	30%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. **Root Cause**: Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every classroom and department (dyslexia services, resource, rotations, office).

High Priority

Evaluation Data Sources: Evaluation of goal achievement as per campus, grade level, and individual classroom improvement plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Communicate and implement continuous improvement processes at the campus level. **Actions:** a) Revisit and recalibrate continuous improvement strategies in classrooms. b) Classrooms develop a mission statement and strategic learning goals. c) Campus departments and classes utilize the PDSA process to monitor progress towards goals. d) Students regularly track individual growth in implemented digital data binders. e) Quarterly celebrations are conducted for each classroom to recognize students in 8 categories for reaching their goals. f) Progress monitoring data check points are disaggregated in PLCs with teacher led action plans put into place **Staff Responsible for Monitoring:** Administration Classroom teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 2	30%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Recruit, employ, and retain quality teaching and support staff to attain excellence in student performance. **Actions:** a) Develop a retention plan b) Create and implement a support committee to assist in the retention of quality staff. c) Develop partnerships with colleges and universities as a host school for student teachers. d) Continue to implement a uniform hiring system at the campus level. e) Implement a mentorship program for 1, 2, and 3 year teachers at the campus level. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1	25%	35%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. **Root Cause**: West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education.
Problem Statement 2: The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 3.49%. We are seeing students in our bilingual classrooms not being identified as regularly as our students in our monolingual classrooms. **Root Cause**: The Gifted and Talented assessment is in English, which can be a hurdle for EB students.
Student Learning
Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas. **Root Cause**: Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.
Problem Statement 3: Across 3rd, 4th, and 5th grades, there are significant achievement gaps in both reading and math, particularly among Spanish-speaking students, where performance in Approaches, Meets, and Masters levels remains consistently below English-speaking students. Additionally, low performance in 5th-grade science, especially in Spanish, highlights further disparities that need to be addressed. **Root Cause**: Increased teacher and staff absences, along with a decline in attendance at after-school professional learning sessions, have negatively impacted student instruction and success. As a result, professional learning has shifted to during the school day with added incentives.
School Processes & Programs
Problem Statement 2: Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. **Root Cause**: Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.
Perceptions
Problem Statement 1: Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands. **Root Cause**: The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.

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

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

Evaluation Data Sources: District and campus administered safety surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a.) Take corrective action of findings at the campus by utilizing our campus Logistics Team. b.) Review and continue to implement the district safety protocols. c.) Schedule and monitor safety drills with a completed after action report. d.) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. e.) Conduct door audits daily completing the district issued spreadsheet. f.) Conduct safety meetings regularly with the campus safety committee. g.) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. h.) Continue to utilize the Anonymous Alerts and Threat Assessment System for students, staff, and families to report safety concerns and threats. **Staff Responsible for Monitoring:** Administration Safety Committee **Problem Statements:** Student Learning 2 - School Processes & Programs 1, 2 - Perceptions 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. **Root Cause**: West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.
School Processes & Programs
Problem Statement 1: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. **Root Cause**: Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

School Processes & Programs

Problem Statement 2: Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. **Root Cause**: Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.

Perceptions

Problem Statement 1: Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands. **Root Cause**: The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment. **Actions:** a) Conduct facility reviews to locate and address facility issues and needs. b) Provide training for campus staff. 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:** Administration **Problem Statements:** School Processes & Programs 1	30%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. **Root Cause**: Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Develop and implement classroom teacher capacity in the use of district curriculum and state-approved resources leading to the production of rigorous student tasks matching state standards.
1	1	2	Redesign classroom responsive teaching (rigorous tier 1 instruction) in the areas of reading and math with a focus on lesson internalization, best practices, student needs, guided instruction and continuous improvement.
1	1	3	Redesign and implement teacher proficiency levels in data informed instruction and responsive teaching.
1	1	4	Train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades pre kindergarten - 5th.
1	2	1	Conduct consistent program evaluations and progress monitoring to ensure program quality, coherency, and efficiency.
1	5	1	Students will show at least one year's growth in the area of third through fifth grade math and reading as measured by STAAR.

State Compensatory

Budget for West Birdville Elementary

Total SCE Funds: $141,833.00
Total FTEs Funded by SCE: 3.98
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 West Birdville Elementary

Name	Position	FTE
Alejandra Resendiz	Reading Intervention	0.33
Erica Ortega	Instructional Facilitator	1
Eudelia Rivera	Educational Assistant	0.33
Gemma Dixon	Educational Assistant	1
McKenzie Martin	Teacher	0.33
Sandra Moore	Educational Assistant	0.33
Sarah Tuley	Teacher	0.33
Yolanda Jones	Teacher	0.33

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:

Vanessa Sutton

Janeth Arriola

Amanda Escamilla

Sandra Climer

Heather Sheehan

Bayley Torres

Kelli Eclavea

Andrea Southall

Alejandra Resendiz

Maria Rodriguez

Erica Ortega

Yolenny Olmeda

Mayra Chavez

Cynthia Gomez

Julie Van Pelt

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

SAMPLE ANSWER
Through the Campus Needs Assessment, 89.53% 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:

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

- Character Strong

- Haggerty
- 95 Phonics
- mClass, Star Ren, CIRCLE, F&P BAS

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

Vanessa Sutton

Janeth Arriola

Amanda Escamilla

Sandra Climer

Leticia Titus

Kathy Grupe

Kristin Autrey

Robbin Mckinney

Alejandra Resendiz

Velvet Sloan

Maria Rodriguez

Erica Ortega

Cecilia Rivas

Kelli Eclavea

Cynthia Gomez

Shea Shanchez

4.1: Develop and distribute Parent and Family Engagement Policy

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

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

Vanessa Sutton

Janeth Arriola

Amanda Escamilla

Sandra Climer

Leticia Titus

Kathy Grupe

Kristin Autrey

Robbin Mckinney

Alejandra Resendiz

Velvet Sloan

Maria Rodriguez

Erica Ortega

Cecilia Rivas

Kelli Eclavea

Cynthia Gomez

Shea Shanchez

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- Fall Title I Meeting on campus
- November Literacy Event (Thursday) on campus
- November Book Fair (Monday through Thursday 8:00-4:00) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

Title I Personnel

Name	Position	Program	FTE
Yolenny Olmeda Marrero	Instructional Facilitator	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	SCE Campus Personnel		$141,833.00
				Sub-Total	$141,833.00
				Budgeted Fund Source Amount	$141,833.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Facilitator		$79,210.00
1	1	4	Staff Development		$15,000.00
1	2	1	Title I Tutors		$152,103.00
1	2	4	Parent Family Engagement		$2,488.00
				Sub-Total	$248,801.00
				Budgeted Fund Source Amount	$248,801.00
				+/- Difference	$0.00
				Grand Total Budgeted	$390,634.00
				Grand Total Spent	$390,634.00
				+/- Difference	$0.00

Birdville Independent School District

Holiday Heights Elementary

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

Staff and students will grow and develop, not only academically,

but socially for a future they create.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Holiday Heights Elementary, located in North Richland Hills, Texas, is a Pre-Kindergarten -5th Grade Title I Campus in Birdville ISD that serves approximately 477 students. Holiday Heights' demographic information indicates a population that is approximately 40.9% White, 31.2% Hispanic, 16.6% Black/African American, 1.7% Two or More Races, 7.8% Asian American, 1% American Indian, and .8% Pacific Islander.

The campus is predominantly a neighborhood school, where most students reside within the community, with only two district buses serving Holiday Heights, therefore most students walk, ride bikes or our picked-up from school from family.

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

Holiday Heights is a Capturing Kids' Hearts National Showcase School for the 2024-2025.

Demographics Strengths

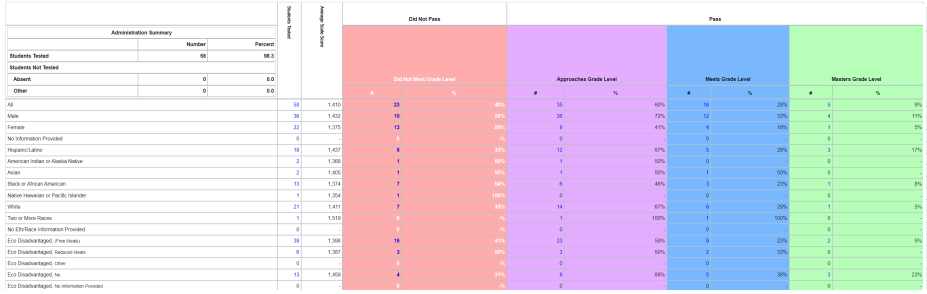
Holiday Heights is a diverse campus and has a good sense of community between our staff and our families. We have good rapport with the community.

Families attend campus events and support the school with donations to the classrooms and school.

Families recognize the effort by Holiday Heights staff publicly.

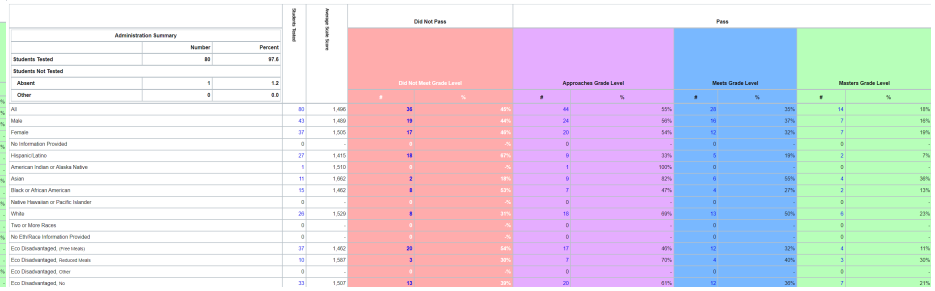
Student Achievement

Student Achievement Summary



Administration Summary	Number	Percent
Students Tested	58	98.3
Students Not Tested		
Absent	0	0.0
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	58	1,410	23	40%	35	60%	16	28%	5	9%
Male	36	1,452	10	28%	26	72%	12	33%	4	11%
Female	22	1,375	13	59%	9	41%	4	18%	1	5%
No Information Provided	0	-	-	-%	0	-	0	-	0	-
Hispanic/Latino	18	1,437	6	33%	12	67%	5	28%	3	17%
American Indian or Alaska Native	2	1,368	1	50%	1	50%	0	-	0	-
Asian	2	1,405	1	50%	1	50%	1	50%	0	-
Black or African American	13	1,374	7	54%	6	46%	3	23%	1	8%
Native Hawaiian or Pacific Islander	1	1,354	1	100%	0	-	0	-	0	-
White	21	1,411	7	33%	14	67%	6	29%	1	5%
Two or More Races	1	1,519	0	-%	1	100%	1	100%	0	-
No Ethn/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	39	1,398	16	41%	23	59%	9	23%	2	5%
Eco Disadvantaged, Reduced Meals	6	1,387	3	50%	3	50%	2	33%	0	-
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	13	1,459	4	31%	9	69%	5	38%	3	23%
Eco Disadvantaged, No Information Provided	0	-	0	-%	0	-	0	-	0	-

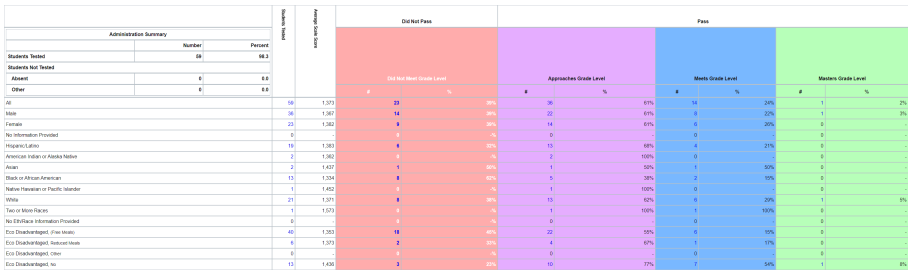


Administration Summary	Number	Percent
Students Tested	80	97.6
Students Not Tested		
Absent	1	1.2
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	80	1,496	36	45%	44	55%	28	35%	14	18%
Male	43	1,469	19	44%	24	56%	16	37%	7	16%
Female	37	1,505	17	46%	20	54%	12	32%	7	19%
No Information Provided	0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino	27	1,415	18	67%	9	33%	5	19%	2	7%
American Indian or Alaska Native	1	1,510	0	-%	1	100%	0	-	0	-
Asian	11	1,662	2	18%	9	82%	6	55%	4	36%
Black or African American	15	1,462	8	53%	7	47%	4	27%	2	13%
Native Hawaiian or Pacific Islander	0	-	0	-%	0	-	0	-	0	-
White	26	1,529	8	31%	18	69%	13	50%	6	23%
Two or More Races	0	-	0	-%	0	-	0	-	0	-
No Ethn/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	37	1,492	20	54%	17	46%	12	32%	4	11%
Eco Disadvantaged, Reduced Meals	10	1,507	3	30%	7	70%	4	40%	3	30%
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	33	1,507	13	39%	20	61%	12	36%	7	21%

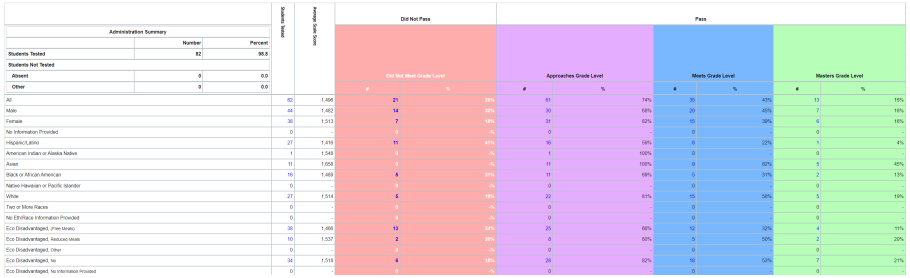
Administration Summary	Number	Percent
Students Tested	84	97.7
Students Not Tested		
Absent	1	1.2
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	84	1,650	18	21%	66	79%	44	52%	18	21%
Male	49	1,669	9	18%	40	82%	29	59%	12	24%
Female	35	1,624	9	26%	26	74%	15	43%	6	17%
No Information Provided	0	-	-	-%	0	-	0	-	0	-
Hispanic/Latino	29	1,660	6	21%	23	79%	17	59%	7	24%
American Indian or Alaska Native	1	1,696	0	-%	1	100%	1	100%	0	-
Asian	7	1,695	0	-%	7	100%	5	71%	2	29%
Black or African American	15	1,585	5	33%	10	67%	6	40%	2	13%
Native Hawaiian or Pacific Islander	1	1,681	0	-%	1	100%	1	100%	0	-
White	29	1,671	6	21%	23	79%	16	55%	7	24%
Two or More Races	2	1,559	1	50%	1	50%	0	-	0	-
No Ethn/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	48	1,612	14	29%	34	71%	19	40%	7	15%
Eco Disadvantaged, Reduced Meals	5	1,645	1	20%	4	80%	3	60%	1	20%
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	31	1,711	3	10%	28	90%	22	71%	10	32%
Eco Disadvantaged, No Information Provided	0	-	0	-%	0	-	0	-	0	-



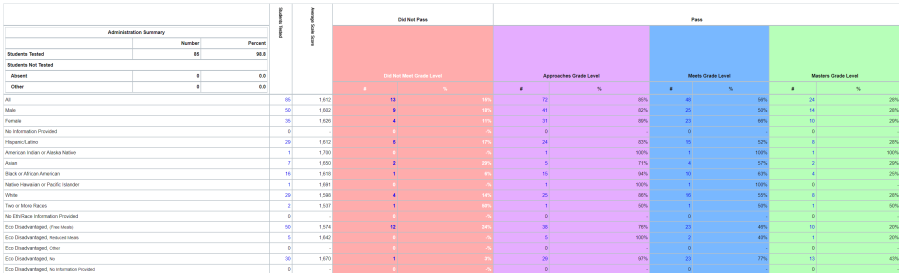
Administration Summary	Number	Percent
Students Tested	59	98.3
Students Not Tested		
Absent	0	0.0
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	59	1,373	23	39%	36	61%	14	24%	1	2%
Male	36	1,367	14	39%	22	61%	8	22%	1	3%
Female	23	1,382	9	39%	14	61%	6	26%	0	-
No Information Provided	0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino	19	1,383	6	32%	13	68%	4	21%	0	-
American Indian or Alaska Native	2	1,360	0	-%	2	100%	0	-	0	-
Asian	2	1,437	1	50%	1	50%	1	50%	0	-
Black or African American	13	1,334	8	62%	5	38%	2	15%	0	-
Native Hawaiian or Pacific Islander	1	1,452	0	-%	1	100%	0	-	0	-
White	21	1,371	8	38%	13	62%	6	29%	1	5%
Two or More Races	1	1,573	0	-%	1	100%	1	100%	0	-
No Ethn/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	40	1,353	18	45%	22	55%	6	15%	0	-
Eco Disadvantaged, Reduced Meals	6	1,373	2	33%	4	67%	1	17%	0	-
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	13	1,436	3	23%	10	77%	7	54%	1	8%



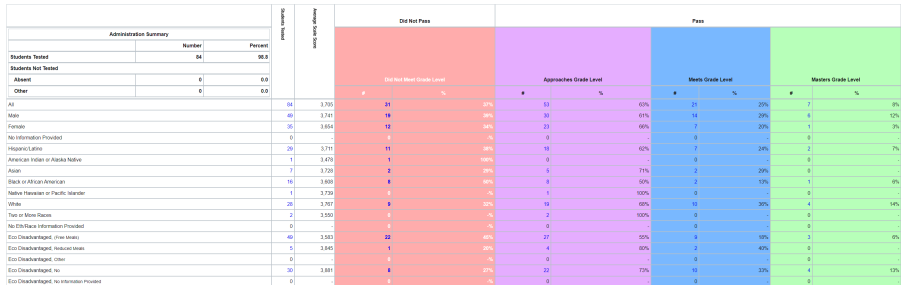
Administration Summary	Number	Percent
Students Tested	82	98.8
Students Not Tested		
Absent	0	0.0
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	82	1,496	21	26%	61	74%	35	43%	13	16%
Male	44	1,482	14	32%	30	68%	20	45%	7	16%
Female	38	1,513	7	18%	31	82%	15	39%	6	16%
No Information Provided	0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino	27	1,478	11	41%	16	59%	6	22%	1	4%
American Indian or Alaska Native	1	1,549	0	-%	1	100%	0	-	0	-
Asian	11	1,658	0	-%	11	100%	9	82%	5	45%
Black or African American	16	1,469	5	31%	11	69%	5	31%	2	13%
Native Hawaiian or Pacific Islander	0	-	0	-%	0	-	0	-	0	-
White	27	1,514	5	19%	22	81%	15	56%	5	19%
Two or More Races	0	-	0	-%	0	-	0	-	0	-
No Eth/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	36	1,469	13	34%	25	66%	12	32%	4	11%
Eco Disadvantaged, Reduced Meals	10	1,537	2	28%	8	80%	5	50%	2	20%
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	34	1,518	6	18%	28	82%	18	53%	7	21%
Eco Disadvantaged, No Information Provided	0	-	0	-%	0	-	0	-	0	-



Administration Summary	Number	Percent
Students Tested	85	98.8
Students Not Tested		
Absent	0	0.0
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	85	1,612	13	15%	72	85%	48	56%	24	28%
Male	50	1,602	9	18%	41	82%	25	50%	14	28%
Female	35	1,626	4	11%	31	89%	23	66%	10	29%
No Information Provided	0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino	29	1,612	5	17%	24	83%	15	52%	8	28%
American Indian or Alaska Native	1	1,700	0	-%	1	100%	1	100%	1	100%
Asian	7	1,650	2	29%	5	71%	4	57%	2	29%
Black or African American	16	1,619	1	6%	15	94%	10	63%	4	25%
Native Hawaiian or Pacific Islander	1	1,681	0	-%	1	100%	1	100%	0	-
White	29	1,598	4	14%	25	86%	16	55%	8	28%
Two or More Races	2	1,537	1	50%	1	50%	1	50%	1	50%
No Eth/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	60	1,574	12	24%	38	76%	23	46%	10	20%
Eco Disadvantaged, Reduced Meals	5	1,642	0	-%	5	100%	2	40%	1	20%
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	30	1,670	1	3%	29	97%	23	77%	13	43%
Eco Disadvantaged, No Information Provided	0	-	0	-%	0	-	0	-	0	-



Administration Summary	Number	Percent
Students Tested	84	98.8
Students Not Tested		
Absent	0	0.0
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	84	3,705	31	37%	53	63%	21	25%	7	8%
Male	49	3,741	19	38%	30	61%	14	29%	6	12%
Female	35	3,654	12	34%	23	66%	7	20%	1	3%
No Information Provided	0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino	29	3,711	11	38%	18	62%	7	24%	2	7%
American Indian or Alaska Native	1	3,470	1	100%	0	-	0	-	0	-
Asian	7	3,728	2	29%	5	71%	2	29%	0	-
Black or African American	16	3,600	8	50%	8	50%	2	13%	1	6%
Native Hawaiian or Pacific Islander	1	3,739	0	-%	1	100%	0	-	0	-
White	28	3,767	9	32%	19	68%	10	36%	4	14%
Two or More Races	2	3,550	0	-%	2	100%	0	-	0	-
No Eth/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	49	3,583	22	45%	27	55%	9	18%	3	6%
Eco Disadvantaged, Reduced Meals	5	3,845	1	20%	4	80%	2	40%	0	-
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	30	3,881	8	27%	22	73%	10	33%	4	13%
Eco Disadvantaged, No Information Provided	0	-	0	-%	0	-	0	-	0	-

Student Achievement Strengths

5th grade in all subject areas scored at or above district and state average.

Overall, students closed the gap in their learning from the 2022-2023 school year.

District Culture and Climate

District Culture and Climate Summary

As a campus, we are dedicated to building a community which empowers each individual to realize his or her full social and academic potential. We believe that the key to achieving our mission is through the dedication of our teachers and their commitment to supporting all learners. Our campus has embraced Capturing Kids' Hearts and believes that building relationships with our students is the key to reaching all learners. We believe that once we have a relationship with our students, we can then support them academically.

District Culture and Climate Strengths

Holiday Heights embraces a culture in which personal and academic achievement is fostered for all students. By building strong relationships with our students and parents, and creating a campus where all classrooms have social contracts, use affirmations, share good things and follow the basic ideas of Capturing Kids' Hearts - we believe we are creating a stronger community of learners.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Holiday Heights teachers and educational assistants are highly qualified. At this time, approximately all classroom teachers hold their English as a Second Language (ESL) supplement certification or are currently working on obtaining it and all classroom teachers who work with Gifted and Talented (GT) students have the proper creditials. The campus administrators and current teams interview highly qualified candidates to determine if the staff member is the best fit to meet the needs of our students.

Staff Quality, Recruitment, and Retention Strengths

Strengths include that staff is provided professional learning opportunities and support to meet the academic needs of our students. Holiday Heights staff is collaborative and functions a strong Professional Learning Community (PLC) where administrators and the Instructional Facilitator support teacher growth.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Staff review student assessments in order to provide targeted instruction for improvement. Professional Learning Communities (PLCs) weekly as a team and more formally during Super PLCs every two weeks to discuss student and teacher needs to promote achievement. During PLCs, instructional activities are aligned with student learning needs and expected outcomes for achievement. During PLCs, Common Assessments and the data collected is then reviewed with the purpose of measuring the impact of curriculum and instruction on student learning. Data from assessments and student data folders are also used to guide small group instruction and intervention groups that focus on meeting the specific needs of our students. Data is used to inform all decisions. We also use the data collected from Common Formative Assessments (CFAs), Progress Monitoring Data Points and Interims to meet as Vertical Teams to help align our instruction as a campus across all subject areas.

Curriculum, Instruction, and Assessment Strengths

Strengths include Professional Learning Committees (PLCs) to review instruction and data, Vertical Teams meet to review aligned instruction in all subjects, all staff follow the district curriculum within all content areas, instructional faciliator and administrators monitor lesson plans and teaching within the classroom with walkthroughs that reflect high level of teaching.

Family and Community Engagement

Family and Community Engagement Summary

Holiday Heights is committed to parent involvement and will continue its efforts to build trusting relationships with parents and families. We are committed to communicating information to parents and encouraging meaningful dialogue in a variety of formats. We will continue to explore how to best encourage parent participation in our school events.

Family and Community Engagement Strengths

Strengths include the committment to host a variety of events for families to be involved in their children's education and to develop a sense of community. We also have a small, but eager Parent Teacher Association (PTA) Board who are committed to supporting our school community.

District Organization

District Organization Summary

Holiday Heights designs our instructional day around best practices in regards to the amount of time required to effectively teach all content areas. The biggest blocks of learning time are devoted to the content areas of math and reading. In Professional Learning Committee (PLC) meetings, data is consistently reviewed and instructional strategies are changed if needed. Organizational efforts that are in place include Professional Learning Committees (PLCs), Leaders of Learners (LOL) Teams, vertical teams, the campus discipline team, grade-level team leaders, monthly faculty meetings, classroom walkthroughs and the implementation of Capturing Kids' Hearts as an entire campus with clear guidelines and expectations.

District Organization Strengths

Strengths Include a campus discipline team who works to address campus-wide issues and to design positive feedback for student achievement, Professional Learning Committe (PLC) meetings to address student needs using data, schedules are made with an effort at maximizing instructional time and are based on best practices, Vertical Teams align curriculum, strategies and common vocabulary and Capturing Kids' Hearts has all staff on same page - social contracts, greeting students, affirmations, good things, four questions.

Technology

Technology Summary

Holiday Heights believes technology improves student engagement and the overall learning process. We embrace technology to ensure that all students and staff have the appropriate digital resources to provide the highest quality instruction possible. Birdville Independent School District is a 1:1 device district leading to appropriate use of technology to support student learning.

Technology Strengths

Strengths Include having Chromebooks for all students, devices for all staff (teachers and educational assistants) and our district is innovative and is always looking for ways to engage our learners and stay up to date with current technology.

Demographics

Demographics Summary

Holiday Heights Elementary, located in North Richland Hills, Texas, is a Pre-Kindergarten -5th Grade Title I Campus in Birdville ISD that serves approximately 477 students. Holiday Heights' demographic information indicates a population that is approximately 40.9% White, 31.2% Hispanic, 16.6% Black/African American, 1.7% Two or More Races, 7.8% Asian American, 1% American Indian, and .8% Pacific Islander.

The campus is predominantly a neighborhood school, where most students reside within the community, with only two district buses serving Holiday Heights, therefore most students walk, ride bikes or our picked-up from school from family.

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

Holiday Heights is a Capturing Kids' Hearts National Showcase School for the 2024-2025.

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Demographics Strengths

Holiday Heights is a diverse campus and has a good sense of community between our staff and our families. We have good rapport with the community.

Families attend campus events and support the school with donations to the classrooms and school.

Families recognize the effort by Holiday Heights staff publicly.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased. **Root Cause:** Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.

Problem Statement 2 (Prioritized): Holiday Heights has approximately 63% of students identified as At-Risk, with the majority of those students demonstrating gaps in learning.

Root Cause: Learning gaps indicate inconsistent delivery of aligned and targeted instruction.

Student Learning

Student Learning Summary

At Holiday Heights Elementary, STAAR performance data highlights several key strengths and areas for growth. In Reading/Language Arts, 79% of students met or exceeded grade level standards, with 47% at the Meets GL level and 19% at the Masters GL level. Mathematics results show 67% meeting or exceeding grade level standards, with 42% at the Meets GL level and 18% at the Masters GL level. Science performance, however, indicates a need for improvement, with only 65% of students meeting the Approaches GL standard and 26% meeting the Meets GL standard. Targeted interventions in Science could help balance overall student performance.

Administration Summary	Number	Percent
Students Tested	58	98.3
Students Not Tested		
Absent	0	0.0
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	58	1,410	23	40%	35	60%	16	28%	5	9%
Male	36	1,432	10	28%	26	72%	12	33%	4	11%
Female	22	1,375	13	59%	9	41%	4	18%	1	5%
No Information Provided	0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino	18	1,437	6	33%	12	67%	5	28%	3	17%
American Indian or Alaska Native	2	1,368	1	50%	1	50%	0	-	0	-
Asian	2	1,405	1	50%	1	50%	1	50%	0	-
Black or African American	13	1,374	7	54%	6	46%	3	23%	1	8%
Native Hawaiian or Pacific Islander	1	1,354	1	100%	0	-	0	-	0	-
White	21	1,411	7	33%	14	67%	6	29%	1	5%
Two or More Races	1	1,519	0	-%	1	100%	1	100%	0	-
No Eth/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	39	1,398	16	41%	23	59%	9	23%	2	5%
Eco Disadvantaged, Reduced Meals	6	1,387	3	50%	3	50%	2	33%	0	-
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	13	1,459	4	31%	9	69%	5	38%	3	23%
Eco Disadvantaged, No Information Provided	0	-	0	-%	0	-	0	-	0	-

Administration Summary		
	Number	Percent
Students Tested	80	97.6
Students Not Tested		
Absent	1	1.2
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	80	1,496	36	45%	44	55%	28	35%	14	18%
Male	43	1,489	19	44%	24	56%	16	37%	7	16%
Female	37	1,505	17	46%	20	54%	12	32%	7	19%
No Information Provided	0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino	27	1,415	18	67%	9	33%	5	19%	2	7%
American Indian or Alaska Native	1	1,510	0	-%	1	100%	0	-	0	-
Asian	11	1,662	2	18%	9	82%	6	55%	4	36%
Black or African American	15	1,462	8	53%	7	47%	4	27%	2	13%
Native Hawaiian or Pacific Islander	0	-	0	-%	0	-	0	-	0	-
White	26	1,529	8	31%	18	69%	13	50%	6	23%
Two or More Races	0	-	0	-%	0	-	0	-	0	-
No Eth/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	37	1,462	20	54%	17	46%	12	32%	4	11%
Eco Disadvantaged, Reduced Meals	10	1,587	3	30%	7	70%	4	40%	3	30%
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	33	1,507	13	39%	20	61%	12	36%	7	21%

Administration Summary		
	Number	Percent
Students Tested	84	97.7
Students Not Tested		
Absent	1	1.2
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	84	1,650	18	21%	66	79%	44	52%	18	21%
Male	49	1,669	9	18%	40	82%	29	59%	12	24%
Female	35	1,624	9	26%	26	74%	15	43%	6	17%
No Information Provided	0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino	29	1,660	6	21%	23	79%	17	59%	7	24%
American Indian or Alaska Native	1	1,696	0	-%	1	100%	1	100%	0	-
Asian	7	1,695	0	-%	7	100%	5	71%	2	29%
Black or African American	15	1,585	5	33%	10	67%	6	40%	2	13%
Native Hawaiian or Pacific Islander	1	1,681	0	-%	1	100%	1	100%	0	-
White	29	1,671	6	21%	23	79%	14	48%	7	24%
Two or More Races	2	1,509	1	50%	1	50%	0	-	0	-
No Eth/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	48	1,612	14	29%	34	71%	19	40%	7	15%
Eco Disadvantaged, Reduced Meals	5	1,645	1	20%	4	80%	3	60%	1	20%
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	31	1,711	3	10%	28	90%	22	71%	10	32%
Eco Disadvantaged, No Information Provided	0	-	0	-%	0	-	0	-	0	-

Administration Summary		
	Number	Percent
Students Tested	59	98.3
Students Not Tested		
Absent	0	0.0
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	59	1,373	23	39%	36	61%	14	24%	1	2%
Male	36	1,367	14	39%	22	61%	8	22%	1	3%
Female	23	1,382	9	39%	14	61%	6	26%	0	-
No Information Provided	0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino	19	1,383	6	32%	13	68%	4	21%	0	-
American Indian or Alaska Native	2	1,362	0	-%	2	100%	0	-	0	-
Asian	2	1,437	1	50%	1	50%	1	50%	0	-
Black or African American	13	1,334	8	62%	5	38%	2	15%	0	-
Native Hawaiian or Pacific Islander	1	1,452	0	-%	1	100%	0	-	0	-
White	21	1,371	8	38%	13	62%	6	29%	1	5%
Two or More Races	1	1,573	0	-%	1	100%	1	100%	0	-
No Eth/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	40	1,353	18	45%	22	55%	6	15%	0	-
Eco Disadvantaged, Reduced Meals	6	1,373	2	33%	4	67%	1	17%	0	-
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	13	1,436	3	23%	10	77%	7	54%	1	8%

Administration Summary		
	Number	Percent
Students Tested	82	98.8
Students Not Tested		
Absent	0	0.0
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	82	1,496	21	26%	61	74%	35	43%	13	16%
Male	44	1,482	14	32%	30	68%	20	45%	7	16%
Female	38	1,513	7	18%	31	82%	15	39%	6	16%
No Information Provided	0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino	27	1,416	11	41%	16	59%	6	22%	1	4%
American Indian or Alaska Native	1	1,548	0	-%	1	100%	0	-	0	-
Asian	11	1,658	0	-%	11	100%	9	82%	5	45%
Black or African American	16	1,489	5	31%	11	69%	5	31%	2	13%
Native Hawaiian or Pacific Islander	0	-	0	-%	0	-	0	-	0	-
White	27	1,514	5	19%	22	81%	15	56%	5	19%
Two or More Races	0	-	0	-%	0	-	0	-	0	-
No Eth/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	38	1,466	13	34%	25	66%	12	32%	4	11%
Eco Disadvantaged, Reduced Meals	10	1,537	2	20%	8	80%	5	50%	2	20%
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	34	1,518	6	18%	28	82%	18	53%	7	21%
Eco Disadvantaged, No Information Provided	0	-	0	-%	0	-	0	-	0	-

Administration Summary		
	Number	Percent
Students Tested	85	98.8
Students Not Tested		
Absent	0	0.0
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	85	1,612	13	15%	72	85%	48	56%	24	28%
Male	50	1,602	9	18%	41	82%	25	50%	14	28%
Female	35	1,626	4	11%	31	89%	23	66%	10	29%
No Information Provided	0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino	29	1,612	5	17%	24	83%	15	52%	8	28%
American Indian or Alaska Native	1	1,700	0	-%	1	100%	1	100%	1	100%
Asian	7	1,650	2	29%	5	71%	4	57%	2	29%
Black or African American	16	1,618	1	6%	15	94%	10	63%	4	25%
Native Hawaiian or Pacific Islander	1	1,691	0	-%	1	100%	1	100%	0	-
White	29	1,598	4	14%	25	86%	16	55%	8	28%
Two or More Races	2	1,537	1	50%	1	50%	1	50%	1	50%
No Eth/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	50	1,574	12	24%	38	76%	23	46%	10	20%
Eco Disadvantaged, Reduced Meals	5	1,642	0	-%	5	100%	2	40%	1	20%
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	30	1,670	1	3%	29	97%	23	77%	13	43%
Eco Disadvantaged, No Information Provided	0	-	0	-%	0	-	0	-	0	-

Administration Summary		
	Number	Percent
Students Tested	84	98.8
Students Not Tested		
Absent	0	0.0
Other	0	0.0

	Students Tested	Average Scale Score	Did Not Pass		Pass					
			Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level		Masters Grade Level	
			#	%	#	%	#	%	#	%
All	84	3,705	31	37%	53	63%	21	25%	7	8%
Male	49	3,741	19	39%	30	61%	14	29%	6	12%
Female	35	3,654	12	34%	23	66%	7	20%	1	3%
No Information Provided	0	-	0	-%	0	-	0	-	0	-
Hispanic/Latino	29	3,711	11	38%	18	62%	7	24%	2	7%
American Indian or Alaska Native	1	3,478	1	100%	0	-	0	-	0	-
Asian	7	3,728	2	29%	5	71%	2	29%	0	-
Black or African American	16	3,608	8	50%	8	50%	2	13%	1	6%
Native Hawaiian or Pacific Islander	1	3,739	0	-%	1	100%	0	-	0	-
White	28	3,767	9	32%	19	68%	10	36%	4	14%
Two or More Races	2	3,550	0	-%	2	100%	0	-	0	-
No Eth/Race Information Provided	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, (Free Meals)	49	3,583	22	45%	27	55%	9	18%	3	6%
Eco Disadvantaged, Reduced Meals	5	3,845	1	20%	4	80%	2	40%	0	-
Eco Disadvantaged, Other	0	-	0	-%	0	-	0	-	0	-
Eco Disadvantaged, No	30	3,881	8	27%	22	73%	10	33%	4	13%
Eco Disadvantaged, No Information Provided	0	-	0	-%	0	-	0	-	0	-

Student Learning Strengths

5th grade in all subject areas scored at or above district and state average.

Overall, students closed the gap in their learning from the 2022-2023 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction. **Root Cause:** Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).

School Processes & Programs

School Processes & Programs Summary

Students at Holiday Heights Elementary are served through a variety of programs related to individual student needs. 69% (351students) of our students are served by the free and reduced lunch program. 12% (62 students) of our students are considered Emmergent Bilingual, 18% (95 students) special education, 7% (35 students) dyslexic, and 5% (25 students) gifted and talented.

Holiday Heights Elementary has two Pre-Kindergarten classrooms. The Pre-Kindergarten program provides intervention with a focus on cognitive, social-emotional, language and communication, and physical skills in an effort to allow children to learn skills that they can further utilize as they transition into the elementary setting.

Holiday Heights Elementary has a kindergarten through second grade and third grade through fifth grade Positive Approach to Student Success (PASS) program on campus. The Positive Approach to Student Success program supports students with significant deficits in adaptive behaviors, personal management and behavioral needs.

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

School Processes & Programs Strengths

Holiday Heights staff uses Professional Learning Community (PLC) meetings to address student needs using anecdotal records, observations and data.
The campus schedule and classroom schedules are made with an effort at maximizing instructional time and are based on best practices. Holiday Heights uses Vertical Teams to align curriculum, strategies and common vocabulary. Also, all staff is trained in Capturing Kids' Hearts, which has all staff on same page - social contracts, greeting students, affirmations, good things.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause:** Campus needs a refined, consistent, well-defined, and unified approach to discipline. Additionally, inconsistent attendance and other factors have led to low student Social Emotional Learning (SEL), which has been found to contribute to an increase in student behaviors.

Problem Statement 2 (Prioritized): Student and Parent understanding of district, campus, classroom safety protocols along with available resources is lacking. **Root Cause:** Campus lack of communication in regards to safety protocols and resources is not communicated in all modes of communication with families.

Perceptions

Perceptions Summary

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

Perceptions Strengths

According to survey results, Holiday Heights is welcoming, warm, and supportive to students and parents.

Students feel and see that teachers work hard and have their best interests at heart.

School communication: Parents appreciate the communication on social media as well as class newsletters.

Students seem to love and take pride in their school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to inconsistent usage of time, teams have not had enough structured horizontal and vertical planning. **Root Cause:** Administration and the Instructional Facilitator have not engaged staff in structured planning that includes data interpretation with appropriate actions.

Priority Problem Statements

Problem Statement 1: Holiday Heights has approximately 63% of students identified as At-Risk, with the majority of those students demonstrating gaps in learning.

Root Cause 1: Learning gaps indicate inconsistent delivery of aligned and targeted instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased.

Root Cause 2: Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction.

Root Cause 3: Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan.

Root Cause 4: Campus needs a refined, consistent, well-defined, and unified approach to discipline. Additionally, inconsistent attendance and other factors have led to low student Social Emotional Learning (SEL), which has been found to contribute to an increase in student behaviors.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Due to inconsistent usage of time, teams have not had enough structured horizontal and vertical planning.

Root Cause 5: Administration and the Instructional Facilitator have not engaged staff in structured planning that includes data interpretation with appropriate actions.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Student and Parent understanding of district, campus, classroom safety protocols along with available resources is lacking.

Root Cause 6: Campus lack of communication in regards to safety protocols and resources is not communicated in all modes of communication with families.

Problem Statement 6 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
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

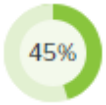
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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.

High Priority

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels
Elementary: Elementary: Childrens' Learning Institute (CLI Engage - CIRCLE) - (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), Texas Education Agency (TEA) Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level. **Actions:** a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity to implement campus literacy plans. b) Support campus leadership teams to lead the implementation of the District curriculum, identified resources and literacy strategies. c) Provide coaching support for campus implementation plans. d) Use data to provide targeted support and progress monitoring. **Staff Responsible for Monitoring:** Administrators, Instructional Facilitators, Title I Tutors, Special Education Staff, Leaders of Learners (LOL) Members, Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2 - Student Learning 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement. **Actions:** a) Continue to provide elementary teachers training on the science of teaching reading based on Texas Education Agency (TEA) and House Bill 3 (HB3) requirements. b) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. c) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions. d) Infuse literacy-focused professional learning and discussions into monthly principal meetings. e) Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading. f) Collect process data to measure the degree of alignment and implementation of district initiatives. g) Monitor implementation of the district Reading Language Arts curriculum through ongoing professional learning and coaching. h) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements. i) Use instructional facilitator to support teachers in meeting House Bill 3 (HB3) goals and closing the gap regarding student performance. j) Increase teacher capacity to teach the required Kindergarten -3rd grade phonics program. **Staff Responsible for Monitoring:** Administrators, Instructional Facilitor, Special Education Staff, Classroom Teachers, Central Office Staff **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 2 - Student Learning 1 - Perceptions 1	45%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist campus staff in implementing data informed instruction and responsive teaching. **Actions:** a) Continue to conduct training on the personalized learning framework for all instructional staff. b) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the Professional Learning Committee (PLC) process, including Super PLCs every two weeks (extra data/planning time for staff). c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement. d) Use data from multiple assessments (mClass, Star Renaissance and Interims) to inform instruction. e) Collect, analyze and use data for progress monitoring. **Staff Responsible for Monitoring:** Administrators, Coaches, Interventionists, Special Education Staff, Classroom Teachers, Central Office Staff **Title I:** 2.5 **Problem Statements:** Demographics 2 - Perceptions 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $92,501	50%	65%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enhance and support the implementation of system-wide instructional practices to support Emergent Bilinguals. **Actions:** a) Identify trends by conducting data analysis to determine progress in reading, math and English language development. b} Increase effective systems of support for student learning in reading and math. **Staff Responsible for Monitoring:** Administrators, Instructional Facilitator, Multilingual Services, Classroom Teachers, Central Office Staff **Problem Statements:** Demographics 2 - Perceptions 1	45%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

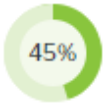
Demographics
Problem Statement 2: Holiday Heights has approximately 63% of students identified as At-Risk, with the majority of those students demonstrating gaps in learning. **Root Cause**: Learning gaps indicate inconsistent delivery of aligned and targeted instruction.
Student Learning
Problem Statement 1: Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction. **Root Cause**: Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).
Perceptions
Problem Statement 1: Due to inconsistent usage of time, teams have not had enough structured horizontal and vertical planning. **Root Cause**: Administration and the Instructional Facilitator have not engaged staff in structured planning that includes data interpretation with appropriate actions.

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 (focus of subpopulations of white, economically disadvantage and special education students) 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
Strategy 1: Assist teachers in developing, administering, and collecting student performance data to evaluate student growth. **Actions:** a) Provide professional development for all teachers in analyzing and use of a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction). b) Track student performance to determine progress toward success on State of Texas Assessments of Academic Readiness (STAAR) assessments. c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction. d) Use Professional Learning Committee (PLC) Data Talks to determine best practices and student growth needs. This will include our Super PLCs which will add a double data/planning time every other week. e) Use Title I Tutors to support student learning and growth in both reading and math. **Staff Responsible for Monitoring:** Administrators, Instructional Facilitator, Special Education Staff, Classroom Teachers, Title I Staff **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 - Perceptions 1 **Funding Sources:** Title I Tutors - 211 - Title I - $32,285				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Establish the Plan, Do, Study, Act (PDSA) process as a standard operating procedure on the campus for improving instruction, data analysis, and student growth. **Actions:** a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. c) Collect examples during campus walkthroughs. d) Model examples of goal setting and digital data folders during PLCs, Staff Meetings and Newsletters. **Staff Responsible for Monitoring:** Administrators, Instructional Faciliator, Special Education Staff, Classroom Teachers **Problem Statements:** Student Learning 1	45%	55%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process and improving student learning. **Actions:** a) Host Meet the Teacher Event. b) Create Information Videos to give parents information on how to support their child in/out of the school . c) Host Information Nights/Counselor Sessions d) Host the Annual Title I Information Meetings to explain programs and services available to our families. e) Develop and distribute a Family and Parent Engagement Policy. f) Host Academic and Social Emotional Nights to support student learning. g) Host Open House to show parents academic growth h) Conduct fall and spring parent conferences to improve student learning. i) Create campus wide digital binders for families to engage and track updated student data. j) Staff will wear campus uniform for easy identification at events. **Staff Responsible for Monitoring:** All Holiday Heights Staff **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Family Engagement Resources - 211 - Title I - $912	50%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction. **Root Cause**: Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).

School Processes & Programs

Problem Statement 1: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause**: Campus needs a refined, consistent, well-defined, and unified approach to discipline. Additionally, inconsistent attendance and other factors have led to low student Social Emotional Learning (SEL), which has been found to contribute to an increase in student behaviors.

Perceptions

Problem Statement 1: Due to inconsistent usage of time, teams have not had enough structured horizontal and vertical planning. **Root Cause**: Administration and the Instructional Facilitator have not engaged staff in structured planning that includes data interpretation with appropriate actions.

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

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

Evaluation Data Sources: Social-Emotional Learning survey, Monthly Classroom Check-In Data Points

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a culture that focuses students' social-emotional behavior well-being. **Actions:** a) Develop a plan for implementing Social-Emotional Behavior (SEB) curriculum into the classroom with consistency, this will include Capturing Kids' Hearts and Character Strong. b) Design classroom counseling lessons addressing Social-Emotional Behavior (SEB) well-being. c) Implement a plan to recognize students and staff that demonstrate citizenship. d) Implement activities and programs that will integrate values into school culture. e) Implement a digital citizenship and safety program. f) Provide training to all staff for Capturing Kids' Hearts. g) Utilize Title I Part Time Crisis Counselor to provide support to students in areas of Social-Emotional Behavior (SEB). **Staff Responsible for Monitoring:** Administrators, ,Counselors, SEL Committee, Classroom Teachers **Title I:** 2.5 **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $17,000, Crisis Intervention Counselor - 211 - Title I - $41,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased. **Root Cause**: Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.
School Processes & Programs
Problem Statement 1: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause**: Campus needs a refined, consistent, well-defined, and unified approach to discipline. Additionally, inconsistent attendance and other factors have led to low student Social Emotional Learning (SEL), which has been found to contribute to an increase in student behaviors.

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 Multi-Tiered Student Supports (MTSS) Tiers 2 and 3.

High Priority

Evaluation Data Sources: Behavioral Multi-Tiered Student Supports (MTSS data records
Aligned to Strategic Plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Align campus expectations for behavior with district behavioral RtI Plan. **Actions:** a) Ensure that staff is trained n the implementation of the behavior Response to Intervention (RtI) plan with established procedures. b) Conduct Positive Behavior Instervention Support (PBIS) Meetings with Agendas/Minutes to support campus behavior concerns. c) Continue to implement consistent campus behavioral expectations (The Husky Way) that all stakeholders will follow. d) Use video announcements and short clips to demonstrate appropriate campus behavior. e) All staff will implement strategies learned during Capturing Kids' Hearts training. **Staff Responsible for Monitoring:** All Holiday Heights Staff **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1	45%	65%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased. **Root Cause**: Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.

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

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

Evaluation Data Sources: Overall campus Average Daily Attendance (ADA) as per Summer Public Information Information Management System (PEIMS) submission

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement our campus attendance plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Grade level attendance data will be displayed and updated routinely. b) Follow truancy guidelines and implement truancy prevention measures (including Open Enrollment Students) c) Use District Weekly Attendance Reports on Announcements and Social Media to encourage better attendance. d) Develop Grade Level and Class Incentives, including individual recognition. e) Continue campus wide incentives such as the Attendance Snack Cart and Random Attendance Awards. **Staff Responsible for Monitoring:** Administrators, Attendance Clerk, Counselors, Classroom Teachers, Attendance Officer **Title I:** 2.4 **Problem Statements:** School Processes & Programs 1	45%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

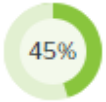
Performance Objective 1 Problem Statements:

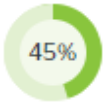
School Processes & Programs
Problem Statement 1: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause**: Campus needs a refined, consistent, well-defined, and unified approach to discipline. Additionally, inconsistent attendance and other factors have led to low student Social Emotional Learning (SEL), which has been found to contribute to an increase in student behaviors.

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in all areas on campus.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy aligned continuous improvement processes vertically and horizontally on campus. **Actions:** a) Establish goals for each team to improve efficiency and effectiveness of operations at all levels of the organization. b) Develop and implement team plans to achieve goals, including identification of strategies and specific actions. c) Identify key measures to track progress toward established goals. d) Collect data on measures throughout the year and chart progress. e) Evaluate the effectiveness of plans in achieving goals. f) Communicate and celebrate team and campus successes through newsletters, staff meeting recognition and peer-to-peer recognition. **Staff Responsible for Monitoring:** All Holiday Heights Staff **Title I:** 2.5 **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Recruit, employ and retain quality teaching and professional support staff to attain excellence in student performance. **Actions:** a) Develop a plan to support 0-3 year experience teachers beyond the district mentor program. b) Evaluate staff morale and satisfaction with campus surveys. c) Use campus teams to evaluate programs and procedures to ensure satisfactory support from campus stake holders. d) Continue to utilize the Faculty Advisory Committee (FAC) to address any topics which might need adjustment. e) Provide all staff a uniformed shirt that promotes being a member of our school community. **Staff Responsible for Monitoring:** All Holiday Heights Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction. **Root Cause**: Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).
School Processes & Programs
Problem Statement 1: Student behavior has escalated over the past two years and therefore we need a specific, very scripted campus-wide discipline plan. **Root Cause**: Campus needs a refined, consistent, well-defined, and unified approach to discipline. Additionally, inconsistent attendance and other factors have led to low student Social Emotional Learning (SEL), which has been found to contribute to an increase in student behaviors.
Perceptions
Problem Statement 1: Due to inconsistent usage of time, teams have not had enough structured horizontal and vertical planning. **Root Cause**: Administration and the Instructional Facilitator have not engaged staff in structured planning that includes data interpretation with appropriate actions.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Use district staff (i.e Safety and Security Specialist, counselors, and crisis intervention coordinator) to identify and address safety and social-emotional behavioral concerns. b) Conduct safety meetings Campus Emergency Response Team to evaluate and problem solve district safety concerns. d) Develop a plan to conduct all safety drills with meetings to assess strengths/weaknesses. e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. f) Identify potential school and safety threats using survey data to conduct a Plan Do Study Act (PDSA) process for continuous improvement. g) Work in collaboration with applicable district staff to ensure and enhance recommended behaviors. h) Ensure all staff have updated safety trainings throughout the school year. **Staff Responsible for Monitoring:** All Holiday Heights Staff **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 - School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

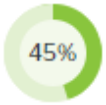
Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Although behavior is more consistent at Holiday Heights, the number of students with extreme behaviors has increased. **Root Cause**: Student Social-Emotional Behavior (SEB) is lacking the foundation needed to self-regulate.
School Processes & Programs
Problem Statement 2: Student and Parent understanding of district, campus, classroom safety protocols along with available resources is lacking. **Root Cause**: Campus lack of communication in regards to safety protocols and resources is not communicated in all modes of communication with families.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a campus-wide safety awareness program. **Actions:** a) View and complete all components of Safe Schools Training. b) Monitor the implementation of safety procedures throughout the campus (stepladders, extension cords, appliances). c) Review safety procedures and relevant topics during staff meetings. **Staff Responsible for Monitoring:** All Holiday Heights Staff **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Student and Parent understanding of district, campus, classroom safety protocols along with available resources is lacking. **Root Cause**: Campus lack of communication in regards to safety protocols and resources is not communicated in all modes of communication with families.

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

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

Evaluation Data Sources: Annual review of improvement plan requirements

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop a site-based decision making committee to ensure implementation of campus plan. **Actions:** a) Complete all action items. b) Conduct four site-based meetings to review the campus improvement plan. c) Conduct annual Campus Needs Assessment (CNA) and use feedback/data to drive campus improvement. d) Conduct Family Engagement Agreements with annual review to drive campus improvement. **Staff Responsible for Monitoring:** Administration, Site Base Team, Families **Problem Statements:** Student Learning 1	45%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement. **Actions:** a) Continue to consult with parents of participating children to implement programs, activities, and procedures for the involvement of parents of all of its Title III programs and Title 1, Part A schools. b) Continue to review and update meaningful ways for parents to be involved in their child's education. c) Design, develop and implement a family, parent, and community engagement program to meet the needs of Emergent Bilingual (EB) students. **Staff Responsible for Monitoring:** Multilingual Services, Federal Programs, Campus Administrative Staff **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 2 - School Processes & Programs 2	45%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Holiday Heights has approximately 63% of students identified as At-Risk, with the majority of those students demonstrating gaps in learning. **Root Cause**: Learning gaps indicate inconsistent delivery of aligned and targeted instruction.

Student Learning

Problem Statement 1: Staff has not consistently used the Continuous Improvement process in order to review data and implement needed instruction. **Root Cause**: Inconsistent expectations and inconsistent review of the Plan, Do, Study, Act process during Professional Learning Communities (PLC).

School Processes & Programs

Problem Statement 2: Student and Parent understanding of district, campus, classroom safety protocols along with available resources is lacking. **Root Cause**: Campus lack of communication in regards to safety protocols and resources is not communicated in all modes of communication with families.

State Compensatory

Budget for Holiday Heights Elementary

Total SCE Funds: $92,501.00
Total FTEs Funded by SCE: 2.8
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 Holiday Heights Elementary

Name	Position	FTE
Annie Angumya	Educational Assistant	0.33
Darla Cowen	Reading Intervention	0.15
Jennifer Wainwright	Educational Assistant	0.33
Maegan Owen	Teacher	0.33
Mirna Molina	Teacher	0.33
Stephanie Carney	Reading Intervention	0.33
Teresa Hudson	Instructional Facilitator	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2023 based on spring survey feedback, State of Texas Assessments of Academic Readiness (STAAR), Texas English Language Profeciency Assessment System (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

Lisa Walker	Principal
Kenji Ford	Assistant Principal
Mirna Molina	Pre-K
Sarah Yamane	Kindergarten
Adrienne Kern	First Grade
Sonya Diaz	Second Grade
Colleen Courtney	Third Grade
Melanie White	Fourth Grade
Kimberly Hughes	Fifth Grade
Stephanie Carney	Intervention
Mallory Bownds	District
Alonzo Flores	Parent
Ron Owen	Parent
Nicole Hackney	Community

Lisa Walker	Principal
Dan Walker	Community
Chad Miller	Business Rep
DJ Roberts	Business Rep

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

2.2: Regular monitoring and revision

Lisa Walker	Principal
Kenji Ford	Assistant Principal
Mirna Molina	Pre-K
Sarah Yamane	Kindergarten
Adrienne Kern	First Grade
Sonya Diaz	Second Grade
Colleen Courtney	Third Grade
Melanie White	Fourth Grade
Kimberly Hughes	Fifth Grade
Stephanie Carney	Intervention
Mallory Bownds	District
Alonzo Flores	Parent
Ron Owen	Parent
Nicole Hackney	Community
Dan Walker	Community
Chad Miller	Business Rep
DJ Roberts	Business Rep

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

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

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

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, approximately 66% (336 students) were identified as at-risk based on one or more of the following criteria:

1. Low performance on a readiness test or assessment instrument
2. Grade retention
3. Lack of satisfactory performance on state-mandated testing
4. Limited English proficiency
5. Homelessness

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

2.5: Increased learning time and well-rounded education

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

- Capturing Kids' Hearts
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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

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

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

3.1: 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.

Campus Needs Assessment (CNA) addresses:

1. Demographics
2. Perceptions

3. Student Learning
4. Processes and Programs

The findings of the Campus Needs Assessment (CNA) are used to inform the Campus Improvement Plan (CIP). Both the Campus Needs Assessment (CNA) and Campus Improvement Plan (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

Lisa Walker	Principal
Kenji Ford	Assistant Principal
Mirna Molina	Pre-K
Sarah Yamane	Kindergarten
Adrienne Kern	First Grade
Sonya Diaz	Second Grade
Colleen Courtney	Third Grade
Melanie White	Fourth Grade
Kimberly Hughes	Fifth Grade
Stephanie Carney	Intervention
Mallory Bownds	District
Alonzo Flores	Parent
Ron Owen	Parent
Nicole Hackney	Community
Dan Walker	Community
Chad Miller	Business Rep
DJ Roberts	Business Rep

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Tuesday or Thursday evenings and Friday mornings in order to accommodate parents' work schedules .The following family engagement activities are planned for 2023-2024:

- August Refresh Back to School Event at WG Thomas Coliseum
- August Meet the Teacher Night on campus
- Grade Level What You Need To Know Night on campus
- September Grandparents Ice Cream Social on campus
- September PTA Membership Night on campus
- September Title I Meetings on campus
- October Science Night on campus
- November Fun Run on campus during the day
- November Music Program on campus
- December PTA Event on campus
- December Winter Holiday Celebration Night on campus
- January Math Night on campus
- March Open House on campus
- March Discover Birdville Event
- April Family Engagement Policy and Compact Revision on campus

Title I Personnel

Name	Position	Program	FTE
Kendal Abbott	Crisis Intervention Counselor	Title I	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	SCE Campus Personnel		$92,501.00
				Sub-Total	$92,501.00
				Budgeted Fund Source Amount	$92,501.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Title I Tutors		$32,285.00
1	2	3	Family Engagement Resources		$912.00
1	3	1	Crisis Intervention Counselor		$41,000.00
1	3	1	Professional Development		$17,000.00
				Sub-Total	$91,197.00
				Budgeted Fund Source Amount	$91,197.00
				+/- Difference	$0.00
				Grand Total Budgeted	$183,698.00
				Grand Total Spent	$183,698.00
				+/- Difference	$0.00

Birdville Independent School District

Watauga Elementary

2024-2025 Campus Improvement Plan

Mission Statement

We are a school which values each part of our community, empowers learners, and establishes an environment where positive futures can be created.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus serves approximately 705 students in grades Pre-Kindergarten through Fifth grade. Grade levels range from five to six sections with all grade levels having two bilingual classrooms. Student ethnicity is 66% (471) Hispanic, 23% (161) White, and 7% (52) African American. Our school is about 51% (369) male and 49% (336) female. We have 42% (301) of our students as Emergent Bilinguals. Students identified as economically disadvantaged make up 80% (570) of our students population. Our students labeled At Risk make up 80% (569) of our population. 42% (301) of Watauga students are enrolled in the bilingual or ESL program.

Other Demographics to consider: 5% (36) of our students are identified as Dyslexic, 14% (104) of students are identified under special education, 3% (21) are served under Gifted and Talented and 6% (50) of our population is served under 504. Our mobility rate is 13%.

Demographics Strengths

Our campus is very large and still maintains a strong family bond. The staff works incredibly well together and is very supportive. They work diligently to meet the needs of others and their students.

All campus staff have started the Conscious Discipline training and are implementing the tools in their classrooms.

To support ELL population, funds are allocated for Bilingual Intervention.

Monolingual and Bilingual teachers plan together and stay aligned within the curriculum.

Classes interact with one another developing an appreciation of differing cultures.

We have a local SERTOMA chapter that supports our school and is very involved in supporting public education in the city of Watauga.

Northwood Church has adopted our campus and sponsors a fall carnival, Christmas gifts and over 100 mentors who come out once a month with Academy 4. We have also implemented two programs called Leaders 5, a mentoring program for 5th graders, and a 4 Families project which provides family and parenting education classes through mentorship.

This year, we only hired 2 new teachers to the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall campus attendance rates are 94.6%. This is an increase from the past few years but still below our desired rate of 96%. **Root Cause:** A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.

Student Learning

Student Learning Summary

According to the 2024 STAAR results, there was an increase in eleven of the fourteen tests in the percent of students reaching Approaches, Meets or Masters. The campus improved in district ranking in all English tests.

Based on the End of Year 2024 MTTS tiers, 54% of Kinder students were reading on grade level in English, 45% in Spanish, and 68% were on level for Math. 52% of 1st graders were reading on level in English, 32% in Spanish, and 71% were on level for Math. 44% of 2nd graders were reading on level in English, 54% in Spanish and 63% were on level in Math. 65% of 3rd graders were reading on level in English, 54% in Spanish and 61% were on level in Math. 41% of 4th graders were reading on level in English, 50% in Spanish and 58% were on level in Math.

Student Learning Strengths

The percent of Watauga students who scored at the Approaches level in 3rd Grade English Reading and Math was in the middle of Birdville ISD.

The percent of Watauga 4th graders who scored at the Approaches level for English Reading increased by 13%.

The percent of Watauga 5th graders who scored at the Meets level for English Math increased by 12%.

The percent of Watauga 4th graders who scored at the Approaches level for Math STAAR in Spanish increased by 7%.

The percent of Watauga 4th graders who scored at the Approaches level for Reading STAAR in Spanish increased by 13%.

The percent of Watauga 3rd graders who scored at the Approaches, Meets and Masters level for Math STAAR in Spanish was above District, Region and State average.

There were nine 4th grade students who passed Reading STAAR for the first time last year and 17 students increased on their STAAR performance level indicator.

There were nine 5th grade students who passed Math STAAR who had failed the 4th grade Math STAAR.

There were 26 5th grade students who increased on their Math STAAR performance level indicator.

There were 18 5th grade students who increased on their Reading STAAR performance level indicator.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The All-Students group has a target of 49% for math for 2023-27. Preliminary Results indicate 43% met grade level or above in Spring 2024. **Root Cause:** Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.

Problem Statement 2 (Prioritized): According to the 2024 STAAR results, there were 39 4th grade students who dropped in their performance level indicator. **Root Cause:** Due to inconsistent instructional strategies, students are not maintaining their level of growth with 4th grade curriculum.

School Processes & Programs

School Processes & Programs Summary

A number of specialized programs related to student need serves students at Watauga Elementary. The free and reduced lunch program serves eighty-three percent of our students. Forty-six percent of the campus is served through a bilingual or ESL program in some capacity. Fifteen percent of our students are served in special education. Approximately six percent of our students are served through 504, as well. Approximately three percent of our students are served through our Gifted and Talented program.

In addition, we have a strategic and successful MTSS program that identifies students with needs in math and reading in Kindergarten - 5th grade. These students are placed on tiers, given strong research-based instruction in small group settings, and their progress is monitored and assessed frequently. Teachers are provided with trainings, resources, and staff support to meet the needs of these struggling students. Five tutors have been hired to help meet the differentiated academic needs of students. We have two Resource teachers and three dyslexia teachers who serve students daily.

Watauga is committed to guaranteeing growth for all students- academically, emotionally and physically. Our students are involved in setting individual, class and grade level goals and monitoring their progress along the way in meeting these goals. Students celebrate their growth and success The staff also sets professional goals and the campus calendar and schedule provide opportunities for the staff to visit other teachers' classrooms and learn from one another. We strive to foster a culture of literacy in all content areas. Our desire is to promote innovation with the use of technology resources that assist in increased engagement, collaboration and formative assessment. All students participate in monthly Counselor lessons, weekly social-emotional lessons from Character Strong and a common school-wide focus on our social skills program, Conscious Discipline. There are two full time Counselors and a part time crisis counselor who help meet the needs of students. WE has support of local churches to provide weekend food backpacks for several families. The campus offers a variety of extracurricular activities, including choir, running club, garden club, leadership team, and battle of the books, to meet the many needs of our students and families. We have partnered with a local church and Academy 4 so that every 4th grader will have a mentor this year and will go through a monthly leadership curriculum. In addition, we have a parent liaison who works closely with families in building literacy projects and supports in the home. To help foster a great relationship between school and home, we over monthly Prek family nights where families gather for fun activities and form community.

Our campus follows district expectations for instructional and curricular practices. We include personnel recruitment, support, and retention plans through our Title One supplemental plans.

Watauga Elementary only has two teachers who are new to the campus this year. We are thrilled to have consistency among our teaching staff and look for momentum and focus.

Campus professional learning is developed from the district initiatives. Rubrics provided by the district, teacher surveys, instructional walks, classroom observations and student data guide our campus analysis. From these data sources, the campus leadership team identifies areas of needs. These needs are then addressed through professional learning throughout the year. This year our campus focus is on differentiated instruction.

School Processes & Programs Strengths

The master schedule for the campus has been strategically planned and developed to maximize the time for all students and to ensure that students do not miss core Tier 1 instruction. The campus MTSS team has created a systematic and comprehensive approach of reviewing multiple points of data for all students several times a year. This system allows for easy identification of students and data progress monitoring from a variety of sources in both reading and math. There is a strong focus on social and emotional learning for both students and staff.

We have implemented Conscious Discipline and are then completing a book study and video series to help us gradually learn and implement structures that will help student self regulation.

To build engagement with parents, we are utilizing the Latino Family Literacy Project this year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. **Root Cause:** Students are coming to school having greater social and behavior, academic and language needs.

Perceptions

Perceptions Summary

Faculty developed mission:

Mission

We are a school who works together to value each part of our community, empower learners,

and establish an environment where positive futures are created.

Focused – Empowering – Caring

Student friendly motto, recited daily:

Wildcat Motto

I have the right to learn in a safe, fun, supportive environment.

Clear expectations with visuals are aligned across the campus

Aligned rules in each classroom:

Classroom Rules

Conduct

1. Follow directions
2. Be polite, respectful, and helpful to others.
3. Respect Watauga Elementary property.

Work Habits:

1. Be prepared
2. Use time wisely.
3. Produce quality work.

-

Perceptions Strengths

The staff participated in a survey in the spring of 2024 and results were overwhelmingly positive. The staff reported the campus has a family feel, that everyone is dedicated, supportive, collaborative and professional.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff. **Root Cause:** There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

Priority Problem Statements

Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching.

Root Cause 1: Students are coming to school having greater social and behavior, academic and language needs.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: According to the 2024 STAAR results, there were 39 4th grade students who dropped in their performance level indicator.

Root Cause 2: Due to inconsistent instructional strategies, students are not maintaining their level of growth with 4th grade curriculum.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Overall campus attendance rates are 94.6%. This is an increase from the past few years but still below our desired rate of 96%.

Root Cause 3: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.

Problem Statement 3 Areas: Demographics

Problem Statement 4: With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff.

Root Cause 4: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

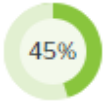
Goals

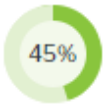
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics 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 reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, 1-5), TEA Interims (grades 3-5 reading and mathematics), Campus Common Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 cycle, that is responsive to all staff needs to build their capacity to implement campus plans. b) Support teachers in implementing District curriculum, identified resources and strategies. c) Use data to provide targeted support and progress monitoring. **Staff Responsible for Monitoring:** Campus Administration, Academic Coaches, Leaders of Learners **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** Title I Personnel - 211 - Title I - $179,033				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices (including differentiation), and continuous improvement. **Actions:** a) Continue to support new teachers on the science of teaching reading and implementation of reading academies. b) Schedule and hold campus instructional focus walks and debriefing sessions with administration, coaches and teacher. Collect data to measure alignment and implementation of Tier 1 Priorities. c) Utilize data from instructional walks and formative assessments to customize campus professional learning. d) Provide teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. e) Plan specific PLC agendas based on the needs of teachers and data from student learning. f) Integrate the use of proficiency scales in Math for Kinder - 5th grades. **Staff Responsible for Monitoring:** Campus Administration, Instructional Facilitators, Leaders of Learners, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide training in data analysis, progress monitoring, and data driven decision-making to inform instruction and responsive teaching. **Actions:** a) Train campus staff in analyzing student data and utilizing a Plan Do Study Act cycle after formative assessments. b) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the Professional Learning Community process. c) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance and Interims) to inform instruction. d) Use the Quarterly Review Protocol process and campus walks that are specific to instruction and program implementation for the purpose of improving student performance. e)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 Facilitators, Campus staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

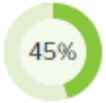
Student Learning
Problem Statement 2: According to the 2024 STAAR results, there were 39 4th grade students who dropped in their performance level indicator. **Root Cause**: Due to inconsistent instructional strategies, students are not maintaining their level of growth with 4th grade curriculum.
School Processes & Programs
Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. **Root Cause**: Students are coming to school having greater social and behavior, academic and language needs.

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 and campus assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development that assists teachers in developing, administering, and utilizing of student performance data to evaluate student growth. **Actions:** a) Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction). b) Track student performance on common assessments, interims and district screeners to determine progress toward success on STAAR assessments. Discuss student, class and grade level data in PLCs and write action plans for low performing TEKS. **Staff Responsible for Monitoring:** Campus Administration, Instructional Facilitators, Campus Staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** Title I Tutors - 211 - Title I - $33,795				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a multi-tiered system of support (MTSS) for identified students. **Actions:** a) Hold campus MTSS meetings throughout the year. b) Coordinate with campus staff to discuss progress, needs and curriculum utilized for individual student learning. **Staff Responsible for Monitoring:** Campus Administration, Instructional Facilitators and Campus Staff **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $123,246				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. **Actions:** a) Deliver clear expectations on the implementation of the Continuous Improvement process throughout the school year. Model the processes for grade level teams. b)Continue to support, monitor the implementation of the PDSA process and provide feedback for appropriate, tiered professional learning support. c) Monitor the PDSA development process with common assessments through PLCs to ensure alignment. d) Utilize the rubric to evaluate progress of campus growth. **Staff Responsible for Monitoring:** Campus Administration and Campus Staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enlist community and business partners to assist in providing support to students and families. **Actions:** a) Coordinate with PTA to form a strong partnership with campus and families and host family events. b) Coordinate with Northwood Church and Academy 4 about meeting campus needs and providing resources. c)Continue relationships with SERTOMA, other local area churches and counseling resources to increase the support of community involvement. **Staff Responsible for Monitoring:** Campus Administration, Counselors, Nurse, Parent Liaison **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** Family Engagement - 211 - Title I - $2,205	55%	65%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement and monitor district protocol to ensure identification and accurate coding of all students who qualify to receive services under the thirteen 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, Counselor, SPED staff **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Perceptions 1	25%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Overall campus attendance rates are 94.6%. This is an increase from the past few years but still below our desired rate of 96%. **Root Cause**: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.

Student Learning

Problem Statement 2: According to the 2024 STAAR results, there were 39 4th grade students who dropped in their performance level indicator. **Root Cause**: Due to inconsistent instructional strategies, students are not maintaining their level of growth with 4th grade curriculum.

School Processes & Programs

Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. **Root Cause**: Students are coming to school having greater social and behavior, academic and language needs.

Perceptions

Problem Statement 1: With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff. **Root Cause**: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

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

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

Evaluation Data Sources: Social-Emotional Learning survey, Observation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district approved program that teaches social and character development (SCD). **Actions:** a) Provide in depth training to campus staff for implementation of Conscious Discipline throughout the year with modeling, book study and video trainings. and monitor campus implementation. b) Provide all staff with expectations of CD structures and routines. c) Implement and monitor SCD and Character Strong lessons in each classroom. d) Utilize Crisis Counselor to provide support to students in areas of social-emotional learning. e)Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. **Staff Responsible for Monitoring:** Campus Administration, Counselors, Campus Staff **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Professional Development - 211 - Title I - $5,483				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the SEL component contained in the district ESSER plan. **Actions:** a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Collect data on student and family needs and intervention efficacies. **Staff Responsible for Monitoring:** Campus Administration, Counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1	50%	65%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. **Root Cause**: Students are coming to school having greater social and behavior, academic and language needs.

Perceptions
Problem Statement 1: With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff. **Root Cause**: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

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 MTSSTiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement with fidelity the behavioral MTSS plan. **Actions:** a) Provide training on the district behavior MTSS plan. b) Implement Conscious Discipline campus wide and provide teachers with clear expectations for Tier 1 behavior supports. c) Train staff on de escalation strategies. d) Utilize district behavior facilitators **Staff Responsible for Monitoring:** Campus Administration, Counselors, Crisis Counselors, Campus Staff, Behavior Facilitators **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. **Root Cause**: Students are coming to school having greater social and behavior, academic and language needs.
Perceptions
Problem Statement 1: With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff. **Root Cause**: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

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: 23-24 Campus Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement a campus-wide plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Develop and refine campus attendance with leadership teams. b) Communicate campus attendance plan with all stakeholders. c) Monitor student attendance and review progress regularly in order to determine effectiveness of the campus plan related to incentives to improve student attendance. d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. e) Utilize district tribunal process. **Staff Responsible for Monitoring:** Campus Administration, Attendance Clerk, Counselors, Campus Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	40%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Overall campus attendance rates are 94.6%. This is an increase from the past few years but still below our desired rate of 96%. **Root Cause**: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.

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 feel safe at school.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Utilize campus leadership teams to guide next steps. c) Identify potential school and safety threats using survey data to implement and refine procedures. d) Schedule and monitor safety drills and revise plans as needed. e) Implement and review safety protocols. f)Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. **Staff Responsible for Monitoring:** Campus Administration, Counselors, Campus staff **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	40%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

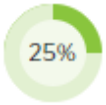
Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. **Root Cause**: Students are coming to school having greater social and behavior, academic and language needs.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a 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 School trainings. f) Implement campus protocol for staff to report safety concerns. **Staff Responsible for Monitoring:** Campus Administration, Campus Staff **Title I:** 2.5 **Problem Statements:** Demographics 1 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

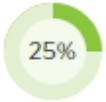
Demographics
Problem Statement 1: Overall campus attendance rates are 94.6%. This is an increase from the past few years but still below our desired rate of 96%. **Root Cause**: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.

School Processes & Programs
Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. **Root Cause**: Students are coming to school having greater social and behavior, academic and language needs.

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

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

Evaluation Data Sources: Annual review of district improvement plan requirements

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 Challenge, Height/Weight screenings b) Follow district health requirements. c) Students participate in regular pacers and Fitness Gram tests in PE classes. **Staff Responsible for Monitoring:** Campus Administration, Nurse, Campus Staff **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Overall campus attendance rates are 94.6%. This is an increase from the past few years but still below our desired rate of 96%. **Root Cause**: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.
School Processes & Programs
Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. **Root Cause**: Students are coming to school having greater social and behavior, academic and language needs.

State Compensatory

Budget for Watauga Elementary

Total SCE Funds: $123,246.00
Total FTEs Funded by SCE: 3.39
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 Watauga Elementary

Name	Position	FTE
Adrianna Jenkins	Teacher	0.5
Allyson Cortez	Reading Intervention	0.33
Araceli Johnston	Teacher	0.5
Brittany Landaverde	Educational Assistant	0.33
Edith Tavera	Reading Intervention	0.15
Heather Becraft	Instructional Facilitator	1
Jessica Sandmann	Reading Intervention	0.33
Veronica Rodriguez Muniz	Teacher	0.25

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

Parents: **Cecilia Vinogradov**
Community Members: Craig Terry, Ashley Venable
Teachers: Hannah Lightsey, Tearah Sawyer, Ana Garcia, Cecilia Vinogradov, Mary Vaughan, Sean Halbach, Heather Becraft, Megan Hayes, and Daniela Mendez
Administrators: Jennifer Martin, Mary Terry, Alicia Roberson
Other Campus and District Staff: Michell Tennison, Veronica Petty, Jennifer Doty

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, 78% 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:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Leveled Literacy Intervention
- Social Skills Training

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

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

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

3.1: 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 Plan was developed through the input and involvement of the following:

Parents: **Cecilia Vinogradov, Jasmine Johnson, Shay Stonecipher**
Teachers: Hannah Lightsey, Tearah Sawyer, Ana Garcia, Mary Vaughan, Sean Halbach
Administrators: Jennifer Martin, Mary Terry, Alicia Roberson

Parents: **Cecilia Vinogradov, Jasmine Johnson, Shay Stonecipher**
Other Campus and District Staff: M Michell Tennison and Veronica Petty

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

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Monday evenings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2023-2024:

- August Meet the Teacher Night
- Grade Level Nights/Book Fair
- Kinder - 5th Grade Level Performances in October - May
- October Title I Meeting
- October Skate Night
- October Caine's Arcade
- October Family Carnival
- November Title I Meeting
- December English Spelling Bee
- January Spanish Spelling Bee
- January Museum Night
- March Open House
- March Experience Birdville Event
- April Family Engagement Policy and Compact Revision

- May End of the Year Celebrations, Field Day
- May Grade Level EOY Celebrations

Title I Personnel

Name	Position	Program	FTE
Ana Moller	Title I Parent Liaison	Title I	1.0
Edith Tavera	Reading Intervention	Title I	.50
Jasmine Johnson	Title I EA	Title I	1.0
Maria McCully	Instructional Facilitator	Title I	0.4
Sara Cheney	Crisis Intervention Counselor	Title I	0.3

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	SCE Campus Personnel		$123,246.00
				Sub-Total	$123,246.00
				Budgeted Fund Source Amount	$123,246.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Title I Personnel		$179,033.00
1	2	1	Title I Tutors		$33,795.00
1	2	4	Family Engagement		$2,205.00
1	3	1	Professional Development		$5,483.00
				Sub-Total	$220,516.00
				Budgeted Fund Source Amount	$220,516.00
				+/- Difference	$0.00
				Grand Total Budgeted	$343,762.00
				Grand Total Spent	$343,762.00
				+/- Difference	$0.00

Birdville Independent School District

Grace E. Hardeman Elementary

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

Grace E. Hardeman fosters a safe and happy place where everyone is valued, and differences are acknowledged, accepted, and celebrated to create a love of learning.

Value Statement

***Roadrunners** Respect and **I**nspire **S**tudent **E**xcellence*

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Demographics

Demographics Summary

Hardeman Elementary is a Title I school that served 595 students Pre-k-5th grade during the 2023-2024 school year. Our campus demographics are displayed in detail below.

- Title I campus located in the north end of Birdville ISD
- Serves approximately 595 students
    - PreK – 5th Grade
    - AABLE and ACCESS Special Education Program
- Student Gender
    - 51% Male
    - 49% Female
- Student ethnicity
    - 38% White
    - 36% Hispanic/Latino
    - 12% African American
    - 9% Asian
    - 3% Two or more
    - 2% Other
- 64% of students are Economically Disadvantaged
- 17% of students are Limited English Proficient
- 17% of students are served in ESL Program
- 26% of students are served in Special Education
- 8% of students are served in Advanced Academic Program
- 100% staff meet federal highly qualified requirements
- Average Daily Attendance for 2023-2024 school year is 94.72%

Grace E. Hardeman Elementary School currently employs 85 individuals. We place a high priority on recruiting and hiring teachers with a passion for working with students. All teachers new to the profession participate in the district new teacher mentor program, and are assigned a campus mentor. One hundred percent of the certified teachers on staff are English as a Second Language certified. Teachers in Kindergarten through third grade and some support staff have been trained or are currently participating in Texas Reading Academy. Grace E. Hardeman uses a Professional Learning Community (PLC) model to provide collaborative opportunities for successful communication of the campus routines, procedures and philosophy for all staff members. Grade level team outlooks are positive and productive. GEH is developing a strong Parent Teacher Association (PTA). The Executive Board of the PTA is made up of parents and staff members who work collaboratively to encourage family engagement and community involvement to enhance the goals of the campus.

Demographics Strengths

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

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Gifted and talented students are under identified. **Root Cause:** Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

Problem Statement 2 (Prioritized): Average daily attendance has decreased from previous years. **Root Cause:** Chronic illnesses and lack of reliable transportation for families.

Student Learning

Student Learning Summary

In the 2024 STAAR assessments, performance varied across grades and subjects. For 3rd grade, a majority of students met the *Approaches* standard in both Math (81.33%) and Reading (83.12%), with a significant portion also reaching the *Meets* and *Masters* levels. In 4th grade, Math results were notably lower, with only 57.33% of students meeting *Approaches* and just 12% achieving *Masters*. Reading scores in 4th grade were better, with 83.33% meeting *Approaches* and 45.83% meeting *Meets*. The 5th grade showed strong performance across all subjects, especially in Reading, where 88.64% met *Approaches* and 45.45% reached *Masters*. Math results were also strong, with 89.53% at *Approaches* and 68.6% at *Meets*. Science scores in 5th grade indicated a solid foundation, with 75% meeting *Approaches* and 20.45% reaching *Masters*. Overall, the data highlights strong performance in 5th grade but suggests areas for improvement, particularly in 4th grade Math.

Review of 2024 STAAR data:

Assessment	Approaches	Meets	Masters
3rd Grade Math	81.33%	58.67%	26.67%
3rd Grade Reading	83.12%	53.25%	31.17%
4th Grade Math	57.33%	24.0%	12.0%
4th Grade Reading	83.33%	45.83%	18.06%
5th Grade Math	89.53%	68.6%	30.23%
5th Grade Reading	88.64%	70.45%	45.45%
5th Grade Science	75.0%	40.91%	20.45%

Student Learning Strengths

Third grade students at Grace E. Hardeman Elementary performed above the district average for students meeting standards in all areas on the 2024 State of Texas Assessment of Academic Readiness (STAAR)

Fifth grade students at Grace E. Hardeman Elementary performed above the district average for students meeting standards in all areas on the 2024 STAAR

Fifth grade students at Grace E. Hardeman Elementary performed above the state average in all areas of the 2024 STAAR.

The number of students in grades K-2 meeting benchmark on mClass has increased by 15% from the beginning of the 2023 to the end of the 2024 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fourth grade reading and math STAAR scores have decreased over the past three years. **Root Cause:** Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.

Problem Statement 2 (Prioritized): Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores. **Root Cause:** The rigor

and fidelity of teaching science in grade K-5 needs to be increased.

Problem Statement 3 (Prioritized): Gifted and talented students are under identified. **Root Cause:** Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

Problem Statement 4 (Prioritized): Average daily attendance has decreased from previous years. **Root Cause:** Chronic illnesses and lack of reliable transportation for families.

School Processes & Programs

School Processes & Programs Summary

During the 2023-2024 school year, students at Grace E. Hardeman Elementary are served by a number of specialized programs related to student need. Approximately 17.31% of students are Emergent Bilingual (EB), served by English as a second language (ESL) programs. Currently, 23.19% of students are served through special education which includes four self-contained programs and five percent of students are served through the gifted and talented program.

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

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

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

All students and staff at Grace E. Hardeman have access to technology hardware and software. Computers, document cameras, Chromebooks are available in all classrooms. Some classrooms have Smart Boards. Wireless access points have been installed around the building for educational use. There is a computer lab with twenty-five desktop computers. Students are encouraged to use technology programs and applications such as Go Math, Canvas, SeeSaw, Amplify Reading, Progress Leaning, and Spatial Temporal Math (STMath). Teachers and staff monitor student computer use using Go Guardian. Teachers use the AWARE applications to create assessments and review student assessment data. The campus also a digital learning specialist that visits the campus weekly to provide training and support for teacher.

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

School Processes & Programs Strengths

Grace E. Hardeman has identified the following strengths

- Weekly PLCs with the instructional coach to create common assessments, analyze data,
- Weekly team planning to identify effective instructional strategies and individual student needs.
- MTSS meetings to identify students in need of additional interventions and providing early intervention strategies for those students.
- Comprehensive curriculum provided by Birdville Independent School District that addresses the TEKs
- One to one technology devices are provided to students
- Teachers provide students with instruction geared to their individual needs
- One-to-one devices for all students
- Open computer lab
- Wireless access points throughout the building

- Digital learning specialist available for campus needs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores. **Root Cause:** The rigor and fidelity of teaching science in grade K-5 needs to be increased.

Problem Statement 2 (Prioritized): Fourth grade reading and math STAAR scores have decreased over the past three years. **Root Cause:** Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.

Problem Statement 3 (Prioritized): Our school is facing a challenge in acquiring volunteers. **Root Cause:** Limited volunteer opportunities provided for parents.

Problem Statement 4 (Prioritized): Gifted and talented students are under identified. **Root Cause:** Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

Problem Statement 5 (Prioritized): There is an continued need for purposeful teaching and practicing of appropriate social skills for all students **Root Cause:** Students need direct instruction in social skills necessary to interact with peers or deal with conflict in an appropriate manner.

Problem Statement 6 (Prioritized): There was an increase in workman's compensation claims during the 2024 school year. **Root Cause:** Increase in workman's compensation claims may be due to underlying factors such as changes in workplace conditions, insufficient safety measures, or a rise in incidents that have not been fully addressed.

Perceptions

Perceptions Summary

The involvement of the parents and community at Grace E. Hardeman Elementary is steadily growing. We strive to communicate proactively and provide opportunities for parents to be engaged in the education of their children. We have worked with our Parent Teacher Association to develop a collaborative and positive climate for our families. Through proactive and responsive efforts we have reached out to our community to develop relationships that are friendly and welcoming for all stakeholders. We strive to be culturally sensitive to the needs of families moving into our community by providing opportunities for them to learn about our school. We communicate with families via a monthly principal e-Newsletter, weekly grade level newsletters, and our campus Facebook page. Parents who responded to the district safety survey reported that they feel their child is safe at school. According to the staff safety survey, 100% of our staff reported that they feel our campus is safe for students and staff. Hardeman Elementary maintains a school climate that is inclusive of our diverse population of students and families. The staff, students, and parents have a strong sense of belonging. Parents and staff feel included in the decision making process. Parents report they are proud to be a part of the Hardeman community and feel that the school meets the needs of their students. We have an active and involved PTA and Watch D.O.G. program from whom we receive regular feedback. Parent surveys are conducted each year.

Perceptions Strengths

According to campus and district surveys:

- 100% of staff members feel our campus has a safe and positive climate
- 97% of students feel safe and welcome on campus
- 92% of students feel they have a trusted adult to talk to on campus
- 100% of our parents feel our school is safe
- 96% of parents feel welcome on our campus

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our school is facing a challenge in acquiring volunteers. **Root Cause:** Limited volunteer opportunities provided for parents.

Problem Statement 2 (Prioritized): There is an continued need for purposeful teaching and practicing of appropriate social skills for all students **Root Cause:** Students need direct instruction in social skills necessary to interact with peers or deal with conflict in an appropriate manner.

Problem Statement 3 (Prioritized): There was an increase in workman's compensation claims during the 2024 school year. **Root Cause:** Increase in workman's compensation claims may be due to underlying factors such as changes in workplace conditions, insufficient safety measures, or a rise in incidents that have not been fully addressed.

Priority Problem Statements

Problem Statement 1: Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores.

Root Cause 1: The rigor and fidelity of teaching science in grade K-5 needs to be increased.

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

Problem Statement 2: Gifted and talented students are under identified.

Root Cause 2: Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

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

Problem Statement 3: Fourth grade reading and math STAAR scores have decreased over the past three years.

Root Cause 3: Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.

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

Problem Statement 4: Our school is facing a challenge in acquiring volunteers.

Root Cause 4: Limited volunteer opportunities provided for parents.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: There is an continued need for purposeful teaching and practicing of appropriate social skills for all students

Root Cause 5: Students need direct instruction in social skills necessary to interact with peers or deal with conflict in an appropriate manner.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: Average daily attendance has decreased from previous years.

Root Cause 6: Chronic illnesses and lack of reliable transportation for families.

Problem Statement 6 Areas: Demographics - Student Learning

Problem Statement 7: There was an increase in workman's compensation claims during the 2024 school year.

Root Cause 7: Increase in workman's compensation claims may be due to underlying factors such as changes in workplace conditions, insufficient safety measures, or a rise in incidents that have not been fully addressed.

Problem Statement 7 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Discipline records
- School safety data

Employee Data

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

Parent/Community Data

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

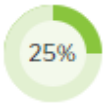
Goals

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

Performance Objective 1: All students will make at least one year's progress in reading and 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: CLI Engage - CIRCLE (prekindergarten reading and math), mCLASS (kindergarten reading and math), mCLASS (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Maximize district resources by implement quality Tier 1 instructional priorities for students in grades Pre-K through 5th grade. **Actions:** -Utilize grade level PLCs in collaboration with instructional facilitator to implement tier 1 priorities. -Train staff during professional learning sessions after each LOL meeting. -Utilize campus resources including instructional facilitator to provide support for campus and classroom implementation plans. -Utilize RLA vertical teams to increase collaboration system wide on tier 1 priorities and best practices in the classroom. **Staff Responsible for Monitoring:** Principal, Assistant Principal, LOL team, campus vertical teams **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Align processes that facilitate personalized learning to close achievement gaps, in core content areas, for students in grades Pre-K through grade 5. **Actions:** -Utilize Continuous improvement rubrics to strengthen instruction and assist teachers in supporting learning for all students including EB population. -Implement MTSS processes to ensure alignment with district protocol and make adjustments as needed. -Utilize district resources with tier 1, 2, and 3 students during readers workshop. -Utilize bilingual ESL EA to facilitate small group intervention with EB students. -Provide enrichment for tier 1 groups based on individual data. -Utilize Title 1 tutor, and classroom teachers to provide intervention for targeted students identified through the MTSS process to decrease learning gaps and increase student performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Tutorials - 211 - Title I - $37,704, SCE Campus Personnel - 199 - General Funds: SCE - $116,984				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Fourth grade reading and math STAAR scores have decreased over the past three years. **Root Cause**: Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.
Problem Statement 2: Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores. **Root Cause**: The rigor and fidelity of teaching science in grade K-5 needs to be increased.

School Processes & Programs
Problem Statement 1: Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores. **Root Cause**: The rigor and fidelity of teaching science in grade K-5 needs to be increased.
Problem Statement 2: Fourth grade reading and math STAAR scores have decreased over the past three years. **Root Cause**: Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.

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

Performance Objective 2: Close achievement gaps that exist for all under-performing 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: STAAR data, interim data, screener data (mclass, renaissance) and campus assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strengthen the understanding and implementation of the district continuous improvement process including the use of mission statements, goal setting, the PDSA process, and data folders in the classroom. **Actions:** -Deliver clear expectations of the implementation of the continuous improvement process throughout the school year based on rubric and BOY data -Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus -Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric -Conduct "data days" where students explain their goals and data to their parents each nine weeks grading period. -Hold campus content area events to educate families and provide practice opportunities for academic skills. (Science night, math night) **Staff Responsible for Monitoring:** Campus Administration, Instructional Facilitator, LOL team, staff **Title I:** 2.4, 2.5, 2.6, 4.2 **Problem Statements:** Student Learning 1 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need **Actions:** -Collaborate with PTA to schedule and host school wide events to support students and families. -Identify and communicate the needs of student populations and their families with community organizations such as Sertoma, Tree of NorthTexas -Conduct campus events to engage families including math and science family nights. **Staff Responsible for Monitoring:** Campus Administration, Counselor **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 3 - Perceptions 1 **Funding Sources:** Family Engagement - 211 - Title I - $1,047				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement PDSA process through grade level and vertical PLCs to ensure growth and performance of all students including those identified through additional targeted supports. **Actions:** -Review expectations for teachers regarding PDSA process and best practices during campus PD and grade level meetings. - Utilize PLC time to review STAAR data, CFA data, interim data, student grades, F&P reading levels, and Star Renaissance math and reading benchmark data, mClass data as well as additional targeted support areas, then create plans based on collected data. - Utilize Care team collaboratives to review assessment data listed above and create intervention plans individual student needs. -Provide tier 1 instruction as well as interventions based on individual student needs using data above. - Meet weekly in grade level teams and monthly in vertical PLCs to continue the PDSA cycle. -Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels **Staff Responsible for Monitoring:** campus administration & Instructional Facilitator **Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Gifted and talented students are under identified. **Root Cause**: Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

Student Learning

Problem Statement 1: Fourth grade reading and math STAAR scores have decreased over the past three years. **Root Cause**: Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.

Problem Statement 2: Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores. **Root Cause**: The rigor and fidelity of teaching science in grade K-5 needs to be increased.

Problem Statement 3: Gifted and talented students are under identified. **Root Cause**: Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

School Processes & Programs

Problem Statement 1: Fifth grade STAAR Science scores decreased in the areas of meets and masters as compared to 2023 STAAR scores. **Root Cause**: The rigor and fidelity of teaching science in grade K-5 needs to be increased.

Problem Statement 2: Fourth grade reading and math STAAR scores have decreased over the past three years. **Root Cause**: Additional support is needed to enhance the implementation of Tier I instruction, including effective use of small groups and data.

Problem Statement 3: Our school is facing a challenge in acquiring volunteers. **Root Cause**: Limited volunteer opportunities provided for parents.

Problem Statement 4: Gifted and talented students are under identified. **Root Cause**: Additional training is needed in best practices to teach standards with greater depth and complexity, which will enhance critical thinking and enable students to apply knowledge to a variety of concepts.

Perceptions

Problem Statement 1: Our school is facing a challenge in acquiring volunteers. **Root Cause**: Limited volunteer opportunities provided for parents.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Social Emotional Learning curriculum (Character Strong) at the campus level to teach social-emotional skills. **Actions:** -Provide professional development to staff on Love and Logic. -Conduct walk-throughs & follow-up discussions to provide feedback to teachers as they implement Love and Logic skills and strategies. -Counselor will conduct guidance lessons throughout the school year. -Teachers will utilize the Character Strong SEL program throughout the school year. -Continue training staff in Love and Logic through campus PD, outside trainings, and coaching. -Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselors Discipline Team **Title I:** 2.5, 2.6 **Problem Statements:** School Processes & Programs 5 - Perceptions 2 **Funding Sources:** Crisis Counselor - 211 - Title I - $65,943	40%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 5: There is an continued need for purposeful teaching and practicing of appropriate social skills for all students **Root Cause**: Students need direct instruction in social skills necessary to interact with peers or deal with conflict in an appropriate manner.

Perceptions

Problem Statement 2: There is an continued need for purposeful teaching and practicing of appropriate social skills for all students in social skills necessary to interact with peers or deal with conflict in an appropriate manner. **Root Cause**: Students need direct instruction

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

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

Evaluation Data Sources: Weekly/monthly attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance. **Actions:** -Review current campus plan for attendance incentives. -Communicate campus attendance plan with all stakeholders -Monitor and make adjustments to the attendance plan throughout the year as needed -Track student and staff attendance -Provide incentives that encourage staff and student attendance **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.6 **Problem Statements:** Demographics 2 - Student Learning 4	N/A	35%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Average daily attendance has decreased from previous years. **Root Cause**: Chronic illnesses and lack of reliable transportation for families.
Student Learning
Problem Statement 4: Average daily attendance has decreased from previous years. **Root Cause**: Chronic illnesses and lack of reliable transportation for families.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes at the campus level. **Actions:** -Develop SMART goals for T-TESS, attendance and safety -Track data for these areas throughout the school year. -Meet with safety team regularly and conduct "plus/deltas" to guide improvement. **Staff Responsible for Monitoring:** Principal Assistant Principal **Problem Statements:** Demographics 2 - Student Learning 4	35%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Average daily attendance has decreased from previous years. **Root Cause**: Chronic illnesses and lack of reliable transportation for families.
Student Learning
Problem Statement 4: Average daily attendance has decreased from previous years. **Root Cause**: Chronic illnesses and lack of reliable transportation for families.

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

Performance Objective 1: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Evaluation Data Sources: district report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district-wide program that promotes an accident-free work environment. **Actions:** -Conduct facility reviews to locate and address facility issues and needs -Provide training for campus staff -Provide safety equipment as needed -Continue to monitor the implementation of safety procedures -All employees will complete Safe Schools Training **Staff Responsible for Monitoring:** Campus admin & all staff **Problem Statements:** School Processes & Programs 6 - Perceptions 3	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 6: There was an increase in workman's compensation claims during the 2024 school year. **Root Cause**: Increase in workman's compensation claims may be due to underlying factors such as changes in workplace conditions, insufficient safety measures, or a rise in incidents that have not been fully addressed.
Perceptions
Problem Statement 3: There was an increase in workman's compensation claims during the 2024 school year. **Root Cause**: Increase in workman's compensation claims may be due to underlying factors such as changes in workplace conditions, insufficient safety measures, or a rise in incidents that have not been fully addressed.

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

Performance Objective 2: The campus will meet all compliance requirements for improvement planning.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure the implementation of the district-wide coordinated health programs. **Actions:** Continue to implement health related plans at the campus level including Play It Safe, Dental and Vision Screenings, Fitness Grams and Safe Haven. **Staff Responsible for Monitoring:** Campus Admin & staff **Problem Statements:** School Processes & Programs 5 - Perceptions 2	35%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs	
Problem Statement 5: There is an continued need for purposeful teaching and practicing of appropriate social skills for all students in social skills necessary to interact with peers or deal with conflict in an appropriate manner.	**Root Cause**: Students need direct instruction

Perceptions	
Problem Statement 2: There is an continued need for purposeful teaching and practicing of appropriate social skills for all students in social skills necessary to interact with peers or deal with conflict in an appropriate manner.	**Root Cause**: Students need direct instruction

Additional Targeted Support Strategies

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

State Compensatory

Budget for Grace E. Hardeman Elementary

Total SCE Funds: $116,984.00
Total FTEs Funded by SCE: 2.98
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 Grace E. Hardeman Elementary

Name	Position	FTE
Amy Shupp	Reading Intervention	0.33
Claudia Corredor Osuna	Educational Assistant	0.33
Jaclyn Riski	Instructional Facilitator	1
Millisent Winkler	Teacher	0.33
Serena Bunn	Educational Assistant	0.33
Shannon Bragg	Reading Intervention	0.33
Tasha Prunty	Teacher	0.33

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Kenji ford - Principal

Lindsey Jones - Assistant Principal

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

Jaclyn Riski - Instructional Coach and District Professional

Kailee Ballew/ Morgan Myer - parents

Brandon Board - community members

Paul A. - business representatives

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

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

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

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

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

- Social Skills Training

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

Kenji ford - Principal

Lindsey Jones - Assistant Principal

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

Jaclyn Riski - Instructional Coach and District Professional

Kailee Ballew/ Morgan Myer - Parents

Brandon Board - Community Members

Paul A. - Business Representatives

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

4.2: Offer flexible number of parent involvement meetings

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

- August Refresh Back to School Event at WG Thomas Coliseum
- August Back to School Bash through Sertoma - August 5th, 10-1pm
- August 14th - Meet the Teacher Night on campus
- September 7th - grade level curriculum nights and Title I Meeting
- September 14th - Family STEAM night
- September 22nd - Back to School Bash
- September 25th- 29th Book Fair on campus
- September 27th - Grandparents Day Celebration

- Awards and data days at the end of each nine week grading period
- Parent classes from the multilingual department beginning Sept. 22
- Grade level performances for families throughout the school year
- Family nights throughout the school year
- World Read Aloud Day
- WatchDog program
- Discover Birdville
- Spring Book Fair
- Open House
- April 5th - volunteer appreciation breakfast and parent engagement policy/compact review
- April - Family Science Night through the Science Museum
- April - Kindergarten Round up & Popsicle on the playground
- May - families invited to Field Day
- May - End of year awards and celebrations

Title I Personnel

Name	Position	Program	FTE
Sara Chaney	Crisis Intervention Counselor	Title I	0.7

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	SCE Campus Personnel		$116,984.00
				Sub-Total	$116,984.00
				Budgeted Fund Source Amount	$116,984.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Tutorials		$37,704.00
1	2	2	Family Engagement		$1,047.00
1	3	1	Crisis Counselor		$65,943.00
				Sub-Total	$104,694.00
				Budgeted Fund Source Amount	$104,694.00
				+/- Difference	$0.00
				Grand Total Budgeted	$221,678.00
				Grand Total Spent	$221,678.00
				+/- Difference	$0.00

Birdville Independent School District

W.A. Porter Elementary

2024-2025 Campus Improvement Plan

Mission Statement

We will promote excellence by empowering children to reach their individual potential within a supportive learning community.

Vision

The vision at W.A. Porter is to recognize the potential of each child and to guide the child in building confidence, leadership potential, academic, and social skills in an environment that is safe and promotes respect for all.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

W. A. Porter Elementary School is established in 1975 and is located in northeast Tarrant County and serves a portion of three municipalities: North Richland Hills, Hurst, and Colleyville. Neighborhoods served by the district range from urban, low-income to suburban upper-middle-class.

The school serves 541 students in grades EE - 5, of which 69.15% are White, 16.33% are Hispanic, 4.72% African American,5.44% Asian, and 4.6% two or more races. We have 21.78% that are Economically Disadvantaged. The percentage of Hispanic students has steadily increased over the last 10 years, while the percentage of white students has slowly declined. The percentage of students considered to be English language learners (ELLs) has increased over this same time period. There are only 6.35% LEP, but that number has gone up each of the past 4 years. There was a slight increase in Asian and African American students this year. While the characteristics of the student population have changed over this time period, the overall number of students the past 10 years has remained relatively stable with slight decrease in student population. One interesting thing about our campus is that we have a relatively high special educaiton population of 19.24%, but we also have a fairly high percentage of gifted and talented students at 11.81%

W. A. Porter is also the Regional Day School for the Deaf (PK-5) serving students from the districts of Birdville, Carroll, Hurst-Euless-Bedford, Keller, Grapevine-Colleyville, Eagle-Mountain Saginaw.

Of the 53 teachers on the campus, 98% are female, 97% are White, 2.6% are two or more races.This is taken from 2020-2021 school year which is the most recent update from TEA. We have 1 teacher that is new to the profession. 13% had 1 to 5 years experience in education, 18% had 6 to 10 years, 36.6% had 11 to 20 years,and 30.6% had more than 20 years experience. The average length of service years in BISD was 14.8 years. In terms of highest college degree held, 100% of teachers have a bachelor's degree and 34.6% hold a master's degree.

Teacher retention remains high. We only have 1 teacher retiring this year, and we are retaining all other teachers.

Student attendance rate was 95.89%.

Porter as has 21% economically disadvantaged which was down from the previous year. Porter also serves 41.92% at risk students which increased by 8% from last year.

Demographics Strengths

Our student demographic population has remained relatively steady over the years although it is ever so slightly changing.

Our students come from homes where they have a strong foundation of literacy as they enter Porter compared to most campuses.

Our mobilty rate is 9.0% which has increased over the past year from 5%, but still remains relatively low. It means our students get to have a solid foundation and have stability in their lives as learners.

There is a lot of support from parents and the community on our campus.

Demographics

Demographics Summary

W. A. Porter Elementary School is established in 1975 and is located in northeast Tarrant County and serves a portion of three municipalities: North Richland Hills, Hurst, and Colleyville. Neighborhoods served by the district range from urban, low-income to suburban upper-middle-class.

The school serves 546 students in grades EE - 5, of which 70.91%(390) are White, 16.36%(90)are Hispanic, 5.27%(29) African American,6%(33) Asian, and .73%(4) two or more races. We have 16.73%(92) that are Economically Disadvantaged. The percentage of Hispanic students has slowly but steadily increased over the last 10 years, while the percentage of white students has slowly declined. The percentage of students considered to be English language learners (ELLs) has increased over this same time period. There are only 5.64%(31) LEP, but that number has maintained for the past 2 years. There was a slight increase in Asian and African American students this year. While the characteristics of the student population have changed over this time period, the overall number of students the past 11 years has remained relatively stable with slight decrease in student population. One interesting thing about our campus is that we have a relatively high special education population of 23.82%(130), but we also have a fairly high percentage of gifted and talented students at 12.91%(70)

W. A. Porter is also the Regional Day School for the Deaf (PK-5) serving students from the districts of Birdville, Carroll, Hurst-Euless-Bedford, Keller, Grapevine-Colleyville, Eagle-Mountain Saginaw.

Of the 53 teachers on the campus, 98% are female, 97% are White, 2.6% are two or more races.This is taken from 2020-2021 school year which is the most recent update from TEA. We have 1 new teacher to the profession this year, and overall our turnover is low which is a great things about our school. Thirteen percent had 1 to 5 years experience in education, 18% had 6 to 10 years, 36.6% had 11 to 20 years,and 30.6% had more than 20 years experience. The average length of service years in BISD was 14.8 years. In terms of highest college degree held, 100% of teachers have a bachelor's degree and 34.6% hold a master's degree.

Teacher retention remains high. We had 1 teacher move to another campus to get experience with a Title 1 campus so she could work on becoming an administrator. We have had 3 teachers in the past 3 years move on to become academic coaches which says a lot on how we are trying to develop leaders here on campus.

Student attendance rate was 95.89%.

Porter is 21.78% economically disadvantaged which was down from the previous year. Porter also serves 43.09% at risk students which has increased 10 percent in the last 2 years.

Demographics Strengths

Our student demographic population has remained relatively steady over the years although it is ever so slightly changing with increases in the Hispanic population.

Our students come from homes where they have a strong foundation of literacy as they enter Porter compared to most campuses.

Our mobility rate is 9.0% which has increased over the past year from 5%, but still remains relatively low. It means our students get to have a solid foundation and have stability in their lives as learners.

Attendance remains a strength at Porter as our community believes in the value of bringing their child to school.

We have a PTA that has 34 sitting members on the board that are non-teachers. They provide many opportunities for kids through funding programs that we would not be able to do as a non-title campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students miss several days of instruction due to family vacations taken during the school year which caused us to not reach our goal of 97%
Root Cause: There is lack of awareness among families regarding the impact of vacation -related absences on student learning and the campus attendance goals.

Student Learning

Student Learning Summary

2024 STAAR Scores

3rd Grade

- 3rd grade reading scores had 85.06%(74) of our students score Approaches, 67.82%(59 students) score Meets and 32.18%(28students) score Masters.
- 3rd grade math scores we had 87.21%(75 students) score Approaches, 70.93%(61 students) scored Meets and 32.56%(28 students) score Masters.

4th Grade

- 4th grade reading had 93.59%(73 students) of our students score Approaches, 70.51%(55 students) score Meets and 33.33%(26 students) score Masters.
- 4th grade math had 83.33%(65 students) of students score Approaches, 62.82%(49 students) scored Meets, and 21.79%(17 students) scored Masters.

5th Grade

- 5th grade Reading had 92.47%(85 students) of students score Approaches, 75.27%(69 students) score Meets and 40.86%(38 students) score Masters.
- 5th grade Math we had 81.52% (75 students) of students score Approaches, 64.13%(59 students) score Meets and 30.43%(28 students) score Masters.
- 5th grade Science scores had 89.25%(83 students) of students score Approaches, 49.46%(46 students) score Meets and 24.73%(23 students) of students score Masters.

Student Learning Strengths

Third grade math scored the highest in the district in approaches, meets and masters.

5h Grade science scores increased from 2023 from 85% approaches to 89% approaches in 2024. They also increased their masters scores from 2023 from 19% to 25% in 2024.

4th grade students from 2023 increased their reading scores in 2024 from 91.75% approaches to 93% approaches. They also showed an increase in Meets from 2023 to 2024 from 72% Meets to 75% Meets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We scored a 76 on our Domain 2A which deals with academic growth showing that 48 students dropped from masters to meets on their 4th or 5th grade reading or math STAAR. **Root Cause:** Third grade math has always been at the top of our district scores as well as the state campus comparisons. Fourth grade math was shown not to be at the same level of rigor that 3rd grade math was using.

Problem Statement 2 (Prioritized): Many of our 3rd and 5th grade writing Extended Constructive Response scores got scored as a 0 on the writing rubric this past year. **Root Cause:** Students that scored a 0 were not always re-stating the prompt which was an automatic score of 0. Students wrote very nice responses, but not re-stating the prompt cost many of our students great scores.

Problem Statement 3 (Prioritized): Special Education population did not make sufficient growth on their STAAR test in reading or math. **Root Cause:** Differentiated instructional strategies and interventions were not consistently tailored to meet the individual learning needs of Special Education students.

School Processes & Programs

School Processes & Programs Summary

Students at W. A. Porter Elementary are served by a number of specialized programs related to student need. There are 16.73 percent of our students that are served by the free/reduced lunch program. We have 23.82% of students that are served through special education which includes the regional day school for the deaf. The Gifted and Talented program serves 12.91% of our population.

The academic RTI program serves students in grades Pre-K through 5th in both Reading and Mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. Teachers use progress monitoring as a means to keep a closer watch on student progress and group students according to their ability level. Specific services provided for students on Tiers 2 and 3 are outlined in the district RtI Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions. Performance data suggest that the RtI program has been successful in moving students off of tiered interventions.

We will continue to use Capturing Kids Hearts this year which focuses on getting through to a student's heart before you capture the mind. Empowering the students to lead our Capturing Kids' Hearts program will be a focus this year. Teachers have students follow a social contract in the classroom and campus wide. Students also participate each week in team building games in PE build those skills that students need. Students learn how to work together to solve problems in a fun but challenging environment. They are guided on problem solving strategies that are life skills as well.

Porter has a very involved community which takes part in our Panther Race, Open House, Data Nights and PTA sponsored events which gives a great chance to interact with the community. These activities are designed to have parents come and participate with their students to see what they are learning and doing as school.

Data meetings are held after each round of assessments to look at student growth and make decisions based on student performance. There is a once a month meeting with our digital specialist and academic coach where teachers will have access to help improve technology in the classroom.

The LOL meets as needed, but not less than once a month to assist in making sure teacher input is heard and to tweak any processes that are not leading to student gains.

Student behaviors have started to increase with the changing population. That has had in impact in overall student learning.

Attendance incentives were used last year on a consistent basis which helped student interest, but it did not have an overall impact on attendance.

Vertical teaming has been successful in aligning our curriculum and coming up with common strategies to best serve our students. Vertical teaming using our writing rubric will be added this year to help focus on our writing performance with the Extended Constructive Responses.

Teachers and staff feel like the PLC process is going very well where we are able to track data, look at progress and pin point areas of growth and evaluate where improvement is needed.

Staff has revealed that they feel campus professional development is specific to what we need. They are included through our LOL team on what they feel like they need, and then we make our professional development plans based on input given.

Our PLC meetings are held once a month in addition to our student monthly data meetings where we focus on using the data to help support student growth. Our RTI process has reduced the number of students on reading tiers, but our math tier 2 and 3 students had a slight increase.

School Processes & Programs Strengths

Grade levels plan with fidelity together to ensure consistency and making sure TEKS and curriculum are covered. Our academic coach meets with our grade levels once a month as well as pop ins to see how things are going. She is involved in our data meetings to discuss how we can help students once we review all information.

Teachers use student data folders helping students to take ownership of their learning. Digital data folders will be used this year as a means of helping students be involved with their own learning. Data meetings are held after assessments to review any new testing, review student progress or further testing we feel might need to be done. We make sure to discuss our tiered students and accommodations that have been tried to see if we need to address any new concerns or make changes in the current plans.

PTA is strong at Porter and there is a lot of help and support that can be tapped into here. We have 34 sitting members that are all parents that serve on our PTA board. More than 35 thousand dollars have been spent each year due to funds generated from our Panther Race. PTA also helps us reach families to come in and help read to students as well as offer classroom support needed. Our PTA also leads 2 events each year where families come to hear a speaker that is relevant to what students or families are going through.

Porter has an experienced and dedicated staff that is stable. We have very little turnover in our staff from year to year, and our student mobility rate is very low meaning these kids our ours from kindergarten to 5th grade.

Teachers at Porter do a great job of integrating technology into the classroom. We are now 1-1 with technology that will allow our staff to utilize Canvas when lessons are applicable, and now all teachers will have brand new IFPs in their classrooms where teachers have access to more instant feedback. So many of the apps used now allow for students to go at their own pace.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There has been some misalignment in reading in math where K-5 teachers had some processes that were not consistent with each other. **Root Cause:** The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.

Problem Statement 2 (Prioritized): There were accidents on campus where worker's compensation had to be used for employees. **Root Cause:** There were minor injuries where more focus and awareness could have possibly prevented an injury.

Problem Statement 3 (Prioritized): Our campus fell short in the Capturing Kids' Hearts(CKH) surveys, preventing us from achieving our recognition as a showcase school. **Root Cause:** There was inconsistent implementation of CKH strategies across classrooms and grade levels, possibly due to varying levels of teacher buy-in or limited ongoing training and support.

Problem Statement 4 (Prioritized): Our campus will continue to strengthen our approach to school safety that is critical to maintaining a secure environment for students and staff.
Root Cause: Safety meetings will be a priority throughout the year to ensure all protocols are being followed after all drills and monthly meetings with our safety committee.

Perceptions

Perceptions Summary

With our attendance rate at or near the top consistently in our district and high expectations at Porter, we have a culture that emphasizes the importance of school attendance. With very low absenteeism, our students contribute to the culture of the school by being here. We also have few discipline issues as compared to most campuses. The climate of the school emphasizes high expectations both academically and behaviorally. Even when a discipline program came to Porter, students in that program saw how other students were acting. They many times wanted to be a part of what others were doing. Staff here really embraced the program and poured into those kids to make them feel valued. Our Deaf Ed program is much the same way where our community really embraces those students and staff members to make all of them fee loved and valued.

Surveys have gone out to parents, students and staff at Porter to seek out what were areas of concern.

Parents and students felt that the school was a safe place to be. 96% of parents strongly agreed that they felt safe when their child was at school. They feel loved and cared for by our teachers. According to staff surveys, 97% of staff feel as though the school culture is positive with high staff morale.

Parents are highly involved and always willing to help at a moments notice, and we have a PTA that works tirelessly to help support our teachers and school. Parents also commented on how there is a fantastic and welcoming culture at Porter.

There is a very low turnover rate in staff providing stability on our campus.

We have outstanding parent and community involvement which allows us to do some events that normally might not could happen due to volunteers.

Our surveys indicated that staff feels included in campus decisions. In one survey taken 27% of students did no feel recognized for their good work.

Perceptions Strengths

Parents report that Porter Elementary feels like a private school environment. We have a tremendous amount of open enrollment applications due to the number of people that hear about Porter via word of mouth. They hear about the academic excellence at Porter and want to be a part of it. They love the community feel. Parents have commented on the walk up campus feel since there is not a drive through lane here at Porter. Many families stay late and let their kids play making connections. Parents love the high expectations and comment on how many Porter kids appear in the top 12 every year for the senior class at Birdville High School.

Turnover rate among staff is extremely low which provides Porter with stability that many campuses don't have. Teams work extremely well together and have a family feel.

Parents feel their child is safe at school and have always felt welcome while they are on campus.

Overall there is very little severe behavior concerns which leads to fewer disruptions in the classroom.

Many students are involved in activities outside of school which helps them develop social skills that carry over to on campus activities.

We have a walk up community which allows parents to stay after school and let their kids play and interact with each other. This allows parents to build relationships among other families. Our parents feel welcome at Porter where they can come and help volunteer any time.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to students, 27% of them felt like they were not recognized for their hard work. **Root Cause:** Our bigger award ceremonies were not a part of our celebrations last year due to trying a new way of recognizing students.

Priority Problem Statements

Problem Statement 1: There has been some misalignment in reading in math where K-5 teachers had some processes that were not consistent with each other.

Root Cause 1: The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: There were accidents on campus where worker's compensation had to be used for employees.

Root Cause 2: There were minor injuries where more focus and awareness could have possibly prevented an injury.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: We scored a 76 on our Domain 2A which deals with academic growth showing that 48 students dropped from masters to meets on their 4th or 5th grade reading or math STAAR.

Root Cause 3: Third grade math has always been at the top of our district scores as well as the state campus comparisons. Fourth grade math was shown not to be at the same level of rigor that 3rd grade math was using.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Many of our 3rd and 5th grade writing Extended Constructive Response scores got scored as a 0 on the writing rubric this past year.

Root Cause 4: Students that scored a 0 were not always re-stating the prompt which was an automatic score of 0. Students wrote very nice responses, but not re-stating the prompt cost many of our students great scores.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students miss several days of instruction due to family vacations taken during the school year which caused us to not reach our goal of 97%

Root Cause 5: There is lack of awareness among families regarding the impact of vacation -related absences on student learning and the campus attendance goals.

Problem Statement 5 Areas: Demographics

Problem Statement 6: According to students, 27% of them felt like they were not recognized for their hard work.

Root Cause 6: Our bigger award ceremonies were not a part of our celebrations last year due to trying a new way of recognizing students.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Special Education population did not make sufficient growth on their STAAR test in reading or math.

Root Cause 7: Differentiated instructional strategies and interventions were not consistently tailored to meet the individual learning needs of Special Education students.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Our campus fell short in the Capturing Kids' Hearts(CKH) surveys, preventing us from achieving our recognition as a showcase school.

Root Cause 8: There was inconsistent implementation of CKH strategies across classrooms and grade levels, possibly due to varying levels of teacher buy-in or limited ongoing training and support.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Our campus will continue to strengthen our approach to school safety that is critical to maintaining a secure environment for students and staff.

Root Cause 9: Safety meetings will be a priority throughout the year to ensure all protocols are being followed after all drills and monthly meetings with our safety committee.

Problem Statement 9 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
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- 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
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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

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

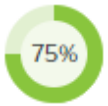
High Priority

HB3 Goal

Evaluation Data Sources: A. Elementary: Fountas & Pinnell reading levels
B. CLI (Center for Improving the Readiness of Children for Learning and Education)Circle(Pre-K)
C. Renaissance Math(1-5)
D. MCLASS reading K-2
E. Renaissance Reading (3-5)
F. TEA Interims for Reading and Math (3-5)
G. Teacher created common assessments
H. I-Ready resources
I. New digital student data folders
J. T-Tess SLO(Student Learning Objective) and Professional Learning Goals
K. STAAR 2024-2025 results
L. District CBA(Curriculum Based Assessments) tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity to implement the district literacy plan at the campus level. **Actions:** A. Provide training for all staff to build their capacity to implement campus literacy plans. B. Utilize LOL(Leaders of Learners) team to train and lead implementation of the district literacy plan and strategies. C. Set up campus walks with coaches to help support and visit with staff to implement tier 1 priorities. D. Provide teachers opportunities for them to have professional development off campus E. Provide teachers with the opportunity to take focused campus walks and observe other classrooms on campus as well as other campuses to watch implementation of Tier 1 priorities from master teachers. F. Use coaching cycles to assist teachers in targeted goals. G. Use teachers at staff meetings to help train other teachers in best practices used in the classroom **Staff Responsible for Monitoring:** Administration LOL team Teachers Instructional Facilitator **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1	30%	65%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use frequent and systematic assessment of student performance to direct and improve instruction while focusing on continuous improvement. **Actions:** A. Use data from progress monitoring,Renaissance Reading and Math, CBA tests, Interims and F&P(Fountas and Pinell)and MCLASS progress monitoring to help guide instruction B. Use Instructional Facilitator to help monitor and train teachers on how to effectively administer the BAS and MCLASS tests to ensure as much accuracy and consistency as we can. C. Using continuous improvement walk through forms to help guide instruction D. Students will use new digital data folders which contain a PDSA(Plan, Do, Study, Act) model to help students plan their learning. E. Common assessments will be used with a focus on rigor and relevance. F. Use I-Ready program to help increase the rigor with questioning. G. Teachers will collect data on students, meet in PLCs to analyze the data and plan for interventions. **Staff Responsible for Monitoring:** Teachers Administrators Reading and Math Interventionist Instructional Facilitators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1	50%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Coordinate processes that promote and support personalized learning for students in reading and math to enhance overall achievement and close gaps in core content areas. **Actions:** A. Host and participate in instructional focus walks with other campuses as well as our own to tighten alignment. B. Lead literacy-focused discussions in PLC(Professional Learning Communities) meetings. C. Use district monitoring guide to monitor instructional delivery D. Focused campus walk-throughs focusing on Continuous Improvement and Tier 1 priorities. E. Utilize district resources with tier 1, 2 and 3 students during interventions and small group instruction. F. Campus admin and our Instructional Facilitator will work in vertical teams to tighten practices used in Pre-K through 5th grade to focus on common language and alignment. G. Utilize District Content Coordinators, Digital Learning Specialist and Instructional Facilitator as an instructional support. H. Focused small group instruction based on data review to focus on problematic TEKS. **Staff Responsible for Monitoring:** Administration, Instructional Facilitator and teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $88,046				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Improve the effectiveness and inclusivity of the special needs programs by providing specialized training for all staff, enhancing resources, and increasing family engagement **Actions:** A. Special education teachers will receive support from the special education academic coach and administrators. B. Special education teachers will be a part of all RTI(Response to Intervention) meetings as well as data meetings. C. Resources that regular education students receive will be purchased for special education students. D. Special education teachers will be included on LOL teams and vertical team meetings. E. Special education teachers will be a part of the PLC process to ensure data is evaluated and strategic action put in place to measure growth. F. Deaf Ed and PASS programs will team plan with gen ed teachers to be consistent when students mainstream into the classroom. G. Pre-K through 1st grade teachers identifying students early who need speech assistance to make sure gaps are filled quickly. H. Family nights for special needs programs to get families together to provide opportunities to connect. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Continue to enhance and execute a comprehensive campus plan for Gifted/Talented students, offering opportunities for advanced learning beyond standard Tier I coursework. **Actions:** A. Utilize the Rigor and Relevance framework. B. Plan interdisciplinary projects, research opportunities, or competitions that GT students can engage in across different grade levels. C. Vertical team members will observe each other's classrooms to gain insights and share best practices for teaching GT students. D. Review student data for gifted/talented students to ensure they are making adequate growth. **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Academic Coach and District Trainer. **Problem Statements:** Demographics 1 - Student Learning 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

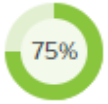
Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students miss several days of instruction due to family vacations taken during the school year which caused us to not reach our goal of 97% **Root Cause**: There is lack of awareness among families regarding the impact of vacation -related absences on student learning and the campus attendance goals.
Student Learning
Problem Statement 1: We scored a 76 on our Domain 2A which deals with academic growth showing that 48 students dropped from masters to meets on their 4th or 5th grade reading or math STAAR. **Root Cause**: Third grade math has always been at the top of our district scores as well as the state campus comparisons. Fourth grade math was shown not to be at the same level of rigor that 3rd grade math was using.
Problem Statement 3: Special Education population did not make sufficient growth on their STAAR test in reading or math. **Root Cause**: Differentiated instructional strategies and interventions were not consistently tailored to meet the individual learning needs of Special Education students.
School Processes & Programs
Problem Statement 1: There has been some misalignment in reading in math where K-5 teachers had some processes that were not consistent with each other. **Root Cause**: The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.

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: Reduce the number of students assigned to behavior RTI tiers 2 and 3.

Evaluation Data Sources: Behavior RTI Data Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement our campus positive behavioral RTI and support program. **Actions:** A. Provide district expectations of Behavior RTI as outlined in the RTI handbook. B. Conduct Collaborative conferences as needed with teachers and staff and involve the Behavior Interventionist when there is an opportunity. C. Use Character Strong curriculum once a week to support our SEL(Social Emotional Learning). D. Capturing Kids Hearts used for daily positive behavior support. E. Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. F. Scheduled WATCH DOGS(Dads of Great Students) to be used as weekly mentors for struggling behavior students. G. Provide mentors form Legacy Church to have weekly lunches with students to build positive connections. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** School Processes & Programs 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Our campus fell short in the Capturing Kids' Hearts(CKH) surveys, preventing us from achieving our recognition as a showcase school. **Root Cause**: There was inconsistent implementation of CKH strategies across classrooms and grade levels, possibly due to varying levels of teacher buy-in or limited ongoing training and support.

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 dispositions of high levels of social-emotional development measured by a district administered survey of student perceptions.

Evaluation Data Sources: District and school surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use the district approved program Capturing Kids Hearts that teaches social-emotional skills. **Actions:** A. Implement district program Character Strong with teachers and counselor provided lessons B. Ensure Capturing Kids Hearts strategies are being used in the classrooms with walk-through checks. C. Use the morning announcements as a time to reflect on monthly challenges shared with the school and parents to partner with CKH strategies. D. Providing mentors by partnering with local churches. E. WATCH DOGS will be on campus to help students feel safe, but also we want our WATCH DOGS to help serve as mentors. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** School Processes & Programs 3	50%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement Character Strong and Capturing KIds' Hearts for social-emotional development **Actions:** A. Teachers will complete Character Strong lessons each Friday. B. Teachers document their weekly lessons and complete unit evaluation. C. Announcement crew will be using SEL quotes to help support Character Strong. D. Assistant Principal and counselor will oversee the progress of the program. E. Continue developing teacher and student leaders with Capturing Kids' Hearts **Staff Responsible for Monitoring:** Assistant Principal Counselor Teachers **Problem Statements:** School Processes & Programs 3	70%	90%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 3: Our campus fell short in the Capturing Kids' Hearts(CKH) surveys, preventing us from achieving our recognition as a showcase school. **Root Cause**: There was inconsistent implementation of CKH strategies across classrooms and grade levels, possibly due to varying levels of teacher buy-in or limited ongoing training and support.

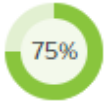
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

Performance Objective 4: Teachers will close the achievement gaps of student gaps of student groups in reading and mathematics performance as measured by STAAR in grades 3-5 compared to the 2023-2027 interim goals from Closing the Gaps section of State and Federal Accountability.

High Priority

HB3 Goal

Evaluation Data Sources: A. STAAR Ren for Reading and Math
B. Data Folders with targets and goals
C. STAAR Data for 2024-2025 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Closely monitor achievement gaps in 4th and 5th grade student groups to make sure targets are hit for identified sub groups looking at the 2023-2027 interim goals **Actions:** A. Evaluate student progress during our monthly data meetings where targets will be evaluated by sub group B. Use new admin digital data folders that track progress of all groups as measured by STAAR Closing the Gaps Domain. C. Provide professional development for all teachers in the use of Aware to build assessments and analyze data to inform instruction D. Ensure that instructional facilitator is working with teachers to utilize progress monitoring data and designing instructional practices. E. Evaluate new spreadsheet that tracks how students performed on the STAAR to how they are performing on STAR Ren and have student data meetings to discuss progress. **Staff Responsible for Monitoring:** Teachers, principal, assistant principal and instructional facilitator **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement plans for third and fourth grade students who did not score approaches on the 2024 STAAR test. **Actions:** A. Implement accelerated instruction according to HB1416 B. Adjust instruction based on data meetings and reviewing progress. C. Monitor hours needed by using the Instructional Facilitator and Assistant Principal as case managers. D. Establish classroom intervention groups to develop specific skills that students were missing. E. Monitoring progress monitoring in the classroom to ensure focus on growth. F. Use Instructional Facilitator to evaluate data and form focus lessons G. Utilize ST Math in station work to help support math instruction. **Staff Responsible for Monitoring:** Principal and Assistant Principal Academic Coaches Instructional Facilitator **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. **Actions:** A. Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. B. Monitor the PDSA development process through PLCs to ensure alignment to district expectation. C. Collect examples during campus walk-throughs. D. We will have a data night for students to share data with their parents. E. Campus walks at Porter as well as off campus at hosting sites to view best practices in the classroom. F. Provide teacher and instructional facilitator led PDSA trainings as well as celebrating teachers who are doing great things with Continuous Improvement so they can share out. G. Celebrate students on morning announcements and award assemblies that are making performance gains. **Staff Responsible for Monitoring:** Principal and Assistant Principal Teachers Instructional Facilitators **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Use intervention strategies designed to meet the needs of English Language Learners to increase growth measured on TELPAS. **Actions:** A. Ensure all staff members are ELL certified and trained on strategies to support English learners. B. Use campus Instructional Facilitator to assist in providing tools and strategies needed to support EL students C. Track student progress to have discussions during RTI and data meetings. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Campus Instructional Coach **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Many of our 3rd and 5th grade writing Extended Constructive Response scores got scored as a 0 on the writing rubric this past year. **Root Cause**: Students that scored a 0 were not always re-stating the prompt which was an automatic score of 0. Students wrote very nice responses, but not re-stating the prompt cost many of our students great scores.
School Processes & Programs
Problem Statement 1: There has been some misalignment in reading in math where K-5 teachers had some processes that were not consistent with each other. **Root Cause**: The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.
Perceptions
Problem Statement 1: According to students, 27% of them felt like they were not recognized for their hard work. **Root Cause**: Our bigger award ceremonies were not a part of our celebrations last year due to trying a new way of recognizing students.

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.

High Priority

Evaluation Data Sources: Pulse

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide incentive program to increase student and staff attendance. **Actions:** A. Track attendance by school wide and classroom attendance boards. B. Provide incentives to students and staff on a 6 weeks as well as a yearly basis. C. Recognizing classes with improved attendance D. Implement Truancy Prevention Measures with fidelity. E. Ongoing communication with parents discussing attendance issues. and finding the root causes. F. Work closely with attendance officers to address severe attendance problems. G. Increase communication regarding early dismissals with parents explaining significance of minutes missed in school. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** Demographics 1	70%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

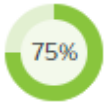
Demographics
Problem Statement 1: Students miss several days of instruction due to family vacations taken during the school year which caused us to not reach our goal of 97% **Root Cause**: There is lack of awareness among families regarding the impact of vacation -related absences on student learning and the campus attendance goals.

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 that feel safe at school.

High Priority

Evaluation Data Sources: Staff and student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus program that promotes an accident-free work environment **Actions:** A. Conduct trainings and distribute materials provided by the district in campus safety. B. Conduct safety drills in compliance with district expectations. C. Collect and review perception data from students, staff and parents. D. Ensure all Safe School trainings have been viewed to help promote awareness of safety protocols. **Staff Responsible for Monitoring:** Administration **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. **Actions:** A. Local PTA has partnered with Porter to provide off duty officers to attend events where large numbers of people would be coming in and out of our building. B. WATCH Dogs put in place to help monitor the building inside and out to provide an extra set of eyes for security. C. Set multiple daily walks by administrators and head custodian to check doors and walk the perimeter. D. Partner with local churches to provide mentoring programs to students who need extra support. E. CKH program in place to help students feel welcome and have a voice at school F. Implement Character Strong as SEL program with weekly lessons. G. Partner with PTA to provide 2 evenings to have speakers come in to present relevant topics that are current with student concerns. H. Implement de-escalation strategies learned during PD(professional development) from the Sped department. **Staff Responsible for Monitoring:** Administration, counselor and staff **Problem Statements:** School Processes & Programs 3 - Perceptions 1				

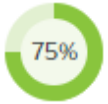
 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There were accidents on campus where worker's compensation had to be used for employees. **Root Cause**: There were minor injuries where more focus and awareness could have possibly prevented an injury.
Problem Statement 3: Our campus fell short in the Capturing Kids' Hearts(CKH) surveys, preventing us from achieving our recognition as a showcase school. **Root Cause**: There was inconsistent implementation of CKH strategies across classrooms and grade levels, possibly due to varying levels of teacher buy-in or limited ongoing training and support.
Perceptions
Problem Statement 1: According to students, 27% of them felt like they were not recognized for their hard work. **Root Cause**: Our bigger award ceremonies were not a part of our celebrations last year due to trying a new way of recognizing students.

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 20% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 20%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Comply with all training provided by the district addressing employee safety. **Actions:** A. Forward information provided to all faculty and staff regarding employee safety. B. Complete all required safety trainings C. Safe Schools trainings will be completed by all staff by the district deadline. D. Frequent reminders of safety protocols in newsletters. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: There were accidents on campus where worker's compensation had to be used for employees. **Root Cause**: There were minor injuries where more focus and awareness could have possibly prevented an injury.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the campus plan and all required required compliance plans. **Actions:** A Meet 3 times a year to review campus plan and evaluate progress. B. Create teacher leadership to help maintain consistency in school and district compliance. **Staff Responsible for Monitoring:** Admin LOL Team **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There has been some misalignment in reading in math where K-5 teachers had some processes that were not consistent with each other. **Root Cause**: The vertical alignment process was not where it needed to be in grades K-5. There were pockets of alignment, but K-5 had some random variation.

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

Performance Objective 4: The campus will implement the Standard Response Protocol to maximize safety for all students and staff.

High Priority

Evaluation Data Sources: Navigate 360

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Drills will be performed monthly to ensure staff and students are trained to handle all emergency procedures. **Actions:** A. Contact Officer Brown and Hurst PD when performing lock down drills B. Evaluate each drill afterwards problem solving areas that did not go as planned. C. Safety team will meet to review plans and discuss scenarios to trouble shoot. D. Navigate 360 will be used to aid in communication during drills or actual emergencies with the expectation that 100% of students will be accounted for. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers on safety team **Problem Statements:** School Processes & Programs 4	50%	75%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 4: Our campus will continue to strengthen our approach to school safety that is critical to maintaining a secure environment for students and staff. **Root Cause** : Safety meetings will be a priority throughout the year to ensure all protocols are being followed after all drills and monthly meetings with our safety committee.

State Compensatory

Budget for W.A. Porter Elementary

Total SCE Funds: $88,046.00
Total FTEs Funded by SCE: 1.31
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 W.A. Porter Elementary

Name	Position	FTE
Darla Cowan	Reading Intervention	0.15
Debra Byczek	Reading Intervention	0.33
Julie Hester	Instructional Facilitator	0.5
Kelly Vaughan	Teacher	0.33

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	SCE Campus Personnel		$88,046.00
				Sub-Total	$88,046.00
				Budgeted Fund Source Amount	$88,046.00
				+/- Difference	$0.00
				Grand Total Budgeted	$88,046.00
				Grand Total Spent	$88,046.00
				+/- Difference	$0.00

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

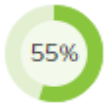
Goals

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **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. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Leaders of Learners Team Teachers **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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	35%	50%		

0% No Progress 100% 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.

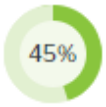
Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

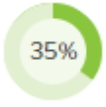
Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **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. **Staff Responsible for Monitoring:** Campus Administration Instructional Facilitators Campus Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Title I Tutors - 211 - Title I - $14,977				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need. **Actions:** 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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

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

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.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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	35%	55%		

No Progress | Accomplished | Continue/Modify | Discontinue

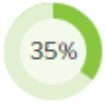
Performance Objective 3 Problem Statements:

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Nov	Jan	Mar	June
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	55%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

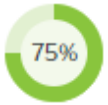
Performance Objective 1 Problem Statements:

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** 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				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Nov	Jan	Mar	June
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 pacers and fitness gram tests in physical education class. **Staff Responsible for Monitoring:** Campus Administration Nurse Campus Staff **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

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

Name	Position	FTE
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

Name	Position	Program	FTE
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

Birdville Independent School District

Foster Village Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Preparing young minds to become productive members of society while providing a safe environment for growth and success today.

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Comprehensive Needs Assessment

Demographics

District Culture and Climate

Staff Quality, Recruitment, and Retention

Curriculum, Instruction, and Assessment

Family and Community Engagement

Technology

Technology Summary

Teachers will continue to integrate technology in their lessons when appropriate. Students will still have the computer lab in their elective rotations.

Technology Strengths

Most of our equipment in the lab seems to be up and running. We are also allowing structured computer time in the morning prior to the beginning of school. This year we will be one of the first campuses receiving the Chromebook roll out. Finally, we have also integrated earned computer time in the PASS program as an incentive for good behavior.

Demographics

Demographics Summary

Foster Village Elementary serves a diverse student population of 424 students. The campus is primarily composed of White (39%) and Hispanic (35%) students, with smaller populations of Black students (14%), Asian students (7%), and those identifying as Two or More Races (4%). The school supports a range of student needs, including 19% in Special Education, 18% Emergent Bilingual, 8% with Dyslexia, 5% in the GATE program, and 5% receiving 504 services. Additionally, 61% of students are Economically Disadvantaged, and 58% are identified as At Risk, reflecting the challenges and opportunities within the school community. The average attendance for 2023-2024 was 95.7%.

Demographics Strengths

Foster Village Elementary's diverse student population is a key strength, with a mix of White, Hispanic, Black, and Asian students contributing to a culturally rich environment. The school is well-equipped to support a variety of student needs, including those in Special Education, Emergent Bilingual programs, and Dyslexia services. Additionally, the school's commitment to advanced learners is evident through its GATE program. The diversity and comprehensive support services create an inclusive and supportive learning environment, ensuring that all students have the opportunity to succeed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 17.92% in 2023/24. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement. **Root Cause:** The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.

Problem Statement 2 (Prioritized): Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 16% meeting grade-level standards in Reading/Language Arts and 22% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. **Root Cause:** The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.

Problem Statement 3 (Prioritized): Campus attendance average is 1.12% below attendance target. **Root Cause:** Insufficient communication of the importance of regular attendance and its impact on student success may contribute to the lower attendance rate, leading to a lack of awareness and urgency among students and staff.

Student Learning

Student Learning Summary

Academic Achievement:

Reading/Language Arts (RLA):

- **2024 Performance:** 51% of all students met the Grade Level (GL) standard, with the strongest performance in the Asian group (63%) and lower performance in African American (39%) and High Focus (44%) groups.

Mathematics:

- **2024 Performance:** 48% of all students met the GL standard, with the Asian group again performing strongly at 50%, while African American (43%) and High Focus (40%) groups need additional support.

Academic Growth:

Reading/Language Arts (RLA):

- **2024 Growth:** 66% overall growth, with the Asian group achieving 95%, but African American growth at 45% highlights the need for focused interventions.

Mathematics:

- **2024 Growth:** 71% overall growth, with exceptional gains in the Asian group (113%), though African American growth at 75% shows room for improvement.

Student Learning Strengths

Foster Village Elementary showcases several key strengths in student learning. In Reading/Language Arts (RLA), 51% of all students met the Grade Level (GL) standard, with the Asian student group excelling at 63%, reflecting a strong foundation in literacy. Academic growth in RLA was also notable, with an overall growth rate of 66% and an impressive 95% growth in the Asian group, indicating the success of targeted instructional strategies. In Mathematics, 48% of students met the GL standard, with the Asian group again demonstrating strong performance at 50%. The school also achieved robust growth in Mathematics, with a 71% overall growth rate and an exceptional 113% growth in the Asian group, highlighting significant gains in mathematical proficiency. These strengths illustrate the effectiveness of the school's focus on academic growth and its ability to support high levels of achievement, particularly among the Asian student group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing significant reading gaps in grades third through fifth. **Root Cause:** District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

Problem Statement 2 (Prioritized): Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 39% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 43% met the Mathematics standard, highlighting significant achievement gaps.

Root Cause: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the Asian student group, similar supports are lacking or not adequately adapted for African American and High Focus students, necessitating more tailored interventions.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Communities (PLCs): Grade-level teachers at Foster Village Elementary convene weekly, while vertical teams meet every three weeks to collaborate on strategies for enhancing student achievement. These meetings involve lesson planning, discussing instructional strategies, and analyzing data from screeners and common assessments. The focus is on developing comprehensive strategies to support all students. Continuous improvement strategies will be implemented within PLCs at FVE to regularly evaluate and adjust instructional practices based on student progress.

Collaborative Instructional Review (CIR): At Foster Village Elementary School, the CIR, supported by a comprehensive eTool, involves coaches and instructional leaders in a four-step collaborative model. This model focuses on calibrating observations based on criteria such as rigor, relevance, student engagement, and relationships. The resulting observation practices and rubrics aim to foster continuous improvement in teaching and learning at Foster Village Elementary, ultimately enhancing student achievement.

Response to Intervention (RTI): Academic screeners are used to evaluate student learning in reading and math at Foster Village Elementary. Collaborative groups analyze this data to tailor instruction for students needing additional support. Differentiated instruction is employed at Foster Village Elementary to address gaps in learning and meet the needs of all students.

Continuous Improvement (CI): At Foster Village Elementary School, the Continuous Improvement process emphasizes the ongoing enhancement of all campus operations. Student growth is monitored throughout the year, with regular meetings to assess progress. The PDSA (Plan-Do-Study-Act) cycle is applied in every classroom at FVE to develop and implement improvement strategies continuously.

Conscious Discipline: At Foster Village Elementary School, this self-regulation program focuses on social-emotional learning, discipline, and self-regulation. It aims to equip parents and schools with strategies to effectively reach and teach every child. The skills developed through Conscious Discipline at FVE are designed to have a lasting positive impact on students' lives and future generations.

School Processes & Programs Strengths

Our campus excels in fostering a collaborative and data-driven approach to student achievement through its Professional Learning Communities (PLCs), Collaborative Instructional Review (CIR), and Response to Intervention (RTI) processes. By engaging teachers in regular, structured meetings and employing comprehensive tools for instructional review, we ensure a continuous focus on effective teaching strategies and student progress. The integration of Continuous Improvement (CI) practices and Conscious Discipline further enhances our ability to adapt and refine our methods, ensuring that we address student needs comprehensively and support their long-term success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our campus has random variation in instructional delivery and student expectations. **Root Cause:** Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.

Perceptions

Perceptions Summary

At this time we have a very positive school climate. Staff treats one another as family and supports those in need. Parents and visitors to the campus comment on the positive school climate. This year our families are excited to get back on campus and participate in campus activities. The Parent Teacher Association is planning several events. The campus leadership team is working with a local church and business to develop a partnership to support students and staff. Last year, our school had a 12% teacher turnover rate. Teachers who left went to another BISD school, or another district, or decided to stay at home with kids. Over the past three years, Foster Village Elementary has maintained strong student attendance rates. The attendance rates were 93.94% for 2021-2022, 93.86% for 2022-2023, and improved to 94.58% for 2023-2024. This consistent performance demonstrates the school's dedication to fostering a supportive and engaging environment that encourages regular student attendance.

At our core, we believe we must prepare young minds to become productive members of society while providing a safe environment for growth and success today. We believe if we provide opportunities for students to grow and the individualized supports that are needed, every child will be successful.

Perceptions Strengths

We have a positive campus culture. Staff members look out for one another and support each other. A survey is sent out three times a year to collect data, reflect, and make an action plan to better support our culture. The safety surveys indicates that students feel secure at school, have a trusting relationship with at least one adult, and perceive the school environment as safe and respectful.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. **Root Cause:** This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

Priority Problem Statements

Problem Statement 1: We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing significant reading gaps in grades third through fifth.

Root Cause 1: District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our campus has random variation in instructional delivery and student expectations.

Root Cause 2: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools.

Root Cause 3: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 39% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 43% met the Mathematics standard, highlighting significant achievement gaps.

Root Cause 4: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the Asian student group, similar supports are lacking or not adequately adapted for African American and High Focus students, necessitating more tailored interventions.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 17.92% in 2023/24. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement.

Root Cause 5: The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 16% meeting grade-level standards in Reading/Language Arts and 22% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress.

Root Cause 6: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Campus attendance average is 1.12% below attendance target.

Root Cause 7: Insufficient communication of the importance of regular attendance and its impact on student success may contribute to the lower attendance rate, leading to a lack of awareness and urgency among students and staff.

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

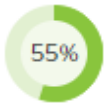
Goals

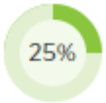
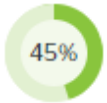
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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 reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments(mathematics, 1-5), TEA Interim's (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity to implement the District literacy plan at the campus level. **Actions:** a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plan. b) Provide technical, consulting, and coaching cycles for teachers as they implement the campus plan. c) Infuse literacy-focused discussions into weekly professional learning committee (PLC) meetings. d) Continue quarterly literacy events to promote reading. e) Collect process data to measure the degree of alignment and implementation of district initiatives. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, Leadership Team Members, Reading Vertical Team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $230,522				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor student progress towards one year's worth of growth or more in reading and continue implementation of ongoing PDSA (Plan, Do, Study, Act) to improve instruction and student growth. **Actions:** a) Teachers will evaluate student progress towards one year's worth of growth after each benchmark. b) Utilizing the PDSA (plan, do, study, act) cycle, they will develop a plan to improve student learning. c) Create teacher developed Campus Formative Assessments each nine weeks. **Staff Responsible for Monitoring:** Classroom Teachers Interventionist Administration **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement literacy plan through established priorities for system-wide literacy practices. **Actions:** a) Schedule monthly meetings with leadership team to grow literacy practices. goals and create list of Expectations for FVE classrooms. b) Infuse literacy-focused discussions into monthly campus meetings. c) Conduct campus walks for the purpose of monitoring and collecting artifacts to support literacy implementation (documented through specific walk-thru checklists, following the campus monitoring guide, and the use of curriculum instructional round practices). d) Identify literacy priorities with leadership teams and model with specificity needed for quality implementation. **Staff Responsible for Monitoring:** Campus Administration Team Leaders LOL Team / Instructional Leads Vertical Teams **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Substitutes for Leadership meeting dates. - 211 - Title I - $1,000	10%	35%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. **Actions:** a) Provide Title 1 Tutors to fill administer accelerated instructions and fill learning gaps. b) Provide research-based assessment tools for online learning. c) Provide updated technology devices for classrooms that are not equipped with interactive boards. **Staff Responsible for Monitoring:** Administration Technology Department Instructional Facilitator Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Tutors - 211 - Title I - $1,602	90%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 17.92% in 2023/24. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement. **Root Cause**: The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.
Problem Statement 2: Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 16% meeting grade-level standards in Reading/Language Arts and 22% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. **Root Cause**: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.
Student Learning
Problem Statement 1: We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing significant reading gaps in grades third through fifth. **Root Cause**: District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.
Problem Statement 2: Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 39% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 43% met the Mathematics standard, highlighting significant achievement gaps. **Root Cause**: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the Asian student group, similar supports are lacking or not adequately adapted for African American and High Focus students, necessitating more tailored interventions.
School Processes & Programs
Problem Statement 1: Our campus has random variation in instructional delivery and student expectations. **Root Cause**: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.
Perceptions
Problem Statement 1: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. **Root Cause**: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

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

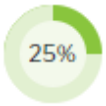
Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved 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
Strategy 1: Provide opportunities to develop and train Special Education Teachers in district initiatives and curriculum. **Actions:** a) Purchase curriculum sanctioned by the district that will allow teachers to instruct students at higher levels of comprehension. b) Provide time for Special Education teachers to plan and meet with classroom teachers. c) Utilize instructional facilitators to help mentor and train special education teachers to utilize district initiatives and curriculum. **Staff Responsible for Monitoring:** Resource Teacher Instructional Facilitator Administration District Special Education Department representatives **Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to refine and implement district comprehensive plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework. **Actions:** a) Train all teachers of advanced academics classes in the curriculum instructional round process. b) Continue to promote writing through campus wide writing share out. c) Identify and arrange so that students who would benefit from telescoping in Math have the opportunity. **Staff Responsible for Monitoring:** Principal School Secretary Librarian Librarian Educational Assistant Classroom Teachers **Title I:** 2.4, 2.5 **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize the results of the Response to Intervention task force to implement a multi-tiered system of support (MTSS) for identified students. **Actions:** a) Continue to structure Intervention so that students are pulled during their small group time. b) Provide additional intervention with Title I tutors for small group intervention for grades Kindergarten - Fifth grade. c) Procure resources to fill gaps in student learning. d) Deliver instruction on Conscious Discipline and other social and emotional strategies. e) Provide ongoing training for all staff to build their capacity to implement MTSS. **Staff Responsible for Monitoring:** Resource Teacher Reading and Math Interventionist Title I EAs Tutors funded through Title I ARD Committees 504 Committees RTI Committees Campus Administration Leadership Team Team Leads **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Personnel - 211 - Title I - $56,577				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the plan, do, study, act (PDSA) process and progress monitoring using electronic or paper data folders in the classroom. **Actions:** a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the plan, do, study, act (PDSA) development process through professional learning committees to ensure alignment to district expectation c) Collect evidence of successful use of continuous improvement. Share these through weekly staff communication. d) Create and deliver a set of best practices for new-to-district teachers and teachers through faculty meetings and OPL-Optional Professional Learning. e) Support use of curriculum and instruction by modeling use as a campus administration **Staff Responsible for Monitoring:** Campus Administration, Team Leaders, Leadership Team Instructional Facilitator **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	10%	35%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide multiple opportunities for parents and the community to be engaged in the educational process. **Actions:** a) Hold an annual Title 1 meeting to further explain the programs and services offered to FVE students. b) Develop and distribute a Family and Parent Engagement Policy. c) Develop, distribute and review the Parent School Compact. d) Invite families to join the parent teacher association (PTA). e) Hold school community evening events to engage families. **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Title I Family Engagement - 211 - Title I - $1,000	75%	85%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 17.92% in 2023/24. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement. **Root Cause**: The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.

Problem Statement 2: Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 16% meeting grade-level standards in Reading/Language Arts and 22% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. **Root Cause**: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.

Problem Statement 3: Campus attendance average is 1.12% below attendance target. **Root Cause**: Insufficient communication of the importance of regular attendance and its impact on student success may contribute to the lower attendance rate, leading to a lack of awareness and urgency among students and staff.

Student Learning

Problem Statement 1: We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing significant reading gaps in grades third through fifth. **Root Cause**: District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

Problem Statement 2: Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 39% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 43% met the Mathematics standard, highlighting significant achievement gaps. **Root Cause**: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the Asian student group, similar supports are lacking or not adequately adapted for African American and High Focus students, necessitating more tailored interventions.

School Processes & Programs

Problem Statement 1: Our campus has random variation in instructional delivery and student expectations. **Root Cause**: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.

Perceptions

Problem Statement 1: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. **Root Cause**: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

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

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

Evaluation Data Sources: District Survey
District Overcoming Obstacles Curriculum
Overcoming Obstacles Curriculum
CORE Value Curriculum and Celebrations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Conscious Discipline practices throughout the campus. **Actions:** a) Continue to deploy plan for implementing Conscious Discipline curriculum. b) Provide ongoing professional learning to all stakeholders on the Conscious Discipline program c) Identify Conscious Discipline champions to model classrooms using Conscious Discipline strategies. d) Continue to attend Conscious Discipline learning opportunities online and in person. e) Collect data on intervention effectiveness. f) Conduct nine week celebrations recognizing students who exemplify SEL behaviors. g) Utilize Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Counselor All Classroom Teachers Administration **Title I:** 2.5 **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Conscious Discipline professional Learning - 211 - Title I - $6,000	30%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase socially appropriate behaviors by teaching replacement behaviors and generalizing those across settings.. **Actions:** a) Implement evidence based strategies and interventions for managing behaviors. b) Implement individual behavior charts for students on a behavior tier. c) Provide items for students to purchase using their points. **Staff Responsible for Monitoring:** Behavior Specialist Campus Administration **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	20%	35%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 17.92% in 2023/24. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement. **Root Cause**: The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.
Problem Statement 2: Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 16% meeting grade-level standards in Reading/Language Arts and 22% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. **Root Cause**: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.
Problem Statement 3: Campus attendance average is 1.12% below attendance target. **Root Cause**: Insufficient communication of the importance of regular attendance and its impact on student success may contribute to the lower attendance rate, leading to a lack of awareness and urgency among students and staff.
Student Learning
Problem Statement 1: We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing significant reading gaps in grades third through fifth. **Root Cause**: District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.
Problem Statement 2: Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 39% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 43% met the Mathematics standard, highlighting significant achievement gaps. **Root Cause**: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the Asian student group, similar supports are lacking or not adequately adapted for African American and High Focus students, necessitating more tailored interventions.
School Processes & Programs
Problem Statement 1: Our campus has random variation in instructional delivery and student expectations. **Root Cause**: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.
Perceptions
Problem Statement 1: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. **Root Cause**: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

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 behavior RtI tiers 2 and 3.

Evaluation Data Sources: RtI and ABC Meeting minutes and individual student paperwork.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor the fidelity of implementation of the behavioral Response to Intervention plan. **Actions:** a) Provide training on the district behavior Response to Intervention plan. b) Identify needed support systems within the campus and educate faculty and staff on best use of such supports. c) Provide clear expectations and modeling of Behavior and Relationship Management system on campus. d) Communicate the Social Emotional Skills and establish a system for regular integration of these key beliefs e) Generate and display positive well-being "propaganda" throughout the school to encourage positive choices and overall school community building. f) Conduct ABC Team meetings each nine weeks to review student progress on Behavior Tier 2 and 3 and make needed adjustments to support offered for those students/teachers/classroom. **Staff Responsible for Monitoring:** Assistant Principal Instructional Facilitator Classroom Teachers **Title I:** 2.6 **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 17.92% in 2023/24. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement. **Root Cause**: The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.

Demographics

Problem Statement 2: Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 16% meeting grade-level standards in Reading/Language Arts and 22% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. **Root Cause**: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.

Problem Statement 3: Campus attendance average is 1.12% below attendance target. **Root Cause**: Insufficient communication of the importance of regular attendance and its impact on student success may contribute to the lower attendance rate, leading to a lack of awareness and urgency among students and staff.

Student Learning

Problem Statement 1: We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing significant reading gaps in grades third through fifth. **Root Cause**: District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

Problem Statement 2: Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 39% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 43% met the Mathematics standard, highlighting significant achievement gaps. **Root Cause**: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the Asian student group, similar supports are lacking or not adequately adapted for African American and High Focus students, necessitating more tailored interventions.

School Processes & Programs

Problem Statement 1: Our campus has random variation in instructional delivery and student expectations. **Root Cause**: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.

Perceptions

Problem Statement 1: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. **Root Cause**: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Refine and implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. **Actions:** a) Design and implement improvement plan strategies to increase staff and student attendance. b) Monitor student attendance and review progress with Campus Leadership Team on a nine weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Create a system to celebrate campus attendance. d) Utilize funding from district to provide incentives to improve student attendance. e) Track student attendance and update staff and students in regards to progress on a quarterly basis. **Staff Responsible for Monitoring:** Classroom Teachers Faculty Student Celebration Committee Students Campus Administration **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	40%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 17.92% in 2023/24. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement. **Root Cause**: The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.
Problem Statement 2: Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 16% meeting grade-level standards in Reading/Language Arts and 22% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. **Root Cause**: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.

Demographics

Problem Statement 3: Campus attendance average is 1.12% below attendance target. **Root Cause**: Insufficient communication of the importance of regular attendance and its impact on student success may contribute to the lower attendance rate, leading to a lack of awareness and urgency among students and staff.

Student Learning

Problem Statement 1: We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing significant reading gaps in grades third through fifth. **Root Cause**: District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

Problem Statement 2: Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 39% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 43% met the Mathematics standard, highlighting significant achievement gaps. **Root Cause**: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the Asian student group, similar supports are lacking or not adequately adapted for African American and High Focus students, necessitating more tailored interventions.

School Processes & Programs

Problem Statement 1: Our campus has random variation in instructional delivery and student expectations. **Root Cause**: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.

Perceptions

Problem Statement 1: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. **Root Cause**: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in all areas.

Evaluation Data Sources: Use continuous improvement to identify and improve operations and outcomes in every aspect of campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and deploy continuous improvement processes at the campus level. **Actions:** a) Establish grade level/team, and personal SMART goals to improve overall academic performance in at least one subject area. b) Monitor SMART goal progress throughout the year by utilizing the PDSA tool and meeting at least beginning of year, middle of year, and end of year to look at data. c) Monitor the use of data folders for all students to aid in individual data tracking. d) Model use of plan, do, study, act (PDSAs) by evaluating effectiveness of campus expectations. **Staff Responsible for Monitoring:** Classroom Teachers Students Campus Administration Instructional Facilitator **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	10%	40%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 17.92% in 2023/24. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement. **Root Cause**: The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.
Problem Statement 2: Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 16% meeting grade-level standards in Reading/Language Arts and 22% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. **Root Cause**: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.

Demographics

Problem Statement 3: Campus attendance average is 1.12% below attendance target. **Root Cause**: Insufficient communication of the importance of regular attendance and its impact on student success may contribute to the lower attendance rate, leading to a lack of awareness and urgency among students and staff.

Student Learning

Problem Statement 1: We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing significant reading gaps in grades third through fifth. **Root Cause**: District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

Problem Statement 2: Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 39% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 43% met the Mathematics standard, highlighting significant achievement gaps. **Root Cause**: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the Asian student group, similar supports are lacking or not adequately adapted for African American and High Focus students, necessitating more tailored interventions.

School Processes & Programs

Problem Statement 1: Our campus has random variation in instructional delivery and student expectations. **Root Cause**: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.

Perceptions

Problem Statement 1: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. **Root Cause**: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

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: District and Campus Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being. c) Develop procedures for teachers, students, and parents to follow in any type of campus emergency situation. d) Use campus and crisis counselor to work with teachers and administrators to identify and address safety and social emotional concerns. e) Conduct safety meetings with Campus Leadership members to evaluate and problem solve campus safety concerns. f) Conduct safety audits to identify security issues on campus. g) Identify potential school and safety threats using survey data for continuous improvement. h) Staff members will have identifiable and identical school shirts that designate they are school staff members. **Staff Responsible for Monitoring:** Assigned District Personnel Campus Administration Students Classroom Teachers **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Reduce the amount of time students are removed from regular classroom due to disciplinary placements. **Actions:** a) Participate in Conscious Discipline book study utilizing Conscious Discipline videos as a staff. b) Implement Conscious Discipline strategies throughout the campus. c) Discuss specific student concerns during weekly administrative meetings and provide input to improve student success. d) Monitor and evaluate the implementation of the behavior RtI plan. e) Review campus disciplinary procedures quarterly and align ourselves in our beliefs and actions. f) Develop positive plans and/or alternative behavior plans for students that need additional support. g) Utilize district general education behavior facilitator to assess needs of students. h) Communicate with a positive phone call or in person conversation with each students' parent prior to the end of the third week of school. **Staff Responsible for Monitoring:** Administration Classroom teachers **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	50%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 17.92% in 2023/24. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement. **Root Cause**: The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.

Problem Statement 2: Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 16% meeting grade-level standards in Reading/Language Arts and 22% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. **Root Cause**: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.

Problem Statement 3: Campus attendance average is 1.12% below attendance target. **Root Cause**: Insufficient communication of the importance of regular attendance and its impact on student success may contribute to the lower attendance rate, leading to a lack of awareness and urgency among students and staff.

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Student Learning

Problem Statement 2: Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 39% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 43% met the Mathematics standard, highlighting significant achievement gaps. **Root Cause**: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the Asian student group, similar supports are lacking or not adequately adapted for African American and High Focus students, necessitating more tailored interventions.

School Processes & Programs

Problem Statement 1: Our campus has random variation in instructional delivery and student expectations. **Root Cause**: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.

Perceptions

Problem Statement 1: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. **Root Cause**: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a district-wide program that promotes an accident-free work environment. **Actions:** a) Continue to review and update the District accident prevention plan and related department safety plans. b) Require staff to review district plan and related department plans through the SafeSchools platform. c) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments. d) Continue Safety Committee meetings per district plan. e) Review and report claim information per the district plan. f) Perform campus/building safety walk throughs as required by district plan. g) Monitor the website notification system for Safety Hazard reporting. h) Communicate and recommend action plans to campuses and department heads at least annually. **Staff Responsible for Monitoring:** Assigned District Personnel Campus Administration Classroom teachers **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	30%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 17.92% in 2023/24. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement. **Root Cause**: The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.

Demographics

Problem Statement 2: Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 16% meeting grade-level standards in Reading/Language Arts and 22% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. **Root Cause**: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.

Student Learning

Problem Statement 1: We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing significant reading gaps in grades third through fifth. **Root Cause**: District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

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School Processes & Programs

Problem Statement 1: Our campus has random variation in instructional delivery and student expectations. **Root Cause**: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.

Perceptions

Problem Statement 1: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. **Root Cause**: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

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

Performance Objective 3: This campus will meet all compliance requirements for state and federal health programs.

Evaluation Data Sources: All state and federal health deadlines are met within the time frame set by the district.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Deliver current and accurate information regarding college admission, financial aid, and the TEXAS grant program opportunities for staff, students, and parents. **Actions:** a) Provide and distribute information and training modules to staff, as received from the district. b) Monitor implementation of training and requirements of the district. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Demographics 1 - School Processes & Programs 1	5%	15%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Develop and maintain a campus-wide coordinated health program. **Actions:** a) Convene with PE and a health advisory committee to develop a campus wide coordinated health plan and/or to strategically implement the district-wide coordinated health plan. b) Monitor participation of students in physical activity and collection of student fitness assessment data. **Staff Responsible for Monitoring:** Campus Administration Team Leaders/ LOL group **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	10%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 17.92% in 2023/24. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement. **Root Cause**: The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.

Problem Statement 2: Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 16% meeting grade-level standards in Reading/Language Arts and 22% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. **Root Cause**: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.

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Student Learning

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School Processes & Programs

Problem Statement 1: Our campus has random variation in instructional delivery and student expectations. **Root Cause**: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.

Perceptions

Problem Statement 1: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. **Root Cause**: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Provide opportunities to develop and train Special Education Teachers in district initiatives and curriculum.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Continue to refine and implement district comprehensive plan for gifted and talented (GT) and advanced students to provide opportunities for rigorous learning beyond advanced coursework.
1	2	3	Utilize the results of the Response to Intervention task force to implement a multi-tiered system of support (MTSS) for identified students.

State Compensatory

Budget for Foster Village Elementary

Total SCE Funds: $230,522.00
Total FTEs Funded by SCE: 5.29
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 Foster Village Elementary

Name	Position	FTE
Amber Gacnik	Educational Assistant	0.33
Cindy Vickerman	Educational Assistant	0.33
Courtney Maxwell	Instructional Facilitator	1
Danyell Reynolds	Educational Assistant	0.33
Dawn Dill	Teacher	0.33
Deborah King	Educational Assistant	0.33
Elizabeth Tanner	Teacher	0.33
Jessica Cowin	Educational Assistant	0.33
Kristen Moresi	Educational Assistant	0.33
Meredith Konlande	Reading Intervention	0.33
Myranda Olinger	Teacher	0.33
Nenelyn Staples	Educational Assistant	0.33
Rebecca Gomez	Teacher	0.33
Stephanie McAlister	Teacher	0.33

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: **Crystal Lenz**
Community Members: Cindy Vickerman
Teachers: Lisa Holder, Amy Greene, Mandy Culp, Marie Suda, Cindy Sawai, Keylee Slough, Kathy LeDoux, Marie Winkley
Administrators: Jason Winans and Lauren Owens
Other Campus and District Staff: Courtney Maxwell

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, 68% (297 students) 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:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction

- Leveled Literacy Intervention
- Social Skills Training

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

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 recognition's, 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 Plan was developed through the input and involvement of the following:

Parents: **Crystal Lenz**
Community Members: Cindy Vickerman
Teachers: Lisa Holder, Amy Greene, Mandy Culp, Marie Suda, Cindy Sawai, Keylee Slough, Kathy LeDoux, Marie Winkley
Administrators: Jason Winans and Lauren Owens
Other Campus and District Staff: Courtney Maxwell

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

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- October Title I Meeting (Tuesday) on campus
- November Literacy Event (Thursday/Friday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

Title I Personnel

Name	Position	Program	FTE
Courtney Maxwell	Instructional Facilator	Title I	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SCE Campus Personnel		$230,522.00
				Sub-Total	$230,522.00
				Budgeted Fund Source Amount	$230,522.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Substitutes for Leadership meeting dates.		$1,000.00
1	1	4	Tutors		$1,602.00
1	2	3	Personnel		$56,577.00
1	2	5	Title I Family Engagement		$1,000.00
1	3	1	Conscious Discipline professional Learning		$6,000.00
				Sub-Total	$66,179.00
				Budgeted Fund Source Amount	$66,179.00
				+/- Difference	$0.00
				Grand Total Budgeted	$296,701.00
				Grand Total Spent	$296,701.00
				+/- Difference	$0.00

Birdville Independent School District

North Ridge Elementary

2024-2025 Campus Improvement Plan

Mission Statement

We at North Ridge Elementary are committed to building a strong foundation for all children as we collaborate and foster learning, promoting student success and core values.

Vision

Aiming for excellence * Building character * Creating leaders

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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 490 students in pre-kindergarten through fifth grade based on the Fall 2023 PEIMS report. North Ridge has two special education self-contained classrooms, serving a total of 25 Kindergarten-5th grade students. North Ridge Elementary has been identified as a Title 1 campus for the 2024-2025 school year.

Student ethnicity distribution includes 7.96% (39) African American, 29.2% (143) Hispanic, 53.3% (261) White, 5.5% (27) Asian, and 2% (10) Two or More Races. A total of 41.4% (203) North Ridge Elementary students qualify as Economically Disadvantaged. 5.9% (29) are Emergent Bilingual and 44% (216) of the students have met the criteria for a Student At-Risk. 8.8% (4) of students qualify to receive Gifted and Talented support and 17% (82) of the student population is served through Special Education. Data is collected from the 2023-24 Texas Academic Performance Report.

Of the 51 faculty members, 91% are White, 6% are Asian and 3% are African American. Of the 51 faculty members, the average years of experience is 14 years.

Student average attendance rate for the 2023-2024 school year was 96.1%. 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. With two full sections of Pre Kindergarten, more of our students are exposed to school before Kindergarten. North Ridge serves students outside it's attendance zone through two 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. During the 2023-24 school year, 22.4% students progressed 1 level and 9% progressed 2 or more levels.

North Ridge Elementary had the highest attendance rate in the district increasing from 95.2% to 96.1% last school year. Our African American students' attendance rate rose to 97.4%. Fifth grade students had the highest attendance rate at 96.7%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The Gifted and Talented population percentage has not shown adequate growth. **Root Cause:** There is a lack of adequate information and guidance provided to both parents and teachers regarding the identification and support of Gifted and Talented students, which hinders the effective recognition and development of these students.

Problem Statement 2 (Prioritized): At the end of last school year, 15% of first graders were below grade level in Reading. **Root Cause:** The implementation of a new Phonics program in its inaugural year was marked by inconsistent instructional strategies, which contributed to the observed shortfall in student reading proficiency.

Problem Statement 3 (Prioritized): TELPAS data indicates that only 8.6% of Emergent Bilingual students grew 2 or more instructional levels within a single year. **Root Cause:** There is a need for enhanced monitoring and support to ensure that Emergent Bilingual students are making adequate progress in their language development.

Student Learning

Student Learning Summary

2023-2024 State of Texas Assessments of Academic Achievement (STAAR) Data

Third Grade State Assessment

STAAR Reading Language Arts: 84% (64) of student scored approaching grade level and 24% (18) scored at the mastered level.

STAAR Math: 84% (64) of students scored approaching grade level and 21% (16) scored at the mastered level.

STAAR Alternate 2 Reading: (2) Satisfactory

STAAR Alternate 2 Math: (2) Satisfactory

Fourth Grade State Assessment

STAAR Reading Language Arts: 87% (59) of students scored approaching grade level and 19% (13) scored at the mastered level.

STAAR Math: 74% (51) of students scored approaching grade level and 22% (15) scored at the mastered level.

STAAR Alternate 2 Reading: (3) Satisfactory

STAAR Alternate 2 Math: (3) Satisfactory

Fifth Grade State Assessment

STAAR Reading Language Arts: 94% (78) of students scored approaching grade level and 53% (44) scored at the mastered level.

STAAR Math: 90% (73) of students scored approaching grade level and 23% (19) scored at the mastered level.

STAAR Science: 94% (78) of students scored approaching grade level and 46% (38) scored at the mastered level.

STAAR Alternate 2 Reading: (6) Satisfactory and (1) Accomplished

STAAR Alternate 2 Math: (4) Satisfactory and (3) Accomplished

STAAR Alternate 2 Science: (2) Satisfactory and (5) 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

Tier Placements Math

Kindergarten: Tier 1: 97% Tier 2: 2% Tier 3: 1%

First Grade: Tier 1: 78% Tier 2: 15% Tier 3: 6%

Second Grade: Tier 1: 75% Tier 2: 16% Tier 3: 9%

Tier Placements Reading

Kindergarten: Tier 1: 98% Tier 2: 1% Tier 3: 1%

First Grade: Tier 1: 70% Tier 2: 15% Tier 3: 15%

Second Grade: Tier 1: 74% Tier 2: 12% Tier 3: 14%

Student Learning Strengths

North Ridge Elementary demonstrates strong student performance across assessments for the 2023-2024 school year. Significant gains were observed, including a four-point increase in fifth-grade STAAR Science percentages and a two-point rise in third-grade STAAR Math percentages. Fifth-grade STAAR Reading saw a two-point increase in both meeting and mastering grade levels. Early grade data also reflects a solid foundation in Reading and Math, with notable percentages of students performing at or above benchmarks in MClass Reading and Renaissance Math. Additionally, the high percentage of students in Tier 1 for Reading and Math highlights the effectiveness of early intervention and support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR scores for 3rd grade Reading lowered by three percentages points. **Root Cause:** The decline is attributed to inconsistencies in the application of instructional strategies and targeted interventions, which hindered the effectiveness of reading instruction.

Problem Statement 2 (Prioritized): STAAR scores for 4th grade Math in the "approaches grade level" category for economically disadvantaged students lowered by two percentage

points. **Root Cause:** The decline is due to inconsistencies in implementing instructional strategies and targeted interventions for economically disadvantaged students, which impacted their performance in Math.

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 41.4% (203) of the students enrolled. Certified English as a Second Language (ESL) Teachers serve 5.7% (28) of the student population. The Gifted and Talented Interventionist and Certified Teachers serve 8.8% (43) of students. The North Ridge Special Education Program serves 17% (82) of our Kindergarten-5th grade students. Our self-contained special education student count is 24 and are included in the 17% of students served in special education Currently, 4% (18) students have been identified as dyslexic are served by the Reading Interventionist. Tier two and three reading and math students are served by their Classroom Teacher. Students served with 504 services total 6.3% (31). This school year, we serve 38 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.

Attendance rose from 95% to 96.1%. Our goal is to increase attendance to 97%. An Attendance Plan is in place to support our goal.

Teachers are lead in Professional Learning Communities throughout the year to map curriculum, design instruction, design assessments and monitor student progress.

We have designed vertical target teams focused on: Attendance, Family Engagement, Student Data Folders, Positive Behavior Supports and Professional Learning Committees.

School Processes & Programs Strengths

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

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.

This year we have designed vertical target teams focused on: Attendance, Family Engagement, Student Data Folders, Positive Behavior Supports and Professional Learning Committees.

After school clubs are provided to enhance student's educational outcomes. (Choir, Gardening Club, F.L.A.G. Program, Kindness Club, Battle of the Books and Book Club)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Data shows there is a rise in the number of students needing emotional support. **Root Cause:** Students are displaying behaviors due to social challenges, family issues, mental health conditions and a lack of social skills.

Problem Statement 2 (Prioritized): Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause:** Our Response to Intervention collaborative

meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.

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 a target focus of our school and PTA this year. 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 60 fathers/ father figures who volunteer during the school year. Staff is retained yearly due to a strong and positive school culture.

Safety and Capturing Kids Hearts surveys are used to gain stakeholder feedback.

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: Grandparents Luncheon, 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): Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. **Root Cause:** North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

Problem Statement 2 (Prioritized): Survey results reveal inadequate communication between classroom teachers and home. **Root Cause:** The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

Priority Problem Statements

Problem Statement 1: The Gifted and Talented population percentage has not shown adequate growth.

Root Cause 1: There is a lack of adequate information and guidance provided to both parents and teachers regarding the identification and support of Gifted and Talented students, which hinders the effective recognition and development of these students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR scores for 3rd grade Reading lowered by three percentages points.

Root Cause 2: The decline is attributed to inconsistencies in the application of instructional strategies and targeted interventions, which hindered the effectiveness of reading instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: STAAR scores for 4th grade Math in the "approaches grade level" category for economically disadvantaged students lowered by two percentage points.

Root Cause 3: The decline is due to inconsistencies in implementing instructional strategies and targeted interventions for economically disadvantaged students, which impacted their performance in Math.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Targeted interventions are inconsistently applied and do not attain expected results.

Root Cause 4: Our Response to Intervention collaborative meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results.

Root Cause 5: North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: TELPAS data indicates that only 8.6% of Emergent Bilingual students grew 2 or more instructional levels within a single year.

Root Cause 6: There is a need for enhanced monitoring and support to ensure that Emergent Bilingual students are making adequate progress in their language development.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Data shows there is a rise in the number of students needing emotional support.

Root Cause 7: Students are displaying behaviors due to social challenges, family issues, mental health conditions and a lack of social skills.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Survey results reveal inadequate communication between classroom teachers and home.

Root Cause 8: The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: At the end of last school year, 15% of first graders were below grade level in Reading.

Root Cause 9: The implementation of a new Phonics program in its inaugural year was marked by inconsistent instructional strategies, which contributed to the observed shortfall in student reading proficiency.

Problem Statement 9 Areas: Demographics

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: 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			
	Formative			Summative
	Nov	Jan	Mar	June
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. **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. F) Teachers will meet in Super PLC meetings before each quarter to design curriculum and assessments. **Staff Responsible for Monitoring:** Principal Assistant Principal Leaders of Learners Vertical Team Members Academic Coach Digital Learning Specialist **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **Problem Statements:** Student Learning 2 **Funding Sources:** Instructional Facilitator - 211 - Title I - $37,315, Brain Pop - 199 - General Funds: SCE - $3,664				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. **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. **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Coach Digital Learning Specialist District Content Coordinators Leaders of Learners Vertical Team Members Teaching Staff **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Enhance and support the implementation of system-wide instructional practices to support specialized programs. **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. **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Coach Special Education Academic Coach Campus Special Education Team Leader **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 processes. **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) 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 Counselor Classroom Teachers Dyslexia Specialist Resource Teachers **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 2	60%	80%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 Target Teams will meet three times yearly, 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 Target Team Leads Teaching Staff **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 2	60%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: STAAR scores for 3rd grade Reading lowered by three percentages points. **Root Cause**: The decline is attributed to inconsistencies in the application of instructional strategies and targeted interventions, which hindered the effectiveness of reading instruction.

Student Learning

Problem Statement 2: STAAR scores for 4th grade Math in the "approaches grade level" category for economically disadvantaged students lowered by two percentage points. **Root Cause**: The decline is due to inconsistencies in implementing instructional strategies and targeted interventions for economically disadvantaged students, which impacted their performance in Math.

School Processes & Programs

Problem Statement 2: Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause**: Our Response to Intervention collaborative meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.

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: 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			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 processes. **Actions:** A) Teachers will analyze data to identify students not making adequate progress and plan interventions. B) Teachers and Dyslexia Specialist will design interventions during RTI Collaboratives. C) 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 Academic Coach **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 2 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $119,954	60%	90%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: STAAR scores for 3rd grade Reading lowered by three percentages points. **Root Cause**: The decline is attributed to inconsistencies in the application of instructional strategies and targeted interventions, which hindered the effectiveness of reading instruction.

Problem Statement 2: STAAR scores for 4th grade Math in the "approaches grade level" category for economically disadvantaged students lowered by two percentage points. **Root Cause**: The decline is due to inconsistencies in implementing instructional strategies and targeted interventions for economically disadvantaged students, which impacted their performance in Math.

School Processes & Programs

Problem Statement 2: Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause**: Our Response to Intervention collaborative meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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	65%	80%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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	70%	85%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Data shows there is a rise in the number of students needing emotional support. **Root Cause**: Students are displaying behaviors due to social challenges, family issues, mental health conditions and a lack of social skills.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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 **Title I:** 2.6 **Problem Statements:** Demographics 1, 2, 3	50%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: The Gifted and Talented population percentage has not shown adequate growth. **Root Cause**: There is a lack of adequate information and guidance provided to both parents and teachers regarding the identification and support of Gifted and Talented students, which hinders the effective recognition and development of these students.
Problem Statement 2: At the end of last school year, 15% of first graders were below grade level in Reading. **Root Cause**: The implementation of a new Phonics program in its inaugural year was marked by inconsistent instructional strategies, which contributed to the observed shortfall in student reading proficiency.

Demographics
Problem Statement 3: TELPAS data indicates that only 8.6% of Emergent Bilingual students grew 2 or more instructional levels within a single year. **Root Cause**: There is a need for enhanced monitoring and support to ensure that Emergent Bilingual students are making adequate progress in their language development.

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: 2023-2024 ADA: 96.1%
Nine Week Attendance Reports
District Weekly Attendance Reports
Campus Attendance Graph
FOCUS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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, 2.6 **Problem Statements:** Perceptions 2	50%	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Survey results reveal inadequate communication between classroom teachers and home. **Root Cause**: The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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:** Perceptions 1	40%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. **Root Cause**: North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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	70%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. **Root Cause**: North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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	50%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

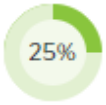
Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. **Root Cause**: North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause**: Our Response to Intervention collaborative meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.

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			
	Formative			Summative
	Nov	Jan	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. **Root Cause**: North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

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

Performance Objective 2: By the end of the school year, teacher retention rate will indicate teachers feel safe and supported at NRE and want to return the next school year.

Evaluation Data Sources: Teacher Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: New Teacher mentorship program. **Actions:** Administration, Mentor and Instructional Facilitator will meet with new teachers once a month. **Staff Responsible for Monitoring:** Administration Instructional Facilitator **Title I:** 4.1	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The Capturing Kids Hearts Process Champion Team will support campus culture. **Actions:** 1. Plan engaging activities monthly to increase teacher morale. 2. Design a team uniform to unite staff. 3. Meet with a CKH Strategist to plan for campus improvement. **Staff Responsible for Monitoring:** Capturing Kids Heart Process Champion Team Principal **Title I:** 4.1	N/A			

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for North Ridge Elementary

Total SCE Funds: $119,954.00
Total FTEs Funded by SCE: 2.82
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 North Ridge Elementary

Name	Position	FTE
Ariana Hernandez	Teacher	0.33
Emily Sauerwein	Instructional Facilitator	0.5
Kristen Loveless	Educational Assistant	0.33
Laura De La Paz	Student Assistance Counselor	1
Scherry Creech	Educational Assistant	0.33
Seandae Roberts	Teacher	0.33

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.

Parents: **Ginnie Reed, Heather Hatfield**
Community Members: Kellye Alexander, Forrest Cooper, Cathey Fickes
Teachers: Carey Briggs, Samantha Stewart, Sarah Ford, Nina Lee, Jennifer Paris, Koree Neff, Paige Henderson, Raylene Sampson
Administrators: Deborah Coulson, Dan Burbach
Other Campus and District Staff: *Ashly Spencer*

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.

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Brain Pop		$3,664.00
1	2	2	SCE Campus Personnel		$119,954.00
				Sub-Total	$123,618.00
				Budgeted Fund Source Amount	$119,954.00
				+/- Difference	-$3,664.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Facilitator		$37,315.00
				Sub-Total	$37,315.00
				Budgeted Fund Source Amount	$37,315.00
				+/- Difference	$0.00
				Grand Total Budgeted	$157,269.00
				Grand Total Spent	$160,933.00
				+/- Difference	-$3,664.00

Birdville Independent School District

John D. Spicer Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Together we can shape tomorrow's leaders by collaborating with students, parents, and teachers in order to support the whole child.

Vision

We are a staff that works strategically to build a community where all children feel loved, respected and encouraged to develop to their fullest potential.

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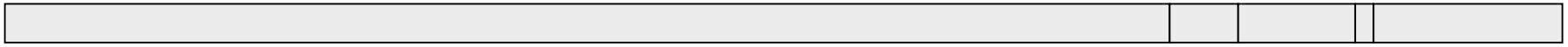
Comprehensive Needs Assessment

Demographics

Demographics Summary



Student Achievement

Student Achievement Summary

Demographics

Demographics Summary

John D. Spicer Elementary served 404 students in grades pre-kindergarten - fifth grade with the following demographics:

Attendance

94.3%

Student Demographics 2023-2024

- **Female: 45.54%**
- **Male: 54.46%**
- **Hispanic - Latino: 27.48%**
- **American Indian-Alaskan Native - .5%**
- **Asian: 9.41%**
- **Black - African American: 36.39%**
- **Native Hawaiian-Pacific Islander - .5%**
- **White: 23.76%**
- **Two-or-More: 1.98%**

Student Programs 2023-2024

- **17 Dyslexia - 4.21%**
- **21 Gifted and Talented - 5.2%**
- **0 Regional Day school Program for the Deaf - 0%**
- **11 Section 504 - 2.72%**
- **71 Special Education Students - 17.57%**

Bilingual/ESL

- **69 Emergent Bilingual Students - 17.08%**
- **0 Bilingual - 0%**
- **68 English as a second language - 16.83%**
- **0 Alternative Bilingual Language Program - 0%**
- **0 Alternative ESL Language Program - 0%**

Title I Part A

- **404 School Wide program - 100%**
- **0 Targeted Assistance -0%**
- **0 Targeted Assistance Previously Participated - 0%**
- **0 Title I Homeless - 0%**
- **0 Neglected - 0%**

Student Indicators 2023-2024

- **255 At-risk students - 63.12%**
- **0 Foster Care - 0%**
- **0 IEP Continuer - 0%**
- **14 Immigrant - 3.47%**
- **193 Intervention Indicator - 47.77%**
- **0 Migrant - 0%**
- **12 Military Connected - 2.97%**
- **27 Transfer In Students - 6.68%**
- **0 Unschooled Asylee/Refugee - 0%**
- **93 mobility rate - 26.65%**

Economic Disadvantage

- **285 Economically Disadvantaged students - 70.54%**
- **261 Free Meal - 64.6%**
- **19 Free/Reduced Priced Meals - 4.7%**
- **5 Other Economic Disadvantage - 1.24%**

Homeless and Unaccompanied Youth

- **5 Homeless Status - 1.24%**
- **0 Shelter - 0%**
- **2 Doubled Up - .5%**
- **0 Unsheltered - 0%**
- **3 Hotel/Motel - .74%**
- **5 Not Unaccompanied Youth - 1.24%**
- **0 Unaccompanied Youth - 0%**

Special Education Services

Primary disabilities

- **0 No disability - 0%**
- **1 Orthopedic Impairment - 1.41%**
- **5 Other Health Impairment - 7.04%**
- **0 Auditory Impairment - 0%**
- **0 Visual Impairment - 0%**
- **0 Deaf-Blind - 0%**
- **3 Intellectual Disability - 4.23%**
- **4 Emotional Disturbance - 5.63%**
- **18 Learning Disability - 25.35%**
- **19 Speech Impairment - 26.76%**
- **15 Autism - 21.13%**
- **0 Developmental Delays - 0%**
- **0 Traumatic Brain Injuries - 0%**
- **6 Noncategorical Early Childhood - 8.45%**

Instructional Settings

- **19 Speech Therapy - 26.76%**
- **0 Homebound - 0%**
- **0 Hospital Class - 0%**
- **8 Mainstream - 11.27%**
- **25 Resource Room - 35.21%**
- **0 VAC - 0%**
- **0 Off Home Campus - 0%**
- **0 State School - 0%**
- **0 Residential Care - 0%**
- **9 Self-Contained - 12.68%**
- **10 Full-Time Early Childhood - 14.08%**
- **0 Nonpublic Day School - 0%**

Staff Information 2023-2024

- **11 Administrative Support - 16.42%**
- **34 Teacher - 50.75%**
- **22 Educational Aide - 32.84%**
- **0 Auxiliary - 0%**

In the 2023-2024 academic year, 63.12% of students, or 255 individuals, are considered at-risk. No students are currently in foster care or continuing with an Individualized Education Program (IEP). The student body includes 14 immigrants, representing 3.47%, and 193 students, or 47.77%, who have an intervention indicator. There are no migrant or unschooled asylee/refugee students, but 12 students, or 2.97%, are military-connected. Additionally, 27 students, or 6.68%, transferred into the school this year, and the mobility rate is 26.65%, accounting for 93 students.

Regarding economic disadvantage, 285 students, or 70.54%, fall into this category. Of these, 261 students (64.6%) receive free meals, while 19 students (4.7%) qualify for free or reduced-price meals. Five students, or 1.24%, are categorized under "other economic disadvantage."

When it comes to homelessness, 1.24% of the student population, or five students, have a homeless status. Of these, two students (0.5%) are doubled up, and three students (0.74%) are living in a hotel or motel. All five of these students are not classified as unaccompanied youth, and there are no students identified as unaccompanied youth.

Demographics Strengths

The diversity of our student population provides different cultures that bring a rich learning environment and different perspectives to our students and families. Additionally, the staff at Spicer Elementary is very diverse to meet the needs of our student population. The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 49%. According to TELPAS data from 2024, Spicer EB students exceeded the target by scoring 61%. Spicer earned 100% in closing the gaps for our ELP status indicator on 2024 Closing the Gap Performance Targets. In the category of Academic Achievement, our Emergent Bilingual population exceeded the state math goal by 7 points. This group also exceeded the state reading goal by 11 points. Additionally, the high focus group exceeded the state goal for reading by 8 points, economically disadvantaged exceeded by 9 points, African American exceeded by 13 points, and Hispanic exceeded by 4 points.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over the past four years, John D. Spicer Elementary has seen fluctuations in attendance, with a drop from a high in 2020-2021 to a lower rate in 2021-2022, followed by a slight improvement in the following years. **Root Cause:** Despite recent stabilization, the decline from pre-pandemic levels highlights challenges such as economic hardship and student mobility are significant issues that contribute to chronic absenteeism.

Student Learning

Student Learning Summary

mClass Data

73% of kindergarteners scored at or above benchmark on the composite mClass score for reading.

69% of first graders scored at or above benchmark on the composite mClass score for reading.

60% of second graders scored at or above benchmark on the composite mClass score for reading.

67% of all students in grades K-2 scored at or above benchmark on the composite mClass score for reading.

At John D. Spicer Elementary, the 2023-2024 performance data highlights achievement levels across various student groups. Overall, 72% of students scored at or above the "Approaches GL Standard," with 46% meeting or exceeding the "Meets GL Standard," and 22% achieving the "Masters GL Standard."

Key Insights:

- **African American Students**: 68% scored at or above the "Approaches GL Standard," with 40% meeting the "Meets GL Standard" and 14% reaching the "Masters GL Standard."
- **Hispanic Students**: 73% achieved at or above the "Approaches GL Standard," with 41% meeting the "Meets GL Standard" and 16% at the "Masters GL Standard."

High Focus Group:

- The overall percentage of tests at or above the "Approaches GL Standard" for the high focus group is 68%, with 42% meeting the "Meets GL Standard" and 20% reaching the "Masters GL Standard."

Observations:

- **Performance Gaps**: There are noticeable performance gaps, particularly among African American students who show lower percentages at the "Meets GL Standard" and "Masters GL Standard" compared to Hispanic students and the high focus group.
- **High Focus Performance**: The high focus group shows lower achievement levels compared to the overall student population, indicating a need for targeted support to close these gaps.

The data suggests a need for focused interventions to support African American students and the high focus group, addressing performance gaps and improving achievement across all performance indicators.

The data from John D. Spicer Elementary highlights key areas of student achievement across different subjects and groups.

Overall Performance:

- **Approaches GL Standard or Above**: 72% of all students, with varied performance across groups. African American and Hispanic students performed at 68% and 73%, respectively, while the high focus group achieved 68%.
- **Meets GL Standard or Above**: 46% of all students met this standard, with African American students at 40% and Hispanic students at 41%. The high focus group had a lower percentage at 42%.
- **Masters GL Standard**: 22% of all students reached this level. African American students had 14% and Hispanic students 16%, whereas the high focus group achieved 20%.

Subject-Specific Performance:

- **Reading/Language Arts (RLA)**: 75% of students met the "Approaches GL Standard or Above," with African American students at 74% and Hispanic students at 81%. The high focus group had a lower performance rate at 70%.
- **Mathematics**: 72% of students achieved the "Approaches GL Standard or Above," with African American students at 70% and Hispanic students at 64%. The high focus group had a rate of 70%.
- **Science**: 64% of students met the "Approaches GL Standard or Above," with African American students at 44% and Hispanic students at 76%. The high focus group performed at 60%.

Action Steps:

1. **Focus on Closing Achievement Gaps**: Address the lower performance among African American students and the high focus group, particularly in Science and Mathematics, through targeted interventions and support.
2. **Enhance Reading and Math Instruction**: Strengthen instructional practices in Reading/Language Arts and Mathematics to improve performance, especially for high focus students.
3. **Increase Support for Science**: Implement strategies to boost achievement in Science, with a focus on underperforming groups.

The plan will aim to improve overall student achievement and address specific needs based on the performance data.

John D. Spicer Elementary's data highlights current performance and future targets in Reading/Language Arts (RLA) and Mathematics.

Reading/Language Arts (RLA):

- **2024 Achievement**: 49% of students met or exceeded the "Meets GL Standard," with African American students at 47% and Hispanic students at 43%.
- **Targets**: Increase to 55% by 2027-28 and 73% by 2037-38.
- **Growth**: Academic growth is at 75% overall, with African American students at 74% and Hispanic students at 69%.

Mathematics:

- **2024 Achievement**: 48% of students met or exceeded the "Meets GL Standard," with African American students at 43% and Hispanic students at 43%.
- **Targets**: Achieve 58% by 2027-28 and 75% by 2037-38.
- **Growth**: Academic growth is at 73% overall, with African American students at 73% and Hispanic students at 76%.

Action Steps:

1. **Enhance Instruction**: Focus on strategies to improve achievement in RLA and Mathematics, particularly for African American and Hispanic students.
2. **Boost Growth**: Implement targeted interventions to reach growth targets in both subjects.
3. **Address Gaps**: Develop support plans to improve performance for high focus groups.

The plan aims to align instructional strategies with performance targets to enhance overall student achievement and growth.

Student Learning Strengths

Interventions and EB strategies that were implemented on campus last year positively impacted student performance according to TELPAS data from 2024. Spicer EB students exceeded the target by scoring 61%. Spicer earned 100% for our ELP status indicator on 2024 Closing the Gap Performance Targets. Additionally, in the category of Academic Achievement, our Emergent Bilingual population exceeded the state math goal by 7 points. This group also exceeded the state reading goal by 11 points.
Economically disadvantaged students performed higher than the state target by 9 points in reading and 1 point in math.

John D. Spicer Elementary demonstrates notable strengths in student learning, particularly in Reading/Language Arts (RLA) and Mathematics. The school has achieved a commendable 75% growth score in RLA, with Hispanic students showing significant progress at 69%. In Mathematics, overall growth is 73%, with Hispanic students leading at 76%. The school's commitment to targeted interventions and instructional improvements has resulted in solid performance outcomes, including 49% Meeting Grade Level or above in RLA and 48% Meeting Grade Level or above in Mathematics. These strengths reflect effective educational practices and a focused approach to enhancing student learning. The campus will build on these strengths to further advance student performance and achieve future academic goals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 46% of students are meeting or exceeding the Meets Grade Level (GL) Standard in Math scoring just under the state performance target of 49%. 72% of students are meeting or exceeding the Approaches GL Standard showed significant variability, with some assessments reaching 100% while others drop to 38% and 0%. **Root Cause:** The campus has a high mobility rate (26.65%). Frequent mobility disrupts learning continuity, complicating skill development. 63.12% of students are at-risk and 70.54% are economically disadvantaged, creating substantial educational gaps in foundational math skills. 17.08% of students identified as Emergent Bilingual, language barriers also hinder math comprehension and engagement.

Problem Statement 2 (Prioritized): John D. Spicer Elementary struggles with Science achievement, as only 29% of students meet or exceed grade-level standards. African American students show particularly low performance at 11%, while Hispanic students are at 29%, and White students at 40%. **Root Cause:** Although 64% of students approach grade-level standards, the low rates of meeting or exceeding standards and significant disparities across subgroups highlight the need for targeted instructional improvements and support. This data indicates a critical need for strategies to enhance Science proficiency for all students, with particular focus on the underperforming groups.

School Processes & Programs

School Processes & Programs Summary

At Spicer we provide Special Education through our Resource and inclusion programs, early childhood education and positive approach to student success (PASS) self-contained programs. Struggling students are addressed through our special support provided by our Title I tutors, Multi-tiered system of supports intervention support staff, and dyslexia interventionist. Our emergent bilingual students are supported in their classrooms by teachers who are certified in English Language Supports.

For our gifted and talented (GT) students, we provide a variety of leveled services for students in grades kindergarten through 5th grade. All teachers are required to complete annual gifted and talented training and our GT students are clustered in specific classes. Pull out classes are offered to our students on our campus and at a separate location where our 3rd, 4th and 5th graders travel one day each week.

Our teachers attend professional development provided by our district where we focus on math and literacy. Teachers are provided expectations for learning and engaging our learners in a campus culture of writing and reading. Teachers are provided support through training and weekly staff walk throughs that provide teachers productive feedback. Weekly planning for learning communities, vertical team meetings and Leaders of Learners ensure all staff are trained in district initiatives.

We offer incentives for our students who have perfect attendance. Students are recognized at school assemblies for good grades, good attendance and positive behavior. Our students are supported emotionally through programs offered such as: Red Ribbon week, Character Strong Lessons, Conscious Discipline strategies, and daily use of our district core values.

Technology is integrated in classrooms as teachers use interactive whiteboards, online Reading resources laptops, chromebooks, Google tools and Google Classroom. Additionally, teachers utilize digital communication applications such as remind, dojo and/or classtag to communicate regularly with parents.

School Processes & Programs Strengths

Spicer serves a diverse population that is reflective of our community. Parents are involved in school opportunities where teachers work together to support individual needs of our families and students.

1. **High Attendance Rate:** The school maintains a commendable attendance rate of 94.3%, reflecting strong student engagement and commitment to regular attendance.
2. **Diverse Student Programs:** The school offers a variety of student programs, including Dyslexia support, Gifted and Talented programs, and Special Education services. This diversity in programs demonstrates the school's commitment to addressing varied learning needs and providing specialized support.
3. **Comprehensive ESL and Bilingual Support:** With 69 Emergent Bilingual students and 68 students receiving English as a Second Language (ESL) support, the school is well-equipped to address the needs of English language learners, fostering an inclusive learning environment.
4. **Title I School-Wide Program:** The school-wide Title I program ensures that all students benefit from federal funding aimed at improving educational outcomes, which supports equitable access to resources and interventions.
5. **Strong Special Education Services:** The school provides extensive Special Education services, including Speech Therapy, Resource Rooms, and Self-Contained classrooms, catering to a wide range of disabilities and ensuring targeted support for students with special needs.
6. **Dedicated Staff:** With a substantial number of teachers and educational aides, the school has a solid support structure for delivering effective instruction and personalized support to students.

7. **School-Wide Expectations** - The staff and students work together to establish and promote school wide expectations in common areas that support the learning environment for all students to feel safe.

These strengths reflect the school's dedication to creating an inclusive, supportive environment that addresses the diverse needs of its student body.

Interventions and EB strategies have positively impacted student performance.

Economically disadvantaged students performed near the campus percentage for each STAAR test.

Targeting increased campus EB strategies, with a focus on vocabulary caused an increase in performance by EB students on STAAR Assessment. EB students scored higher that the campus average for all test in approaches, meets, and masters.

All students successfully utilized data folders to highlight deficiencies in learning to close learning gaps.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Data shows significant performance gaps for economically disadvantaged students. While 72% of all students meet or exceed the Approaches GL Standard, only 68% of economically disadvantaged students do. Moreover, just 39% of these students achieve the Meets GL Standard, compared to 45% overall. **Root Cause:** Limited access to educational resources, unstable home environments, and insufficient support outside of school. Such barriers can impede their ability to meet and exceed grade-level standards.

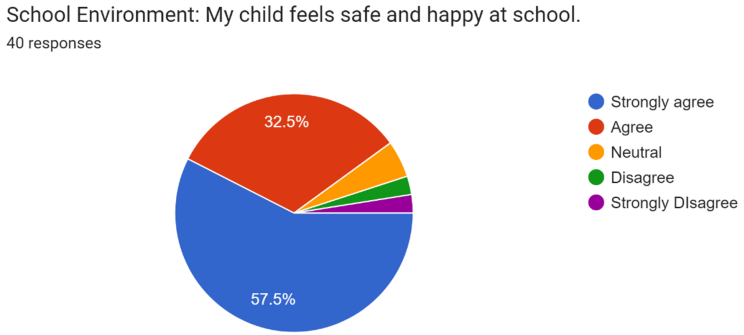
Problem Statement 2 (Prioritized): End of year mClass screener data showed that 14% of kindergarteners had not met the standard for letter sound mastery and 36% had not mastered the standard for decoding. End of year mClass screener data for first grade showed that 24% of first graders had not met mastery for decoding. End of year mclass second grade data showed that 35% of second graders did not meet mastery for decoding. **Root Cause:** A high percentage of at-risk (63.12%) and economically disadvantaged students (70.54%), who may require more intensive, tailored support. The diverse needs of Emergent Bilingual students (17.08%) and Special Education students (17.57%) have gaps in the early literacy curriculum. Addressing these issues requires enhanced, differentiated literacy instruction and targeted interventions.

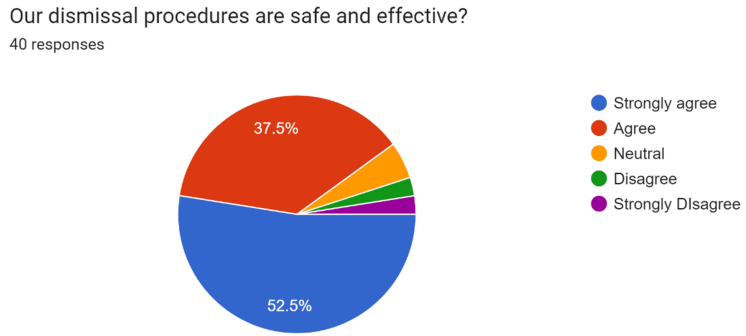
Problem Statement 3 (Prioritized): This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. **Root Cause:** The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.

Perceptions

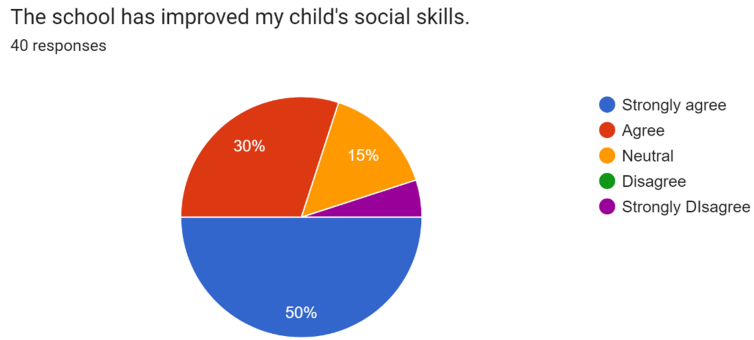
Perceptions Summary

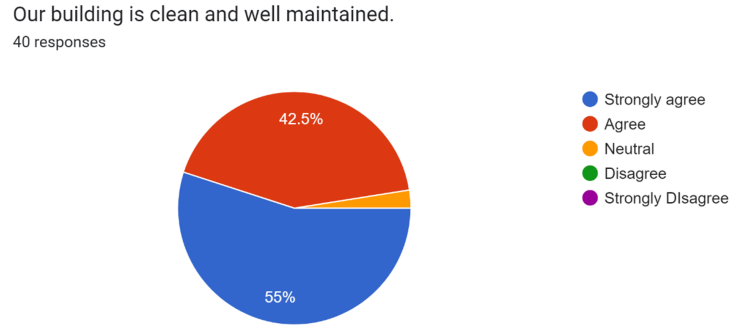
At Spicer, we have a belief that all of our students have an opportunity to show their culture and experience how we value education. Below are the results from our end-of-year parent survey:





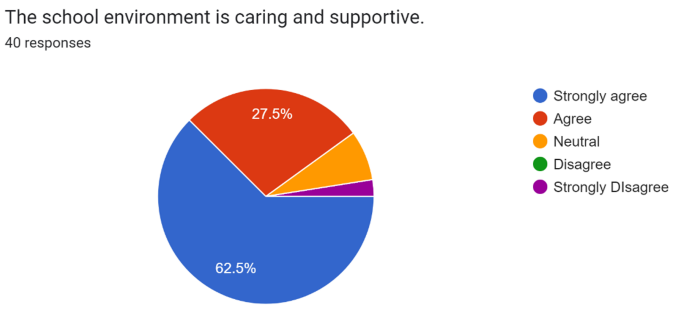
The majority of respondents, 67.5%, strongly agree that their child feels safe and happy at school, indicating a high level of satisfaction with the school environment. Additionally, 22.5% of respondents agree, further supporting the positive sentiment. A small percentage, 5%, remain neutral on the topic, while 2.5% disagree and another 2.5% strongly disagree. Overall, the responses reflect a largely favorable view of the school environment in terms of safety and happiness for students. The majority of respondents, 55%, strongly agree that the dismissal procedures are safe and effective, suggesting a generally positive assessment of the process. Another 37.5% agree, reinforcing the overall favorable opinion. A small percentage, 5%, remain neutral, while 2.5% disagree and another 2.5% strongly disagree. Overall, the responses reflect that most participants view the dismissal procedures as safe and effective, with a small minority expressing concerns.

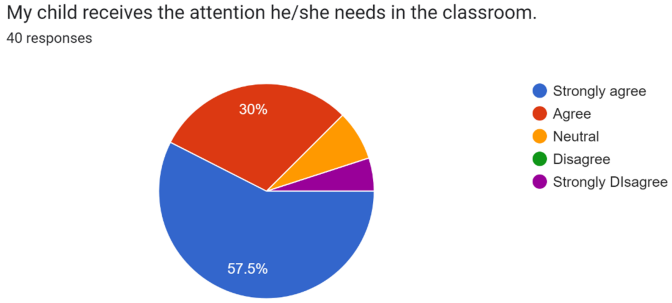




The majority of respondents, 55%, strongly agree that the school has improved their child's social skills, indicating a positive impact in this area. Another 27.5% agree, further supporting this view. A smaller portion, 10%, remain neutral, while 5% strongly disagree and another 2.5% disagree. Overall, the responses reflect a generally favorable opinion of the school's role in enhancing students' social skills, with only a small percentage expressing dissatisfaction.

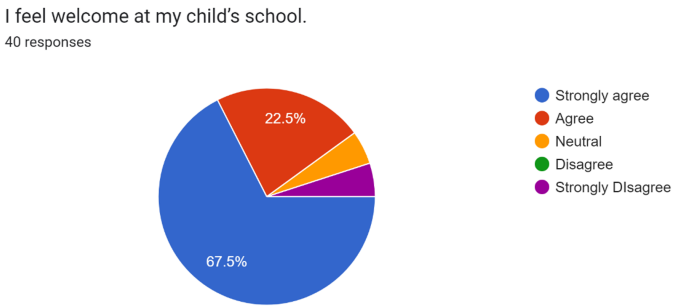
The majority of respondents, 60%, strongly agree that the building is clean and well-maintained, reflecting a positive assessment of the facility's upkeep. An additional 37.5% agree, further supporting this favorable view. Only 2.5% remain neutral, with no disagreement reported. Overall, the responses indicate that most participants believe the building is well maintained, with cleanliness being a strong point.

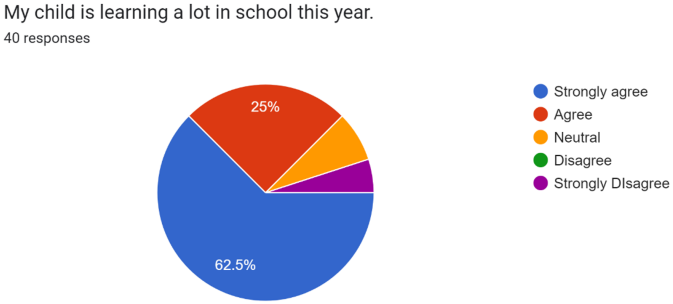




The majority of respondents, 62.5%, strongly agree that the school environment is caring and supportive, indicating a highly positive perception. Another 30% agree, further emphasizing the favorable sentiment. A small percentage, 5%, remain neutral, while 2.5% strongly disagree. Overall, the responses reflect a predominantly positive view of the school's caring and supportive environment, with only a minor portion expressing dissent.

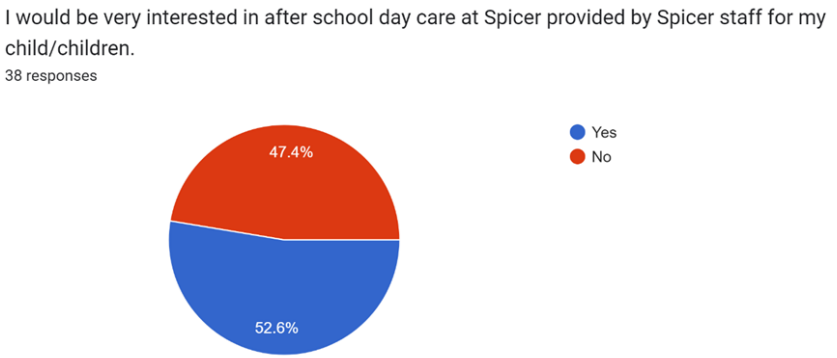
The majority of respondents, 60%, strongly agree that their child receives the attention needed in the classroom, indicating a strong level of satisfaction. Additionally, 27.5% agree, supporting the positive sentiment. A smaller portion, 7.5%, remain neutral, while 5% strongly disagree. Overall, the responses suggest that most participants feel their child is receiving adequate attention in the classroom, with only a small minority expressing concerns.



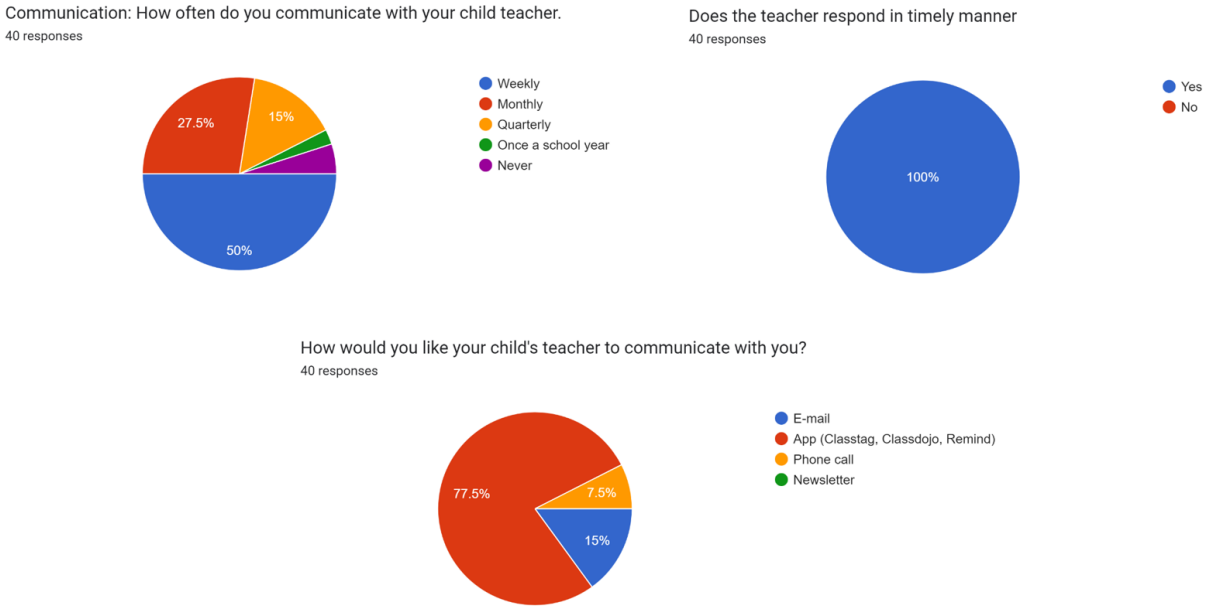


The majority of respondents, 65%, strongly agree that they feel welcome at their child's school, reflecting a positive and inclusive atmosphere. An additional 25% agree, reinforcing this sentiment. A small percentage, 5%, remain neutral, while 5% strongly disagree. Overall, the responses indicate that most participants feel welcomed at the school, with only a few expressing concerns.

The majority of respondents, 65%, strongly agree that their child is learning a lot in school this year, reflecting a strong sense of academic progress. Another 22.5% agree, further supporting this view. A smaller portion, 7.5%, remain neutral, while 5% strongly disagree. Overall, the responses indicate that most participants believe their child is experiencing significant learning, with only a small minority expressing dissatisfaction.

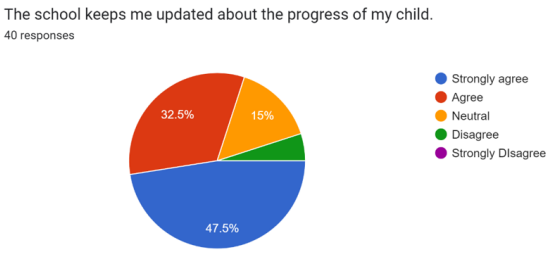


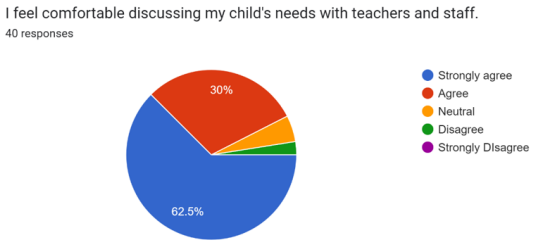
Out of the responses, 45% are in favor of after-school daycare at Spicer provided by Spicer staff, indicating a significant level of interest. In contrast, 37.5% are not interested, and the remaining 17.5% did not provide a clear indication of their interest. Overall, there is a notable interest in the after-school daycare program, though there are also considerable concerns or lack of interest among some respondents.

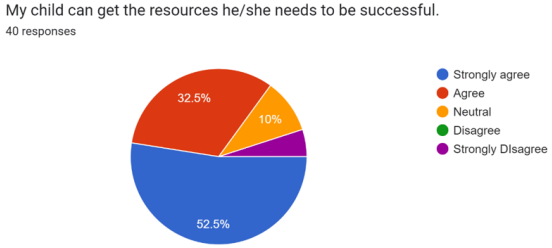


The majority of respondents, 55%, communicate with their child's teacher on a weekly basis, indicating frequent and regular contact. Additionally, 30% communicate monthly, reflecting less frequent but still regular interactions. A smaller portion, 10%, communicate quarterly, while 5% either never communicate or do so once a school year. Overall, the responses show a strong trend toward regular communication, with a notable number of participants engaging on a weekly basis. All respondents, 100%, reported that the teacher responds in a timely manner. This unanimous feedback suggests a high level of satisfaction with the teacher's responsiveness. The majority of respondents prefer communication through apps such as Classtag, ClassDojo, or Remind, with 75% indicating this preference. E-mail is the second most preferred method, chosen by 15% of respondents. Phone calls

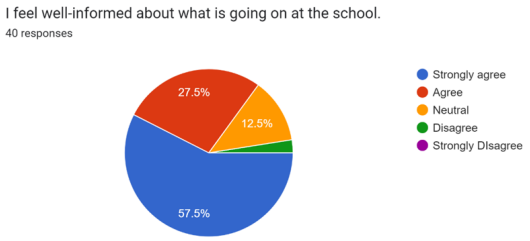
are the least preferred, with only 10% selecting this option. Overall, there is a strong preference for app-based communication, with a smaller number favoring e-mail and very few preferring phone calls.

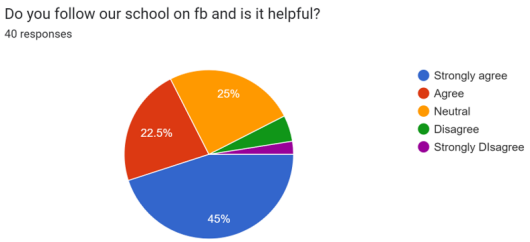


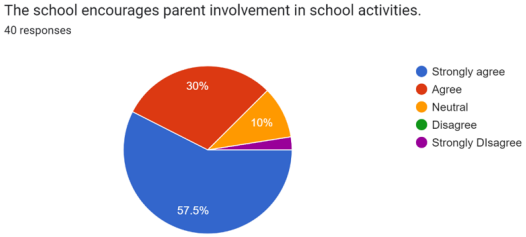


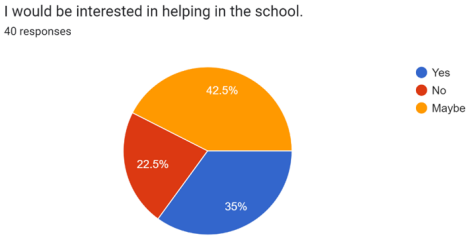


The majority of respondents, 50%, strongly agree that the school keeps them updated about their child's progress, indicating a high level of satisfaction with communication regarding academic performance. Additionally, 35% agree, further supporting this positive view. A smaller portion, 7.5%, are neutral, and 7.5% disagree, with no responses indicating strong disagreement. Overall, the responses reflect that most participants feel well-informed about their child's progress, though there is a small group that feels less updated. The majority of respondents, 65%, strongly agree that they feel comfortable discussing their child's needs with teachers and staff, indicating a high level of confidence in communication. Additionally, 27.5% agree, further supporting this positive sentiment. A smaller portion, 7.5%, remain neutral, and only 2.5% disagree. Overall, the responses suggest that most participants feel comfortable and supported in addressing their child's needs with school personnel. The majority of respondents, 60%, strongly agree that their child can get the resources needed to be successful, reflecting a strong belief in the availability of necessary support. Additionally, 30% agree, further supporting this positive view. A smaller portion, 7.5%, remain neutral, while 2.5% strongly disagree and another 2.5% disagree. Overall, the responses suggest that most participants feel their child has access to the resources required for success, with only a small minority expressing concerns.





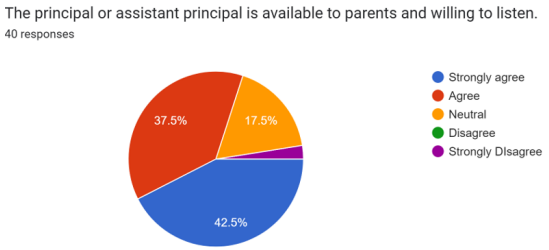


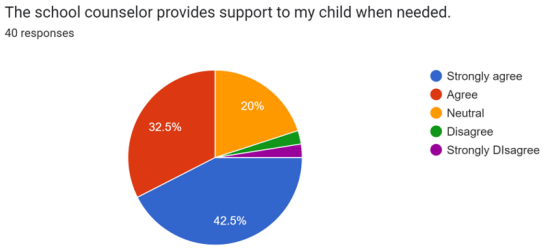


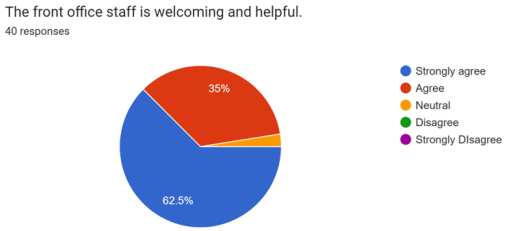
The majority of respondents, 55%, strongly agree that they feel well-informed about what is going on at the school, indicating a high level of satisfaction with communication. Additionally, 35% agree, further reinforcing this positive view. A smaller portion, 7.5%, remain neutral, and 2.5% disagree. Overall, the responses suggest that most participants feel well-informed about school activities and updates, with only a minor group expressing less certainty.

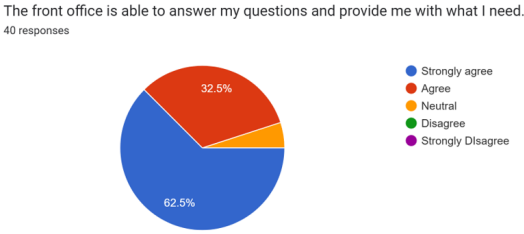
The majority of respondents, 60%, strongly agree that they follow the school on Facebook and find it helpful, indicating a high level of satisfaction with the school's social media presence. An additional 30% agree, further supporting the positive view. A smaller portion, 7.5%, are neutral, while 2.5% disagree and another 2.5% strongly disagree. Overall, the responses suggest that most participants find the school's Facebook page both useful and informative, with only a small number expressing dissatisfaction.

The majority of respondents, 55%, strongly agree that the school encourages parent involvement in school activities, reflecting a strong perception of support for parental engagement. Additionally, 35% agree, further reinforcing this positive view. A smaller portion, 7.5%, remain neutral, and 2.5% strongly disagree. Overall, the responses suggest that most participants feel the school actively promotes parent involvement, with only a minor group expressing reservations. The majority of respondents, 50%, expressed interest in helping at the school, indicating a strong willingness to get involved. Additionally, 35% are unsure, reflecting a cautious or uncertain interest. A smaller portion, 15%, indicated they are not interested. Overall, there is a significant interest in contributing to the school, with a considerable number still uncertain or considering their involvement.









The majority of respondents, 60%, strongly agree that the principal or assistant principal is available to parents and willing to listen, reflecting a strong perception of accessibility and responsiveness. Additionally, 35% agree, further supporting this positive view. A smaller portion, 7.5%, remain neutral, while 2.5% strongly disagree. Overall, the responses suggest that most participants feel that the school leadership is approachable and attentive to parent concerns, with only a minor group expressing less certainty.

The majority of respondents, 60%, strongly agree that the school counselor provides support to their child when needed, indicating a high level of satisfaction with the counseling services. Additionally, 30% agree, further supporting this positive view. A smaller portion, 7.5%, remain neutral, and 2.5% strongly disagree. Overall, the responses suggest that most participants feel the school counselor is effective in offering necessary support, with only a small number expressing concerns or uncertainty.

The majority of respondents, 65%, strongly agree that the front office staff is welcoming and helpful, indicating a high level of satisfaction with their service. Additionally, 30% agree, further reinforcing this positive assessment. A small portion, 5%, remain neutral, with no respondents expressing disagreement. Overall, the responses suggest that most participants find the front office staff to be friendly and supportive, with only a minor group feeling indifferent.

The majority of respondents, 60%, strongly agree that the front office is able to answer their questions and provide them with what they need, indicating a high level of satisfaction with the office's responsiveness and effectiveness. Additionally, 35% agree, further supporting this positive view. A small portion, 5%, remain neutral, with no respondents expressing disagreement. Overall, the responses suggest that most participants feel well-supported by the front office, with only a minor group feeling indifferent.

Perceptions Strengths

Our diverse population brings richness to our school by providing a depth of individual differences between our students and families. One example, we have a fourth- and fifth-grade multilingual leadership team. These students assist with translations for staff and other students who speak a language that our district does not have an interpreter for. Additionally, these students serve as ambassadors to our newcomers who speak very limited or no English at all. Twice a year, we offer two multicultural events. The first event is a dinner. We invite families to bring a dish to share as we learn about the variety of cultures at Spicer. This event also provides an opportunity for staff to share our school expectations and answering any questions our parents have. We invite interpreters to ensure that our parents can get the most out of the event. The second event is a multicultural lunch that we call "Holidays around the world", where each student brings a dish from their home country to share with students, staff and parents.

Positive behavioral supports/strategies are utilized in the classrooms and also implemented by the administration to address student behavior in a positive manner. Individual student incentives are utilized and set up for specific students who need more one-on-one support.

Spicer has a social committee that provides emotional support to our staff. We also have a campus safety committee called Campus Safety Investigation (CSI Team) that addresses a variety of campus problems dealing with safety, logistics, and customer service.

The administration team communicates weekly with a staff newsletter sent out every Friday and communicates with a community newsletter each month. Important district and campus dates and events are communicated through the monthly newsletter. Facebook is another tool we use to communicate positive happenings at Spicer as well as advertising for school activities.

Spicer teachers collaborate to achieve overall campus goals through PLCs and vertical team meetings.

Increased community/family involvement to include participants for World Read Aloud Day, an overhaul of the playground, Haltom High School Pals, and an active PTA program.

We implement systematic methods of communication between the school and parents, along with positively promoting the campus.

All classrooms will have safe space, wish you well, and safe keeper ritual.

Survey data shows that 100% of staff, students, and parents feel the school is safe.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families. **Root Cause:** Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.

Priority Problem Statements

Problem Statement 1: This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance.

Root Cause 1: The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Data shows significant performance gaps for economically disadvantaged students. While 72% of all students meet or exceed the Approaches GL Standard, only 68% of economically disadvantaged students do. Moreover, just 39% of these students achieve the Meets GL Standard, compared to 45% overall.

Root Cause 2: Limited access to educational resources, unstable home environments, and insufficient support outside of school. Such barriers can impede their ability to meet and exceed grade-level standards.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 46% of students are meeting or exceeding the Meets Grade Level (GL) Standard in Math scoring just under the state performance target of 49%. 72% of students are meeting or exceeding the Approaches GL Standard showed significant variability, with some assessments reaching 100% while others drop to 38% and 0%.

Root Cause 3: The campus has a high mobility rate (26.65%). Frequent mobility disrupts learning continuity, complicating skill development. 63.12% of students are at-risk and 70.54% are economically disadvantaged, creating substantial educational gaps in foundational math skills. 17.08% of students identified as Emergent Bilingual, language barriers also hinder math comprehension and engagement.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families.

Root Cause 4: Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Over the past four years, John D. Spicer Elementary has seen fluctuations in attendance, with a drop from a high in 2020-2021 to a lower rate in 2021-2022, followed by a slight improvement in the following years.

Root Cause 5: Despite recent stabilization, the decline from pre-pandemic levels highlights challenges such as economic hardship and student mobility are significant issues that contribute to chronic absenteeism.

Problem Statement 5 Areas: Demographics

Problem Statement 6: John D. Spicer Elementary struggles with Science achievement, as only 29% of students meet or exceed grade-level standards. African American students show particularly low performance at 11%, while Hispanic students are at 29%, and White students at 40%.

Root Cause 6: Although 64% of students approach grade-level standards, the low rates of meeting or exceeding standards and significant disparities across subgroups highlight the need for targeted instructional improvements and support. This data indicates a critical need for strategies to enhance Science proficiency for all students, with particular focus on the underperforming groups.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: End of year mClass screener data showed that 14% of kindergarteners had not met the standard for letter sound mastery and 36% had not mastered the standard for decoding. End of year mClass screener data for first grade showed that 24% of first graders had not met mastery for decoding. End of year mclass second grade data showed that 35% of second graders did not meet mastery for decoding.

Root Cause 7: A high percentage of at-risk (63.12%) and economically disadvantaged students (70.54%), who may require more intensive, tailored support. The diverse needs of Emergent Bilingual students (17.08%) and Special Education students (17.57%) have gaps in the early literacy curriculum. Addressing these issues requires enhanced, differentiated literacy instruction and targeted interventions.

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

Accountability Data

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

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.

High Priority

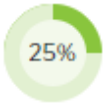
HB3 Goal

Evaluation Data Sources: Elementary: CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)
Secondary: Renaissance STAR Assessments (grades 1-5 mathematics and grades 3-5 reading), and reading levels as measured by Benchmark Assessment System (BAS)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level. **Actions:** 1) Provide trainings during professional learning communities from the instructional facilitator and district personnel and resources to implement Guided/Shared reading and phonics instruction in support of all students. 2)Provide trainings and support during professional learning communities from district personnel and instructional facilitators for math and science instruction. 3) Measure K - 5 student reading levels using Fountas & Pinnell in accordance to the testing windows. 4) Utilize walk through forms to ensure the implementation of targeted small group reading instruction in all grades K - 5, shared reading in grades K-2 using Fountas & Pinnell and Core 95 phonics instruction for grades k-1 and 2-3. 5) Use data to provide targeted support and progress monitoring. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional facilitator, and Leader of Learners (LOL) team members **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $162,505				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on targeted small group instruction and continuous improvement. **Actions:** 1) Provide teachers with resources in literature to support reading across curriculum in print and digital periodical literature. 2) Administration and the instructional facilitator will host instructional walks as needed with grade level teams. This will be an opportunity for grade level teams to learn from their peers as well as see how their grade level content is vertically aligned. 3) Administration will create digital feedback forms for staff to communicate on instructional practices. 4) Provide online resources to support RLA and math learning. 5) Staff members who have shown mastery in reading and mathematics instruction will have opportunities to present during staff meetings. 6)Administration, instructional facilitator and teachers will track student progress on unit assessments, vocabulary and benchmark data through plan, do, study, act (PDSA) cycles during professional learning communities weekly (PLC). 7) Teachers and students will track individual student progress utilizing digital data folders. 8)Teachers will use data from PLC and digital data folders to provide focused instruction using appropriate interventions discussed during PLC. 8) Schedule time for grade levels to meet to review campus data and plan vertically for math, reading and science. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and instructional facilitator, and teachers. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist teachers in implementing data informed instruction and responsive teaching. **Actions:** 1) Support teacher training on implementation of tier one priorities. 2) Require teachers to progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students. 3) Utilize the time during the professional learning communities to review response to intervention data in order to identify appropriate intervention plans, instructional resources and strategies. 4) Model the PDSA process through PLC's using student data. 5) Employ the digital learning specialist and instructional facilitator to develop a spreadsheet for teachers to track unit assessments for math, science, and reading that will be used during PDSA and instructional planning. 6) 2nd-5th grade teachers will use aware to create unit assessments to monitor student progress in reading, science and math and discuss the data during PLCs. 7) Teachers will utilize the district-developed item bank questions with constructed response items and other new items in common assessments to mirror the state assessment. 8) Teachers will use continuous improvement practices and individual digital data folders to monitor progress. 9) Implementation of Core 95 Phonics intervention during small group instruction provided by teachers and title I tutors. **Staff Responsible for Monitoring:** Campus Administration, instructional facilitator, and LOL team. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1, 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Enhance and support the implementation of system-wide instructional practices to support Emergent Bilinguals. **Actions:** 1) Provide professional development on classroom activities and strategies that build listening, speaking and reading comprehension. 2) Monitor vocabulary acquisition amongst 3rd-5th grade students monthly using the Star Renaissance screener. 3) Use tier 1 priorities for academic vocabulary instruction. 3) Teachers will track data digitally in shared grade level folder and discuss progress at monthly PLC's. **Staff Responsible for Monitoring:** Principal, Assistant Principal, campus LOL Team, teachers, and instructional facilitator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2 **Funding Sources:** Professional Development - 211 - Title I - $15,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 46% of students are meeting or exceeding the Meets Grade Level (GL) Standard in Math scoring just under the state performance target of 49%. 72% of students are meeting or exceeding the Approaches GL Standard showed significant variability, with some assessments reaching 100% while others drop to 38% and 0%. **Root Cause**: The campus has a high mobility rate (26.65%). Frequent mobility disrupts learning continuity, complicating skill development. 63.12% of students are at-risk and 70.54% are economically disadvantaged, creating substantial educational gaps in foundational math skills. 17.08% of students identified as Emergent Bilingual, language barriers also hinder math comprehension and engagement.
Problem Statement 2: John D. Spicer Elementary struggles with Science achievement, as only 29% of students meet or exceed grade-level standards. African American students show particularly low performance at 11%, while Hispanic students are at 29%, and White students at 40%. **Root Cause**: Although 64% of students approach grade-level standards, the low rates of meeting or exceeding standards and significant disparities across subgroups highlight the need for targeted instructional improvements and support. This data indicates a critical need for strategies to enhance Science proficiency for all students, with particular focus on the underperforming groups.
School Processes & Programs
Problem Statement 1: Data shows significant performance gaps for economically disadvantaged students. While 72% of all students meet or exceed the Approaches GL Standard, only 68% of economically disadvantaged students do. Moreover, just 39% of these students achieve the Meets GL Standard, compared to 45% overall. **Root Cause**: Limited access to educational resources, unstable home environments, and insufficient support outside of school. Such barriers can impede their ability to meet and exceed grade-level standards.
Problem Statement 2: End of year mClass screener data showed that 14% of kindergarteners had not met the standard for letter sound mastery and 36% had not mastered the standard for decoding. End of year mClass screener data for first grade showed that 24% of first graders had not met mastery for decoding. End of year mclass second grade data showed that 35% of second graders did not meet mastery for decoding. **Root Cause**: A high percentage of at-risk (63.12%) and economically disadvantaged students (70.54%), who may require more intensive, tailored support. The diverse needs of Emergent Bilingual students (17.08%) and Special Education students (17.57%) have gaps in the early literacy curriculum. Addressing these issues requires enhanced, differentiated literacy instruction and targeted interventions.
Problem Statement 3: This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. **Root Cause**: The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.

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 - 5th in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: Fountas and Pinnell, mClass, Star Renaissance, STAAR, district CBA, Circle and TEA interim's.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide professional development that assists teachers in the development, administration, and use of student performance data to evaluate student growth. **Actions:** 1) Time will be provided for vertical teams, interventionists, and special education staff to meet to strategically develop and organize intervention plans to use in the classroom and document with unit assessments. 2) Ensure teachers attend district curriculum previews. 3) Instructional facilitator will support classroom instruction in 95 Phonics for K-1 teachers and phonics curriculum for 2-3 teachers. 4) Professional development for teachers on strategies for teaching tier 2 academic vocabulary and the planning of classroom activities that support the opportunity for students to work on listening and speaking skills. 5) Provide professional development support on targeted small group instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and instructional facilitator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2 **Funding Sources:** Title I Tutoring - 211 - Title I - $24,223				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 1) Ensure the implementation of literacy across all content areas using the district tier 1 priorities. **Actions:** 1) Collaborate on strategies to integrate literacy components and strategies across all subjects during PLC meetings. 2) Discuss and implement strategies that build tier 2 academic vocabulary across all content during PLC meetings. 3) Integrate writing into cross-curricular content areas to enhance students' skills in constructed response writing. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and instructional facilitator. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	30%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a multi-tiered system of support (MTSS) to decrease the amount of students requiring tier 2 and 3 interventions for behavior. **Actions:** 1) Implement district social emotional behavior curriculum and resources along with Conscious Discipline campus training and resources. 2) The campus leadership team will assist the campus in promoting and teaching campus-wide expectations for all staff to consistently use to address behaviors in common areas. 3) Anchor charts for teaching campus wide expectations for behavior and procedures posted throughout the school. 4) Provide professional learning and support for social emotional behavior and tiered behavior interventions with a campus Conscious Discipline team. The team will provide training during staff meetings and support for all staff throughout the year. **Staff Responsible for Monitoring:** Campus leadership team, Principal, Assistant Principal, Campus Conscious Discipline Team, and Counselor. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 3 **Funding Sources:** Crisis Intervention Counselor - 211 - Title I - $47,103	35%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Over the past four years, John D. Spicer Elementary has seen fluctuations in attendance, with a drop from a high in 2020-2021 to a lower rate in 2021-2022, followed by a slight improvement in the following years. **Root Cause**: Despite recent stabilization, the decline from pre-pandemic levels highlights challenges such as economic hardship and student mobility are significant issues that contribute to chronic absenteeism.

Student Learning

Problem Statement 1: 46% of students are meeting or exceeding the Meets Grade Level (GL) Standard in Math scoring just under the state performance target of 49%. 72% of students are meeting or exceeding the Approaches GL Standard showed significant variability, with some assessments reaching 100% while others drop to 38% and 0%. **Root Cause**: The campus has a high mobility rate (26.65%). Frequent mobility disrupts learning continuity, complicating skill development. 63.12% of students are at-risk and 70.54% are economically disadvantaged, creating substantial educational gaps in foundational math skills. 17.08% of students identified as Emergent Bilingual, language barriers also hinder math comprehension and engagement.

Problem Statement 2: John D. Spicer Elementary struggles with Science achievement, as only 29% of students meet or exceed grade-level standards. African American students show particularly low performance at 11%, while Hispanic students are at 29%, and White students at 40%. **Root Cause**: Although 64% of students approach grade-level standards, the low rates of meeting or exceeding standards and significant disparities across subgroups highlight the need for targeted instructional improvements and support. This data indicates a critical need for strategies to enhance Science proficiency for all students, with particular focus on the underperforming groups.

School Processes & Programs

Problem Statement 1: Data shows significant performance gaps for economically disadvantaged students. While 72% of all students meet or exceed the Approaches GL Standard, only 68% of economically disadvantaged students do. Moreover, just 39% of these students achieve the Meets GL Standard, compared to 45% overall. **Root Cause**: Limited access to educational resources, unstable home environments, and insufficient support outside of school. Such barriers can impede their ability to meet and exceed grade-level standards.

Problem Statement 2: End of year mClass screener data showed that 14% of kindergarteners had not met the standard for letter sound mastery and 36% had not mastered the standard for decoding. End of year mClass screener data for first grade showed that 24% of first graders had not met mastery for decoding. End of year mclass second grade data showed that 35% of second graders did not meet mastery for decoding. **Root Cause**: A high percentage of at-risk (63.12%) and economically disadvantaged students (70.54%), who may require more intensive, tailored support. The diverse needs of Emergent Bilingual students (17.08%) and Special Education students (17.57%) have gaps in the early literacy curriculum. Addressing these issues requires enhanced, differentiated literacy instruction and targeted interventions.

Problem Statement 3: This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. **Root Cause**: The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.

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: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3.

Evaluation Data Sources: Campus response to intervention records, Focus, parent meetings, counselor and office referrals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Implement student monitoring and support system schoolwide. **Actions:** 1) Keep and monitor school wide behavioral Multi tiered system of support (MTSS) data records and document strategies used. 2) Implement campus wide strategies, structures, and procedures from Conscious Discipline. 3) Provide ongoing professional learning to all staff on Conscious Discipline. 4) Use positive behavior intervention supports (PBIS) strategies to recognize students for positive behavior campus wide. 4) Provide families with additional supports through various organizations and resources. **Staff Responsible for Monitoring:** Principal, Assistant Principal, campus conscious discipline team, counselor, and teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 1, 3 - Perceptions 1	35%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Over the past four years, John D. Spicer Elementary has seen fluctuations in attendance, with a drop from a high in 2020-2021 to a lower rate in 2021-2022, followed by a slight improvement in the following years. **Root Cause**: Despite recent stabilization, the decline from pre-pandemic levels highlights challenges such as economic hardship and student mobility are significant issues that contribute to chronic absenteeism.

School Processes & Programs

Problem Statement 1: Data shows significant performance gaps for economically disadvantaged students. While 72% of all students meet or exceed the Approaches GL Standard, only 68% of economically disadvantaged students do. Moreover, just 39% of these students achieve the Meets GL Standard, compared to 45% overall. **Root Cause**: Limited access to educational resources, unstable home environments, and insufficient support outside of school. Such barriers can impede their ability to meet and exceed grade-level standards.

Problem Statement 3: This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. **Root Cause**: The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.

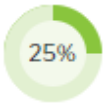
Perceptions

Problem Statement 1: The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families. **Root Cause**: Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.

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, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: 2023-2024 EOY data from On Data Suite: 94.3%.
On Data Suite and Focus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a comprehensive approach to increase student attendance that involves students, parents, teachers, and the community. **Actions:** 1) Reward individual perfect attendance at quarterly school wide assemblies. Student names will be placed in a drawing for prizes and all students will be given a certificate for perfect attendance. 2) Provide information to parents at school events regarding importance of attendance and how it is linked to academic success. 3) Celebration on social media - A celebration notice will be sent home spotlighting students with perfect attendance. The parent will submit a picture and the student's reason they love coming to school. The picture and student expression will be posted on Spicer's social media. 4) Individual class attendance graphs will be displayed in a centralized location to track progress toward the campus goal of 97% and discussed during announcements. 5) Implementing Conscious Discipline routines campus wide such as "wish you well". 6) Teachers will make phone calls to parents/guardians when students are absent. 7) Monthly newsletters will be sent out to families to communicate school events and promote attending school, including our attendance rate. 8) Implement rewards for classrooms that accumulate 10 days of 100% attendance. 9) Teachers will send out our attendance statistics weekly for our campus, grade level and classroom. 10) To address the challenge faced by families relying on transportation services, we will offer on-campus daycare. This will enable students to stay after school for tutorials, ensuring they receive needed academic support and enrichment while meeting family needs. **Staff Responsible for Monitoring:** Principal, Assistant Principal, attendance clerk, Counselor, secretary, and teachers. **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 3 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

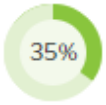
Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Over the past four years, John D. Spicer Elementary has seen fluctuations in attendance, with a drop from a high in 2020-2021 to a lower rate in 2021-2022, followed by a slight improvement in the following years. **Root Cause**: Despite recent stabilization, the decline from pre-pandemic levels highlights challenges such as economic hardship and student mobility are significant issues that contribute to chronic absenteeism.
School Processes & Programs
Problem Statement 3: This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. **Root Cause**: The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.
Perceptions
Problem Statement 1: The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families. **Root Cause**: Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.

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

Performance Objective 2: Increase family and community involvement through day and evening activities.

Evaluation Data Sources: 1) Parent surveys
2) Sign in sheets
3) Social media

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase communication with student families and community. **Actions:** 1) Utilize Spicer's facebook page and Instagram to advertise school events and celebrate good things happening on campus. 2) Partner with the district's multilingual service department to facilitate connections with families. 3) Recruit community partners to support our students, families, and staff. 4) Provide a community newsletter using smore to communicate campus achievements, activities, upcoming events, trainings, etc with all stakeholders. 5) Use blackboard and Focus to email out important campus information. 6) Provide parent surveys at the beginning and end of school year. 7) Send out quarterly calendar of school wide events. 8) Administration will meet with PTA board once a month to discuss and plan school partner events, supports, parent involvement and recruitment. **Staff Responsible for Monitoring:** Assistant Principal, Principal, PTA, teachers, campus webmaster, district language specialist, and Counselor **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Family Engagement - 211 - Title I - $1,500				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families. **Root Cause**: Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.

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 and supported at school.

Evaluation Data Sources: As measured by Anonymous Alerts, annual safety survey, staff and parent surveys from campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure all staff are compliant and current in all state, district, and campus safety procedures. **Actions:** 1) All staff will complete the district Safe Schools training. 2) Administration will track staff progress towards completion of training. 3) Complete safety trainings at staff meetings. 4) Post district safety postings in common areas. **Staff Responsible for Monitoring:** Assistant principal, campus safety committee, and principal. **Title I:** 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure a safe learning environment for all staff and students. **Actions:** 1) Ensure monthly safety drills occur and that staff and students are trained and prepared for emergencies. 2) After each drill staff will receive feedback on drill effectiveness and improvements needed. 3) Navigate 360 will be used for all drills. 4) A campus safety committee will meet each month to discuss and evaluate safety concerns and practices. 5) Google form for staff to report campus concerns regarding safety concerns and/or procedures. 6) Educate students and families on Anonymous Alerts. 7) Include school safety procedures in monthly parent newsletters. 8) Increase communication from the school with all stakeholders utilizing monthly community newsletters. 9) Maintaining locked doors and completing daily and weekly door checks of inside, outside doors and gates. 10) Incorporate Conscious Discipline strategies and procedures. 11) Incorporate a dedicated campus crisis counselor to improve student and staff emotional well-being and mental health, reduce incidents of crisis situations escalating without intervention, and enhance academic performance through better emotional support. **Staff Responsible for Monitoring:** Principal, assistant principal, counselors, and campus safety committee. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Over the past four years, John D. Spicer Elementary has seen fluctuations in attendance, with a drop from a high in 2020-2021 to a lower rate in 2021-2022, followed by a slight improvement in the following years. **Root Cause**: Despite recent stabilization, the decline from pre-pandemic levels highlights challenges such as economic hardship and student mobility are significant issues that contribute to chronic absenteeism.

School Processes & Programs
Problem Statement 3: This campus has 63% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance. **Root Cause**: The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.

Perceptions

Problem Statement 1: The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families. **Root Cause**: Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.

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

Performance Objective 2: Build a positive and supportive staff culture, leading to increased job satisfaction, improved workplace morale, and reduced staff turnover.

Evaluation Data Sources: Staff surveys
TAPR Report
Organizational Health Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Design a comprehensive strategy that aims to create a positive and supportive staff culture by recognizing achievements, offering opportunities for growth, and fostering a connected and collaborative work environment. **Actions:** 1.) Establish a monthly recognition event where staff members are celebrated for their achievements, contributions, and dedication. 2.) Implement peer-nominated awards such as "Staff Member of the week" to highlight individual and team efforts. 3.) Organize monthly morale-boosting activities, such as staff potlucks, wellness days, or team-building exercises, to foster camaraderie and a positive work environment. 4.) Introduce a system of incentives, such as extra planning time, school supplies, lunch and learns, and celebrations for reaching specific goals or milestones. 5.)Regularly solicit feedback from staff through surveys and suggestion boxes to identify areas for improvement in the workplace environment. 6.)Offer targeted professional development sessions focused on areas identified by staff as important for their personal and professional growth. 7.) Implement recognition programs and provide opportunities for staff to take on leadership roles within the school, such as leading a committee or a professional learning community (PLC), to empower and engage them in school decision-making.morale-building incentives campus-wide. 8.) Implement a staff wish well board and friends and family board to increase connectedness amongst staff members. **Staff Responsible for Monitoring:** Principal, assistant principal, LOL Team, and Counselor. **Title I:** 2.5, 2.6 **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: The campus has limited parent involvement for volunteering opportunities that support students and staff in our school, such as PTA. Additionally, we have a lack of community partnerships with organizations and businesses that could bring much needed resources and support to our economically disadvantaged and emergent bilingual students and their families. **Root Cause**: Connections need to be made with community partners to bring in resources and support for families that would also encourage parent involvement. District resources need to be utilized, such as multilingual services to break down language barriers so that school staff can connect with families in a more meaningful way.

State Compensatory

Budget for John D. Spicer Elementary

Total SCE Funds: $162,505.00
Total FTEs Funded by SCE: 4.47
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 John D. Spicer Elementary

Name	Position	FTE
Amanda Stapleton	Educational Assistant	0.33
Ashlea Martin	Teacher	0.33
Claudia Sanchez	Educational Assistant	0.33
Gaklien Mansour	Educational Assistant	0.33
Geneva Martinez	Educational Assistant	0.33
Jamie Valkoff	Educational Assistant	0.33
Jana Murphy	Teacher	0.33
Jennifer Haberer	Reading Intervention	0.33
Kelly Jo Olinger	Teacher	0.5
Manal Youhanna	Educational Assistant	0.33
Rebecca Lynch	Instructional Facilitator	1

Title I

1.1: Comprehensive Needs Assessment

The comprehensive Needs Assessment was completed in May 2024 based on spring survey feedback, STAAR data,TELPAS, universal screener results, attendance and behavior data from 2023-2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Administrators:

Amy Newland

Tara Thomas-Worthen

Teachers:

Cathy Linehan

Amy Howe

Katie Holbrook

Lisa Wolf

Carrie Goodman

Magy Gergius

Daniele Clark

Alexsus Risher

Eulia Nyabadza

Daniele Clark

Chad Morrissey

2.2: Regular monitoring and revision

The Spicer 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

Spicer Campus Improvement Plan is available to parents and the public through the campus website. The plan is also available through the district website 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, 63.12% of students (# 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*
8. *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 and practice such as:

Fountas & Pinnell Guided reading

Reading intervention, Take Flight

Workshop model with small group targeted instruction

Conscious Discipline

Character Strong

95 Phonics Intervention

Core 95 Phonics

Increased learning time is provided through 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.

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

Administrators:

Amy Newland

Tara Thomas-Worthen

Parents:

Caiti Dowden

Staff:

Magy Gergius

Eulia Nyabadza

Alexsus Risher

Amy Howe

Cathy Linehan

Carrie Goodman

Daniele Clark

4.1: Develop and distribute Parent and Family Engagement Policy

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

Administrators:

Amy Newland

Tara Thomas-Worthen

Parents:

Caiti Dowden

Staff:

Magy Gergius

Eulia Nyabadza

Alexsus Risher

Amy Howe

Cathy Linehan

Carrie Goodman

Daniele Clark

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

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Monday and Friday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2024-2025:

- *August Refresh Back to School Event (Saturday 9:00-1:00) at WG Thomas Coliseum*
- *August Meet the Teacher Night (Monday 5-6:30) on campus*

- *Curriculum Night (Thursday 5-7) on campus*
- *September Title I Meeting/Pastries with the Principals (Friday 8:10-8:45) on campus*
- *September Haltom Homecoming Parade (Thursday 6-7) Haltom High School*
- *September Lunch with a Loved One/ Grandparents Day (Friday 10:30-1:00) on campus*
- *October Fall Festival (Friday 5-7) on campus*
- *October Awards Assembly (Friday) on campus*
- *November Veterans' Day Program, PTA Meeting (Monday 6:00) on campus*
- *November Friendsgiving and Family Movie Night (Friday 5-7) on campus*
- *December Reindeer Run Fun Run (Friday) on campus*
- *December Choir Tree Lighting (Friday) Haltom City*
- *December Cookie with Santa (Saturday 10-12) on campus*
- *December Choir Holiday Program (Monday 6:00) on campus*
- *January Awards Assembly (Friday) on campus*
- *January Family Game Night (Thursday 5-6) on campus*
- *February World Read Aloud Day and Story Book Parade (Wednesday) on campus*
- *February Valentine Dance (Thursday 5:30-7:00) on campus*
- *March Public School's Week activities: Book Fair on campus and Parents in PE*
- *March Open House (Friday morning) on campus*
- *March Second grade performance and PTA meeting (Monday 6:00) on campus*
- *March Reading, Math and Science Night (Friday 5-7) on campus*
- *March 3rd Quarter Awards Assembly (Friday) on campus*
- *April Neon Party (Friday) on campus*
- *April Choir Cluster Concert (Thursday) W.G. Thomas Coliseum*
- *May 1st grade choir performance and PTA meeting (Monday 6:00) on campus*
- *May Field Day (Friday) on campus*
- *May Talent Show (Monday 6:00) on campus*
- *May Career Day (Tuesday) on campus*

Title I Personnel

Name	Position	Program	FTE
Lisa Wolf	Crisis Intervention Counselor	Title I	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SCE Campus Personnel		$162,505.00
				Sub-Total	$162,505.00
				Budgeted Fund Source Amount	$162,505.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Professional Development		$15,000.00
1	2	1	Title I Tutoring		$24,223.00
1	2	3	Crisis Intervention Counselor		$47,103.00
2	2	1	Family Engagement		$1,500.00
				Sub-Total	$87,826.00
				Budgeted Fund Source Amount	$87,826.00
				+/- Difference	$0.00
				Grand Total Budgeted	$250,331.00
				Grand Total Spent	$250,331.00
				+/- Difference	$0.00

Birdville Independent School District

Green Valley Elementary

2024-2025 Campus Improvement Plan

Mission Statement

GATORS ARE A FUN COMMUNITY OF ACADEMICALLY DRIVEN SCHOLARS WHO ARE GOAL ORIENTED, HARD WORKING, AND EMPOWERED TO BE LIFE-LONG LEARNERS IN A LOVING ENVIRONMENT

Vision

GATORS MODEL KINDNESS AND COMPASSION WITH A GROWTH MINDSET WHILE WE INSTILL A LOVE OF LEARNING TO COLLABORATE AND ENCOURAGE EVERYONE TO ACHIEVE.

GATORS ARE DIFFERENCE MAKERS!

Value Statement

Growth mindset

Accepting

Teamwork

Open-minded

Respectful

Scholars

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Comprehensive Needs Assessment

Demographics

Student Achievement

District Culture and Climate

Demographics

Demographics Summary

Green Valley is located in North Richland Hills in Tarrant County and is part of Birdville Independent School District. It is a small neighborhood school that serves the immediate community as well as a large number of open enrollment students from surrounding areas.

Demographics Breakdown:

418 total students

Male: 51.9%

Female: 48.1%

White: 62%

Hispanic/Latino: 19.1%

Black/African American: 7.4%

Asian: 7.9%

American Indian/Alaska Native: 1%

Two or More: 2.6%

Special Programs:

At Risk: 37.32%

Economically Disadvantaged: 24.9%

Free Lunch & Reduced Lunch: 24.9%

Limited English Proficient: 5%

Dyslexic: 7%

504 Students: 5.3%

Gifted and Talented: 12.3%

Special Education: 15.1%

Average Daily Attendance: 96%

Demographics change of note:

In the past five years, the total number of students has decreased, and the percentage of at risk students and special education students has increased.

Demographics Strengths

Our school benefits from a stable student enrollment in the low 400s over the past four years, with a significant portion of experienced teachers (68% with 6 or more years of experience) and a relatively lower rate of economically disadvantaged students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Green Valley has seen an increase of teachers with less experience (5 or less years) which is now at 32%. **Root Cause:** Teacher retention is an issue, as veteran teachers retire, transfer, or leave the profession.

Student Learning

Student Learning Summary

Historical STAAR Data by subject and Grade Level:

3rd Math:

Year	Appr	Meet	Mast
2019	95	77	48
2021	88	60	37
2022	82	62	38
2023	91	69	31
2024	**82**	**47**	**19**

4th Math:

Year	Appr	Meet	Mast
2019	90	68	44
2021	93	78	59
2022	88	68	43
2023	85	62	29
2024	**83**	**75**	**35**

5th Math:

Year	Appr	Meet	Mast
2019	100	86	71
2021	98	88	67
2022	99	85	53
2023	93	67	36
2024	**91**	**71**	**36**

3rd RLA:

Year	Appr	Meet	Mast
2019	92	72	61
2021	94	77	53
2022	89	72	51
2023	91	73	43
2024	**89**	**73**	**34**

4th RLA:

Year	Appr	Meet	Mast
2019	92	75	44
2021	96	75	54

Year	Appr	Meet	Mast
2022	94	79	56
2023	97	76	39
2024	**95**	**83**	**55**

5th RLA:

Year	Appr	Meet	Mast
2019	98	73	39
2021	95	77	64
2022	96	82	69
2023	94	82	62
2024	**91**	**75**	**42**

5th Science:

Year	Appr	Meet	Mast
2019	90	70	35
2021	91	69	34
2022	97	79	32

Year	Appr	Meet	Mast
2023	81	59	37
2024	**73**	**47**	**15**

Historical Data - Pre-K-2 Percentage of Students on Level at End of Year based on BAS assessment.

Grade	On level at EOY 2021	On level at EOY 2022	On level at EOY 2023	On level at EOY 2024
PK	-	Rapid letter naming Rapid Vocab	91%/95%	**90%/90%**
K	73%	75%	72%	**64%**
1	58%	64%	56%	**56%**
2	64%	59%	63%	**53%**

Green Valley holds high academic standards for all students to reach their fullest potential, with high expectations in every content area and grade level. Based on student performance on STAAR, our students have consistently outperformed or grown more than the State in multiple subjects at all performance levels during the last three years.

Student Learning Strengths

STAAR scores have historically been higher than state, region, and district levels.

Green Valley has demonstrated exceptional academic performance across various subjects and grade levels, consistently surpassing state and regional benchmarks. In Reading/ Language Arts (RLA), students in the 3rd, 4th, and 5th grades have scored at or above state and regional levels, showcasing strong literacy skills. Similarly, our 3rd, 4th, and 5th grade students have consistently excelled in Math, surpassing state performance for three consecutive years, reflecting our commitment to maintaining high academic standards in numeracy.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Green Valley 5th grade science performance has decreased significantly over the last two years. **Root Cause:** Lack of vertical alignment and professional learning support for new teachers.

School Processes & Programs

School Processes & Programs Summary

Green Valley Elementary adheres to state and district expectations regarding curriculum and instructional practices. This includes the implementation of the BISD Tier one priorities listed below.

- Engage students with content vocabulary using best practices
- Elicit student thinking through discussions of higher-level questions and open ended tasks and writing activities
- Utilize workshop model to actively engage students in meaningful work such as word work, grammar, writing, "5E model", and daily social studies activities integrated within Reading Language Arts
- Implement responsive teaching by utilizing data from formative assessments to inform instructional decisions that maximize student success
- implement guided reading focused on targeted skills identified through data analysis
- Use UPS Check for problem solving
- Follow TEA guidelines for percentage of daily hands-on instruction for science
- Analyze written and visual primary and secondary resources including maps, graphs, and timelines

Green Valley has extensive curricular programs for all students. Beginning in Pre-Kindergarten, students are assessed in reading and math using universal screening methods that allow teachers and campuses to best meet the needs of all students. In addition, BISD departments including Counseling Services, Advanced Academics, Career and Technical Education (CTE), and Multilingual provide various resources to allow students to individualize their learning experiences. While most students participate in the general curriculum, Green Valley has support systems in place for students behind their peers. A wide range of support systems are provided to students, which may include:

Full Day Pre-K

Dyslexia support

EB support (Bilingual classrooms PK-5th, ESL support PK - 12)

Special Education services

Accelerated Instruction

School Processes & Programs Strengths

Campus has access to comprehensive curriculum documents and resources through Birdville ISD. Teachers have access to a plethora of resources to support student learning.

Campus has strengthened and aligned Multi-tiered systems of supports (MTSS) procedures and protocols to better track student data and respond to student needs.

Campus has added processes and procedures to create and track grade-level goals through Professional Learning Communities as well as content area goals and Professional Learning Communities to increase vertical alignment at the campus level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Need to strengthen continuous improvement processes within Professional Learning Communities, and strengthen process for analyzing student data and respond to student needs. **Root Cause:** Campus administration turnover over the last 4 years has affected building capacity in this area.

Perceptions

Perceptions Summary

Data based on district safety survey in Spring of 2024:

Student survey shows 79% of students have a trusted adult on campus. That is a drop of 11% from the year prior.

80 percent of students reported feeling safe on campus, and 91% report having a friend they trust.

Parent safety survey revealed 97% of parents feel school is safe and orderly and 90% report their student has a trusted adult at school, 90% report respect for all is emphasized.

Staff survey revealed 96% of staff feel this campus is a safe and orderly, and 89% report respect for all is emphasized.

Perceptions Strengths

Birdville ISD has a well-developed safety plan that teachers and students understand. The district continues to strengthen our plan by having scheduled trainings and drills throughout the year that involve local governmental organizations. Green Valley follows all district safety procedures and protocols throughout the year and has been recognized for our efforts by the student services department multiple times.

The district safety survey shows that our parents and teachers maintain positive perceptions regarding our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student Safety survey shows only 79% of students feel they can talk to a trusted adult on campus. **Root Cause:** Teachers need to focus on building trusting connections with all scholars.

Priority Problem Statements

Problem Statement 1: Green Valley 5th grade science performance has decreased significantly over the last two years.

Root Cause 1: Lack of vertical alignment and professional learning support for new teachers.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student Safety survey shows only 79% of students feel they can talk to a trusted adult on campus.

Root Cause 2: Teachers need to focus on building trusting connections with all scholars.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Need to strengthen continuous improvement processes within Professional Learning Communities, and strengthen process for analyzing student data and respond to student needs.

Root Cause 3: Campus administration turnover over the last 4 years has affected building capacity in this area.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Green Valley has seen an increase of teachers with less experience (5 or less years) which is now at 32%.

Root Cause 4: Teacher retention is an issue, as veteran teachers retire, transfer, or leave the profession.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

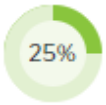
Goals

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the scholar.

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 - 5th grade 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: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), State interim and STAAR data for grades 3-5

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide quality Tier 1 instruction for every scholar by maximizing district resources and implementing Tier 1 priorities in Pre-k through 5th grade. **Actions:** -Utilize grade level PLCs in collaboration with Instructional Facilitator and Digital Learning Specialist to implement tier 1 priorities. -Train staff during professional learning sessions after each district LOL (leaders of learners) meeting. -Utilize campus resources including Instructional Facilitator to provide support for campus and classroom implementation plans. -Utilize RLA, math and science vertical teams to increase collaboration system-wide on tier 1 priorities and best practices in the classroom including workshop model and small group instruction. -Provide additional resources such as ThinkUp mentoring minds to support Tier 1 instruction and continued growth for all students including high-achieving students. -Utilize prekindergarten teachers to provide a foundation to our youngest students by meeting academic, social, and emotional needs. **Staff Responsible for Monitoring:** Campus Administration Instructional Staff Professional Learning Communities - Horizontal by Grade Level & K-5 Vertical Teams **Problem Statements:** Student Learning 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $152,208				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide and monitor a comprehensive professional learning plan to address the needs of staff members. **Actions:** -Identify needs based on goals of each individual teacher - TTESS -Implement framework that facilitates relevant professional learning for staff. -Allocate resources to support professional learning plan. (including content based professional learning and Professional Conferences addressing Social and Emotional Needs of Scholars) -Utilize district-provided processes to manage evidence of learning. (Walk-throughs, lesson plans, professional learning history in Eduphoria Workshop) -Utilize Instructional Facilitator to provide training to teachers to deliver strategies to increase student performance levels **Staff Responsible for Monitoring:** Campus Administration Instructional Staff Professional Learning Communities - Grade Level, Leaders of Learners Team **Problem Statements:** Demographics 1 - Student Learning 1	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Green Valley has seen an increase of teachers with less experience (5 or less years) which is now at 32%. **Root Cause**: Teacher retention is an issue, as veteran teachers retire, transfer, or leave the profession.

Student Learning
Problem Statement 1: Green Valley 5th grade science performance has decreased significantly over the last two years. **Root Cause**: Lack of vertical alignment and professional learning support for new teachers.

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the scholar.

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 - 5th grade in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: STAAR Data indicating overall Reading/Language Arts, Math, and Science improvement. MTSS (Multi-tiered System of Supports) data sheets and collboratives

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Deepen implementation of the district continuous improvement process including use of mission statements, goal setting, PDSA (Plan, Do, Study, Act) process, and data folders in the classroom. **Actions:** -Build capacity in the area of continuous improvement through campus professional learning and professional learning communities. -Deliver clear expectations on the implementation of the continuous improvement process throughout the school year based on rubric and campus data. -Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus including student data folders. -Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric. -Utilize Continuous improvement processes to strengthen instruction and assist teachers in supporting learning for all scholars. **Staff Responsible for Monitoring:** Campus Administration Leaders of Learners Team Instructional Staff **Problem Statements:** School Processes & Programs 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement PDSA process and data analysis through grade level and vertical PLCs to ensure growth and performance of all students. **Actions:** -Review expectations for teachers regarding PDSA process and best practices during campus professional learning and grade level meetings. - Utilize PLC time to review STAAR data, interim data, student grades, reading levels, and other district screener data, then create plans based on said data. -Schedule "Super PLCs" to give staff time to complete these tasks and collaborate. - Utilize MTSS collaboratives to review assessment data and create tiered plans for students based on individual needs. -Provide responsive instruction based on scholar data to provide for individual student needs. - Meet regularly in grade level and vertical PLCs to continue the PDSA cycle and data analysis. -Utilize Instructional Facilitator to provide training to teachers to deliver strategies to increase student performance levels. -Implement MTSS (Multi-Tiered System of Supports) processes to ensure alignment with district protocol and make adjustments as needed. -Utilize district resources with tier 1, 2, and 3 scholars during small group instruction. -Build capacity in instructional areas through regular professional learning and professional learning communities to ensure student learning needs are met. -Provide enrichment for tier 1 groups based on individual data. **Staff Responsible for Monitoring:** Administration, Instructional Facilitator **Problem Statements:** Student Learning 1 - School Processes & Programs 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Green Valley 5th grade science performance has decreased significantly over the last two years. **Root Cause**: Lack of vertical alignment and professional learning support for new teachers.
School Processes & Programs
Problem Statement 1: Need to strengthen continuous improvement processes within Professional Learning Communities, and strengthen process for analyzing student data and respond to student needs. **Root Cause**: Campus administration turnover over the last 4 years has affected building capacity in this area.

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the scholar.

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

Evaluation Data Sources: survey data, walk-through data, parent and teacher feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize CharacterStrong, guidance lessons, and structures at the campus level to teach social-emotional skills. **Actions:** -Provide professional learning for all staff regarding Social-Emotional strategies, structures, and skills. -Utilize the campus team to assist with implementing skills and strategies. -Provide support to campus team by providing virtual consultations through Conscious Discipline throughout the school year. -Conduct walk-throughs & follow-up discussions to provide feedback to teachers as they implement skills and strategies. -Counselor will conduct guidance lessons and small groups throughout the school year. -Teachers will utilize the Character Strong program throughout the school year. -Build capacity in Social-Emotional Behavior through campus professional learning, and sending staff to conferences. -Utilize Crisis Counselor to provide support to students in areas of social-emotional behavior. **Staff Responsible for Monitoring:** Campus Administration Counselor Interventionists Academic Coach **Problem Statements:** Perceptions 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

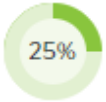
Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Student Safety survey shows only 79% of students feel they can talk to a trusted adult on campus. **Root Cause**: Teachers need to focus on building trusting connections with all scholars.

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the scholar.

Performance Objective 4: Reduce the number of scholars assigned to behavioral RTI tiers 2 and 3.

Evaluation Data Sources: MTSS collaborative meeting notes and data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district behavioral MTSS plan. **Actions:** -Follow district protocols and procedures. -Utilize Social emotional behavior strategies to support scholars through behavior interventions. -Teach all scholars executive skills and strategies. -Utilize Crisis Counselor to provide support to scholars in areas of social-emotional behavior. **Staff Responsible for Monitoring:** Administration, Counselor, instructional staff **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

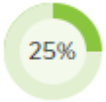
Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Student Safety survey shows only 79% of students feel they can talk to a trusted adult on campus. **Root Cause**: Teachers need to focus on building trusting connections with all scholars.

Goal 1: PK-5 Scholars will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the scholar.

Performance Objective 5: At least 90% of the pre-kindergarten scholars will be "On Track" by EOY assessment based on the data from the Circle assessment

Evaluation Data Sources: Circle Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide quality instruction and support for pre-kindergarten scholars, and involve them and their families in school programs. **Actions:** -include pre-k scholars in all campus programs. -track scholar growth and create plans for scholars not meeting targets based on CIRCLE data. -Pre-k teacher will meet with pre-k coordinator and/or coach to review CIRCLE data. **Staff Responsible for Monitoring:** pre-k team, coordinator, coach, and admin **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Green Valley has seen an increase of teachers with less experience (5 or less years) which is now at 32%. **Root Cause**: Teacher retention is an issue, as veteran teachers retire, transfer, or leave the profession.

Goal 2: Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

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

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus program to increase scholar and staff attendance. **Actions:** -Review current campus plan for attendance incentives. -Communicate campus attendance plan with all stakeholders. -Monitor and make adjustments to the attendance plan throughout the year as needed. -Track scholar attendance. -Provide incentives that encourage scholar attendance. -Increase parent awareness of attendance policies and procedures through communications - newsletters, website, social media, etc... **Staff Responsible for Monitoring:** Campus Administration Attendance Clerk Instructional Staff Counselor **Problem Statements:** Demographics 1 - Perceptions 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Hire, train, and retain high quality staff members across the campus. **Actions:** a) Utilize grade-level teams to interview and hire new staff. b) Utilize campus professional learning to build connections and build teams. c) Utilize Gallup Strengths during campus Professional Learning to build collaboration and unity. **Staff Responsible for Monitoring:** Admin Staff **Problem Statements:** Demographics 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Green Valley has seen an increase of teachers with less experience (5 or less years) which is now at 32%. **Root Cause**: Teacher retention is an issue, as veteran teachers retire, transfer, or leave the profession.

Perceptions

Problem Statement 1: Student Safety survey shows only 79% of students feel they can talk to a trusted adult on campus. **Root Cause**: Teachers need to focus on building trusting connections with all scholars.

Goal 2: Our campus system will utilize efficient and effective operations to support and improve learning for scholars and staff in order to expand their impact across the campus and throughout the community.

Performance Objective 2: Partner with PTA and community organizations to provide community service and giving opportunities for scholars.

Evaluation Data Sources: Scheduled service projects, clothing/food drives with timeline for completion.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide opportunities allowing scholars to authentically learn and practice civic responsibility. **Actions:** Provide all staff with staff shirts to be worn at school wide activities and events including Meet the Teacher, Open House, and every Friday for our campus spirit days. Provide scholars with opportunities to display civic responsibility through service projects and giving opportunities such as clothing drives for BISD Clothes Connection, food drive, toy drive for NRH Police Department program, Kids Heart Challenge to support The American Heart Association, and others. -Induct new members into National Elementary Honor Society and plan service projects **Staff Responsible for Monitoring:** Counselor Instructional Staff Campus Administration **Problem Statements:** Perceptions 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

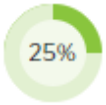
Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Student Safety survey shows only 79% of students feel they can talk to a trusted adult on campus. **Root Cause**: Teachers need to focus on building trusting connections with all scholars.

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

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

Evaluation Data Sources: District safety survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** -Follow all district procedures related to safety and security. -Utilize routines and strategies in all classrooms such as safe-keeper ritual and school family structures. **Staff Responsible for Monitoring:** Campus Administration Counselor Instructional Staff **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

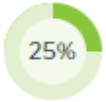
Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Student Safety survey shows only 79% of students feel they can talk to a trusted adult on campus. **Root Cause**: Teachers need to focus on building trusting connections with all scholars.

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

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

Evaluation Data Sources: District Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district-provided program that promotes an accident-free work environment. **Actions:** -Conduct facility reviews to locate and address facility issues and needs -Provide training for campus staff -Provide safety equipment as needed -Continue to monitor the implementation of safety procedures -All employees will complete Safe Schools Training **Staff Responsible for Monitoring:** campus administration and all staff **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Green Valley has seen an increase of teachers with less experience (5 or less years) which is now at 32%. **Root Cause**: Teacher retention is an issue, as veteran teachers retire, transfer, or leave the profession.

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

Performance Objective 3: Campus will utilize continuous improvement to strengthen systems and fully comply with district safety procedures.

Evaluation Data Sources: Navigate 360 reports
Safety Committee Meeting notes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Staff will review emergency procedures as noted on BISD Administrative Handbook and shared with staff through training, faculty meetings, and links to specific information (including but not limited to - Standard Response Protocol, Anonymous Alerts App, Threat Assessment, Navigate 360, etc.). 2) Staff will participate in regularly scheduled drills to include fire, lock down, shelter in place, and severe weather. 3) Campus Administration will debrief staff on overall performance during each type of drill and outline areas for improvement. 4) All staff will participate in Safe School training provided by BISD. **Actions:** Record of drills conducted, After Incident Reports detailing areas of concern and/or areas of strength, Follow up communication to staff regarding the drills, Report prepared to send to Student Services/State of Texas Teach scholars the procedures, locations and expectations for and during all types of drills. **Staff Responsible for Monitoring:** Campus Administration All Staff Members **Problem Statements:** Demographics 1	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Green Valley has seen an increase of teachers with less experience (5 or less years) which is now at 32%. **Root Cause**: Teacher retention is an issue, as veteran teachers retire, transfer, or leave the profession.

State Compensatory

Budget for Green Valley Elementary

Total SCE Funds: $152,208.00
Total FTEs Funded by SCE: 2.48
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 Green Valley Elementary

Name	Position	FTE
Brianna Chalita	Educational Assitant	0.33
Jennifer Hansen	Reading Intervention	0.33
Lauren Patak	Educational Assistant	0.33
McKenzie Kennison	Teacher	0.33
Melissa Garner	Instructional Facilitator	0.5
Samuel Johnson	Educational Assistant	0.33
Valeri Aguirre Garcia	Teacher	0.33

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SCE Campus Personnel		$152,208.00
				Sub-Total	$152,208.00
				Budgeted Fund Source Amount	$152,208.00
				+/- Difference	$0.00
				Grand Total Budgeted	$152,208.00
				Grand Total Spent	$152,208.00
				+/- Difference	$0.00

Birdville Independent School District

Walker Creek Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Walker Creek's Mission is to create life-long learners by building relationships and inspiring excellence.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%.** In 2018-2019 Walker Creek Elementary School met the target with a TELPAS progress rate of **52%**. In 2020-2021 Walker Creek Elementary School again met the target with a TELPAS progress rate of **65%**. In comparing the progress rate from 2019 and 2021, Walker Creek demonstrated a **13% point increase** in students' English Language Proficiency Status.

Demographics

Demographics Summary

Walker Creek Elementary serves a diverse student body with a total enrollment of 444 students for the 2023-2024 school year. The gender distribution is nearly balanced, with 49.32% female and 50.68% male students. Ethnically, the school community includes 21.62% Hispanic-Latino, 6.31% Asian, 11.94% Black-African American, and 56.76% White students, along with 2.48% identifying as Two-or-More races. The student population includes 13.51% Gifted and Talented students and 12.61% receiving Special Education services. Additionally, 7.43% are classified as Emergent Bilingual, and 6.98% are enrolled in English as a Second Language programs. Economic disadvantage is represented by 28.60% of students, with 24.55% qualifying for free meals and 3.83% for reduced-price meals. Notably, there are no homeless or unaccompanied youth at the school.

School Population 2023-2024	Count	Percent
Student Total	502	100%
Early Education Grade	3	.60%
Pre-Kindergarten Grade	30	6%
Kindergarten Grade	69	13.74%
1st Grade	70	13.94%
2nd Grade	76	15.14%
3rd Grade	88	17.53%
4th Grade	90	17.93%
5th Grade	106	21.12%

Student Demographics 2023-2023	Count	Percent
Gender		
Female	232	46.22%
Male	270	53.78%
Ethnicity		
Hispanic-Latino	79	15.74%
Race		
American Indian - Alaskan Native	1	0.2%
Asian	31	6.18%
Black - African American	31	6.18%
Native Hawaiian - Pacific Islander	1	0.2%
White	332	66.14%

Student Demographics 2023-2023	Count	Percent
Two-or-More	27	5.38%

Special Education Services 2022-2023	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
	8	13.56%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	1	2.33%
Emotional disturbance	11	18.64%
Learning disability	17	28.81%
Speech impairment	12	20.34%
Autism	11	18.64%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	13	22.03%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	4	6.78%
Resource Room	27	45.76%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	15	25.42%
Full-Time Early Childhood	0	0.00%

Nonpublic Day School			
Staff Information 2022-2023		**Count**	**Percent**
Administrative Support		7	12.73%
Teacher		38	60.09%
Educational Aide		10	18.18%
Auxiliary			

Student Indicators 2022-2023	**Count**	**Percent**
At-Risk	31	12.15%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	6	1.20%
Intervention Indicator	163	32.47%
Migrant	0	0.00%
Military Connected	3	0.60%
Transfer In Students	27	5.3785%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	108	21.51%
Free Meals	94	18.73%
Reduced-Price Meals	14	2.79%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	0	0
Shelter	0	0.00%
Doubled Up	0	0
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0
Is Unaccompanied Youth	0	0.00%

Demographics Strengths

Walker Creek Elementary School boasts a diverse student population with representation from several ethnicities and races, including Hispanic-Latino, Asian, Black-African American, and White students, enriching the campus with a variety of perspectives and experiences. The school is particularly proud of its strong Gifted and Talented program, which serves 60 students, contributing significantly to the dynamic and challenging learning environment. This commitment to inclusivity is further demonstrated by the wide range of educational needs and strengths among students, fostering a supportive and varied academic atmosphere.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A significant percentage of students at the campus are classified as At-Risk (12%), indicating challenges that impact their academic progress. **Root Cause:** The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that affect their educational opportunities and support.

Problem Statement 2 (Prioritized): The Gifted and Talented Program hasn't shown as much growth as it could, only growing one percent from 2022-23 to 2023-24. **Root Cause:** Limited growth in the Gifted and Talented Program may be due to insufficient outreach, identification processes, or a lack of targeted enrichment opportunities to support the development of potential candidates.

Student Learning

Student Learning Summary

Walker Creek Elementary School demonstrates solid academic performance across various subjects based on STAAR assessments. In Reading/Language Arts, students show strong proficiency, with a significant number meeting or exceeding grade-level standards, and many achieving at the Mastery level. Mathematics results are similarly positive, with a majority of students meeting grade-level expectations and a noteworthy proportion reaching the Mastery level. Science performance reveals areas for growth, but a considerable number of students are meeting or exceeding standards. The school serves a diverse student body, including those identified as Gifted and Talented, which enhances the academic environment. Overall, Walker Creek Elementary School is committed to addressing the diverse needs of its students and supporting continued academic achievement across all subjects.

All							
Percent of Tests							
	% at Approaches GL Standard or Above	87%	71%	81%	91%	67%	93%
	% at Meets GL Standard or Above	60%	44%	53%	64%	50%	67%
	% at Masters GL Standard	32%	8%	25%	37%	0%	37%
Number of Tests							
	# at Approaches GL Standard or Above	422	34	69	278	4	28
	# at Meets GL Standard or Above	293	21	45	198	3	20
	# at Masters GL Standard	154	4	21	114	0	11
	Total Tests	485	48	85	307	6	30
Reading							
Percent of Tests							
	% at Approaches GL Standard or Above	95%	90%	86%	97%	100%	100%
	% at Meets GL Standard or Above	70%	48%	67%	73%	100%	75%
	% at Masters GL Standard	38%	10%	28%	45%	0%	50%
Number of Tests							
	# at Approaches GL Standard or Above	194	19	31	126	2	12
	# at Meets GL Standard or Above	143	10	24	95	2	9
	# at Masters GL Standard	78	2	10	58	0	6
	Total Tests	205	21	36	130	2	12
Mathematics							
Percent of Tests							
	% at Approaches GL Standard or Above	86%	62%	78%	90%	100%	100%
	% at Meets GL Standard or Above	60%	48%	53%	62%	50%	83%
	% at Masters GL Standard	30%	10%	25%	34%	0%	33%
Number of Tests							
	# at Approaches GL Standard or Above	176	13	28	117	2	12
	# at Meets GL Standard or Above	124	10	19	81	1	10
	# at Masters GL Standard	61	2	9	44	0	4
	Total Tests	205	21	36	130	2	12

All							
Science							
Percent of Tests							
	% at Approaches GL Standard or Above	69%	33%	77%	74%	0%	67%
	% at Meets GL Standard or Above	35%	17%	15%	47%	0%	17%
	% at Masters GL Standard	20%	0%	15%	26%	0%	17%
Number of Tests							
	# at Approaches GL Standard or Above	52	2	10	35	0	4
	# at Meets GL Standard or Above	26	1	2	22	0	1
	# at Masters GL Standard	15	0	2	12	0	1
	Total Tests	75	6	13	47	2	6

Student Learning Strengths

Walker Creek Elementary School demonstrates notable strengths in student learning, particularly in Reading/Language Arts and Mathematics. In Reading/Language Arts, a significant percentage of students meet or exceed grade-level expectations, with 61% of students reaching the Meets Grade Level standard and 32% achieving at the Mastery level. This reflects a strong literacy program that supports students in mastering essential reading and writing skills. Similarly, in Mathematics, 60% of students meet or exceed grade-level standards, and 30% achieve at the Mastery level. These figures indicate the effectiveness of the school's math curriculum in developing students' problem-solving abilities and mathematical reasoning. Overall, these performance metrics highlight Walker Creek Elementary's commitment to academic excellence and its success in preparing students for future academic challenges.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Walker Creek Elementary needs to improve STAAR Science and Mathematics performance. Although 69% of students meet the grade-level standard in Science, enhancing 5th-grade results requires a focus on vocabulary, the 5E model, and teacher mentoring. In Math, several subgroups, including Special Education and African American students, are underperforming, and targeted efforts are needed to close the **Root Cause:** Challenges are due to staff turnover and cuts, which have reduced subject area collaboration and increased the At-Risk population, impacting overall student support and achievement.

School Processes & Programs

School Processes & Programs Summary

Curriculum & instruction: BISD Tier 1 instructional priorities/strategies 2.0, coaching and collaboration with the instructional facilitator, BISD curriculum understood and implemented in all classrooms every day, additional BISD professional development offered throughout each year and tied to T-TESS Professional Goals and Student Learning Objectives.

Professional development: Continuous Improvement, Capturing Kids Hearts, BISD curriculum, and T-TESS training providing to staff annually

Communication: Parent/staff newsletters weekly, parent conferences each semester as well as on a needed basis, parent information evening events, Focus family portal, Social Media

Leadership & decision-making processes: Leader of Learners, Site Based and Campus Operations Committees meet monthly, daily collaboration between grade-level teams and administrators, monthly PLC meetings

Scheduling: W.I.N. (What I Need) time small group intervention schedules, Academic master schedules, and class schedules created annually and collaboratively based on student and teacher need

Support Services: Continual review of counseling services, Social Emotional curriculum, MTSS services monitored through grade-level collaborative meetings, access to instructional facilitator as well as BISD curriculum coordinators.

School Processes & Programs Strengths

Professional development and school program updates provided annually regarding our top priorities which include: Continuous Improvement, Capturing Kids Hearts, Social Emotional Curriculum, BISD Tier 1 Priorities 2.0, and the T-TESS framework completed with fidelity.

Ongoing collaboration between teachers, instructional experts, and administrators.

This provides alignment for staff which ensures these priorities are implemented with consistency and fidelity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations. **Root Cause:** The Special Education population has increased significantly, growing from 43 students (9.15% of the total) in 2022-23 to 56 students (12.61% of the total) in 2023-24, contributing to the challenges in closing academic gaps.

Perceptions

Perceptions Summary

- Consistent implementation and communication regarding our shared Positive Behavior Intervention System (Capturing Kid's Hearts).
- Large number of parent volunteers and strong PTA which holds monthly board meetings as well as monthly community meetings tied to grade-level student performance nights.
- Positive communication to parents and amongst staff through committees, staff-meetings, grade-level newsletters, Blackboard, Focus, Facebook, and teacher/family communication and events.
- Yearly safety survey for students, parents, and employees which is reviewed and addressed at the beginning of each new school year.
- Staff and community have very easy and consistent access to administrators.

Perceptions Strengths

Survey showed 90% of our staff knows and understands that our campus has a Positive Behavior Intervention System.

Survey showed 92% of staff believe that respect is emphasized throughout the campus.

Survey showed 100% of those polled believe that the campus is safe and orderly overall.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Many in the community are not well aware that Capturing Kids' Hearts is our Positive Behavior Intervention System designed to proactively eliminate conflict and create a positive overall culture. **Root Cause:** Limited communication and outreach efforts may have led to insufficient awareness and understanding of Capturing Kids' Hearts, our Positive Behavior Intervention System, which is designed to promote conflict resolution and foster a positive campus culture.

Priority Problem Statements

Problem Statement 1: Walker Creek Elementary needs to improve STAAR Science and Mathematics performance. Although 69% of students meet the grade-level standard in Science, enhancing 5th-grade results requires a focus on vocabulary, the 5E model, and teacher mentoring. In Math, several subgroups, including Special Education and African American students, are underperforming, and targeted efforts are needed to close the

Root Cause 1: Challenges are due to staff turnover and cuts, which have reduced subject area collaboration and increased the At-Risk population, impacting overall student support and achievement.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A significant percentage of students at the campus are classified as At-Risk (12%), indicating challenges that impact their academic progress.

Root Cause 2: The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that affect their educational opportunities and support.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations.

Root Cause 3: The Special Education population has increased significantly, growing from 43 students (9.15% of the total) in 2022-23 to 56 students (12.61% of the total) in 2023-24, contributing to the challenges in closing academic gaps.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Many in the community are not well aware that Capturing Kids' Hearts is our Positive Behavior Intervention System designed to proactively eliminate conflict and create a positive overall culture.

Root Cause 4: Limited communication and outreach efforts may have led to insufficient awareness and understanding of Capturing Kids' Hearts, our Positive Behavior Intervention System, which is designed to promote conflict resolution and foster a positive campus culture.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The Gifted and Talented Program hasn't shown as much growth as it could, only growing one percent from 2022-23 to 2023-24.

Root Cause 5: Limited growth in the Gifted and Talented Program may be due to insufficient outreach, identification processes, or a lack of targeted enrichment opportunities to support the development of potential candidates.

Problem Statement 5 Areas: Demographics

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.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Align all instructional practices with BISD Tier 1 priorities. **Actions:** 1) Utilize district resources for instruction in math, reading and science in district curriculum documents PK-5. 2) Teachers will consistently engage students in the main components of the reading and math workshop model while incorporating STAAR re-design strategies 3) Monitor frequent use of science lab and tier 1 science resources 4) Teachers will follow TEA guidelines for hands on instruction in science. 5) Incorporate the discussion of higher level questions and use of open ended tasks/activities. 6) Utilize SCE funded prekindergarten teachers to provide a foundation to our youngest students based upon academic, social, and emotional needs. **Staff Responsible for Monitoring:** Administrators Classroom teachers Academic Coach LOL members **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $135,003				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure daily intervention is focused around students on Tiers 2 and 3 with use of appropriate resources by staff working with students. **Actions:** 1) Monitor progress monitoring data of the universal screeners 2) Monitor progress monitoring data of the universal screener data 3) Teachers will be trained on resources to use with Tier 2 and 3 students. (mclass, Star Renaissance, BAS, etc) 4)Students will use reading software to work independently in workstations in order for teachers to engage in small group guided reading instruction. **Staff Responsible for Monitoring:** Administrators Classroom teachers Academic Coach LOL members **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	20%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Communicate and assist teaching staff in implementing data informed and responsive teaching **Actions:** 1) Progress monitor data for special population and At Risk including Emergent Bilinguals, Economically disadvantaged, and Gifted students. 2) Monitor student progress by student goal setting through data folders, classroom Plan Do Study Act cycles and Multi Tiered Systems of Support analysis. 3) Teachers will utilize language proficiency data of Emergent Bilinguals and provide opportunities for language development in all content areas by providing content-based ESL instruction in all core areas 4) Utilize SCE Instructional Coaches to provide training to teachers to deliver strategies to increase student performance levels **Staff Responsible for Monitoring:** Administrators Classroom teachers Academic Coach LOL members **Problem Statements:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1	30%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A significant percentage of students at the campus are classified as At-Risk (12%), indicating challenges that impact their academic progress. **Root Cause**: The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that affect their educational opportunities and support.

Demographics

Problem Statement 2: The Gifted and Talented Program hasn't shown as much growth as it could, only growing one percent from 2022-23 to 2023-24. **Root Cause**: Limited growth in the Gifted and Talented Program may be due to insufficient outreach, identification processes, or a lack of targeted enrichment opportunities to support the development of potential candidates.

Student Learning

Problem Statement 1: Walker Creek Elementary needs to improve STAAR Science and Mathematics performance. Although 69% of students meet the grade-level standard in Science, enhancing 5th-grade results requires a focus on vocabulary, the 5E model, and teacher mentoring. In Math, several subgroups, including Special Education and African American students, are underperforming, and targeted efforts are needed to close the **Root Cause**: Challenges are due to staff turnover and cuts, which have reduced subject area collaboration and increased the At-Risk population, impacting overall student support and achievement.

School Processes & Programs

Problem Statement 1: There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations. **Root Cause**: The Special Education population has increased significantly, growing from 43 students (9.15% of the total) in 2022-23 to 56 students (12.61% of the total) in 2023-24, contributing to the challenges in closing academic gaps.

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

High Priority

Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Character Strong and Capturing Kids Heart to embed practices that create a healthy social emotional school experience. **Actions:** 1) Teach Capturing Kids Hearts and Character Strong lessons in all classrooms every Friday. 2) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. 3) Heavy collaboration with campus counselor for overall assistance with social-emotional development. **Staff Responsible for Monitoring:** Counselor Administrators Classroom Teachers **Problem Statements:** Perceptions 1	20%	55%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement a school wide initiative to strengthen student/staff relationships using positive behavior supports. **Actions:** A) Follow components of Capturing Kids Hearts (Positive Behavior Intervention System) such as the Four Questions model, Social Contract, Good Things, Launches, and Affirmations. B) Classrooms will have tangible incentives for students to earn based on positive behaviors. **Problem Statements:** Perceptions 1	10%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Many in the community are not well aware that Capturing Kids' Hearts is our Positive Behavior Intervention System designed to proactively eliminate conflict and create a positive overall culture. **Root Cause**: Limited communication and outreach efforts may have led to insufficient awareness and understanding of Capturing Kids' Hearts, our Positive Behavior Intervention System, which is designed to promote conflict resolution and foster a positive campus culture.

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, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission as well as Focus Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop incentives campus wide to increase attendance for staff and students. **Actions:** 1) Use campus and district provided funding in order to encourage, increase, and reward attendance. 2) Provide incentives for classes with the highest attendance each each month. 3) Grade level attendance data will be displayed in the main hallway with a goal of 96% or above. **Staff Responsible for Monitoring:** Administrators Teachers Attendance Clerk **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Many in the community are not well aware that Capturing Kids' Hearts is our Positive Behavior Intervention System designed to proactively eliminate conflict and create a positive overall culture. **Root Cause**: Limited communication and outreach efforts may have led to insufficient awareness and understanding of Capturing Kids' Hearts, our Positive Behavior Intervention System, which is designed to promote conflict resolution and foster a positive campus culture.

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a system that is consistent with best practices on the Continuous Improvement Rubric **Actions:** 1) Teachers will follow the continuous improvement timeline each nine weeks. 2) All classrooms will create a mission statement that is recited every morning. 3) Refresher training on Plan Do Study Act cycle during fall professional learning 4) Monitor that each classroom has a current Plan Do Study Act cycle in progress. 5) Students will use data folders to track progress in reading and math. **Staff Responsible for Monitoring:** Teachers Administrators LOL Members **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	5%	55%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A significant percentage of students at the campus are classified as At-Risk (12%), indicating challenges that impact their academic progress. **Root Cause**: The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that affect their educational opportunities and support.

Student Learning
Problem Statement 1: Walker Creek Elementary needs to improve STAAR Science and Mathematics performance. Although 69% of students meet the grade-level standard in Science, enhancing 5th-grade results requires a focus on vocabulary, the 5E model, and teacher mentoring. In Math, several subgroups, including Special Education and African American students, are underperforming, and targeted efforts are needed to close the **Root Cause**: Challenges are due to staff turnover and cuts, which have reduced subject area collaboration and increased the At-Risk population, impacting overall student support and achievement.

School Processes & Programs

Problem Statement 1: There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations. **Root Cause**: The Special Education population has increased significantly, growing from 43 students (9.15% of the total) in 2022-23 to 56 students (12.61% of the total) in 2023-24, contributing to the challenges in closing academic gaps.

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

Performance Objective 1: Increase positive response results on school safety survey that is administered annually to students, staff, and parents.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review perception data from students, staff, and parents to identify strategies to improve campus operations and culture. **Actions:** 1) Review survey data and identify trends from surveys given in each semester 2) Communicate survey results to all stakeholders 3)Take corrective action from survey results **Staff Responsible for Monitoring:** Administration LOL members Teachers **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Many in the community are not well aware that Capturing Kids' Hearts is our Positive Behavior Intervention System designed to proactively eliminate conflict and create a positive overall culture. **Root Cause**: Limited communication and outreach efforts may have led to insufficient awareness and understanding of Capturing Kids' Hearts, our Positive Behavior Intervention System, which is designed to promote conflict resolution and foster a positive campus culture.

State Compensatory

Budget for Walker Creek Elementary

Total SCE Funds: $135,003.00
Total FTEs Funded by SCE: 2.15
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 Walker Creek Elementary

Name	Position	FTE
Andrea Murillo	Educational Assistant	0.33
Cassie Adams	Teacher	0.33
Donna Hobbs	Educational Assistant	0.33
Julie Hester	Instructional Facilitator	0.5
Stacy Hildebrandt	Reading Intervention	0.33
Stacy Winans	Teacher	0.33

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SCE Campus Personnel		$135,003.00
				Sub-Total	$135,003.00
				Budgeted Fund Source Amount	$135,003.00
				+/- Difference	$0.00
				Grand Total Budgeted	$135,003.00
				Grand Total Spent	$135,003.00
				+/- Difference	$0.00