

Birdville Independent School District
Grace E. Hardeman Elementary
2025-2026 Campus Improvement Plan

Accountability Rating: B



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

To be the best school where every Roadrunner thrives, leads, and makes a positive impact.

Value Statement

Roadrunners Respect and Inspire Student Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hardeman Elementary is a Title I school that served 600 students, Pre-k-5th grade, during the 2024-2025 school year. Our campus demographics are detailed below.

Student Demographics – Grace E. Hardeman Elementary

- **Gender:** Female – 49.83% (299); Male – 50.17% (301)
- PK-5th/ACCESS/AABLE 1 and 2
- **Ethnicity/Race:**
 - Hispanic/Latino – 37% (222)
 - White – 35.83% (215)
 - Black/African American – 10.5% (63)
 - Asian – 8.17% (49)
 - Two-or-More – 7.17% (43)
 - Native Hawaiian/Pacific Islander – 1% (6)
 - American Indian/Alaskan Native – 0.33% (2)
- **Student Programs:**
 - Special Education – 25.67% (154)
 - Dyslexia – 6.17% (37)
 - Section 504 – 3.83% (23)
 - Gifted & Talented – 5.67% (34)
- **Bilingual/ESL:**
 - Emergent Bilingual – 16.5% (99)
 - ESL – 14% (84)

- Bilingual Program – 0%
- **Title I:**
 - Schoolwide Program – 100% (600 students)
- **Student Indicators:**
 - At-Risk – 64% (384)
 - Intervention Indicator – 59% (354)
 - Immigrant – 1.33% (8)
 - Military Connected – 1% (6)
 - Transfer-In Students – 3.83% (23)
- **Economic Disadvantage:**
 - Total – 65% (390)
 - Free Meals – 53% (318)
 - Reduced-Price Meals – 12% (72)
- Homeless/Foster Care/Unschooling Refugee: 0%

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 new teachers to the profession participate in the district's 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 the 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

- Balanced Gender Distribution – Male (50.17%) and Female (49.83%) are nearly equal, ensuring balanced representation across programs and activities.
- Diversity of Student Population – Strong ethnic/racial diversity (37% Hispanic, 10.5% Black, 8.17% Asian, 7.17% Two-or-More), which enriches cultural perspectives and opportunities for inclusive learning.

- High Participation in Title I Schoolwide Program (100%) – Provides access to additional resources and funding to support student achievement and interventions.
- Strong Identification of Student Needs – A High percentage of identified Special Education (25.67%), Dyslexia (6.17%), and Section 504 (3.83%) indicates proactive screening and support structures.
- Commitment to Intervention – 59% identified for intervention, showing early recognition and response to learning needs.
- Strong focus on intervention and at-risk support, ensuring students’ academic and social-emotional needs are addressed.
- Teacher retention for the campus is high.
- The campus PTA has grown, and the board is made up of involved parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A high percentage of students (64%) are identified as at-risk, and 59% require intervention, while 65% are economically disadvantaged. These factors contribute to persistent achievement gaps and highlight the need for consistent, high-quality Tier I instruction and targeted interventions to ensure equitable student outcomes.
Root Cause: Persistent achievement gaps among at-risk and economically disadvantaged students stem from inconsistent Tier I instructional practices, limited differentiation to meet diverse learning needs, and varying levels of fidelity in intervention and language support programs.

Student Learning

Student Learning Summary

STAAR Performance 2025

Subject/Grade	Total Students	Percent Score	Approaches (%)	Meets (%)	Masters (%)
RLA Grade 3	90	50.36	75.56	44.44	18.89
RLA Grade 4	81	56.15	86.42	56.79	24.69
RLA Grade 5	86	62.3	80.23	62.79	40.7
Math Grade 3	91	59.28	79.12	54.95	21.98
Math Grade 4	79	55.19	65.82	45.57	21.52
Math Grade 5	88	63.77	82.95	62.5	28.41
Science Grade 5	86	60.64	76.74	44.19	22.09

Overall, student performance shows steady improvement from Grade 3 to Grade 5 across subjects. In **Reading Language Arts**, Grade 3 begins with 75.56% Approaches, 44.44% Meets, and 18.89% Masters, while by Grade 5, results climb to 80.23% Approaches, 62.79% Meets, and 40.70% Masters, indicating strong growth in literacy achievement over time. In **Mathematics**, Grade 3 results are solid, with 79.12% Approaches and 54.95% Meets. However, Grade 4 performance dips before rebounding in Grade 5, where 82.95% Approaches and 62.50% Meets are achieved. **Science in Grade 5** shows 76.74% Approaches, 44.19% Meets, and 22.09% Masters, which, while strong in Approaches, trails behind Math and RLA in higher levels of mastery.

This data highlights overall academic growth by the end of elementary school, with the strongest outcomes evident in Grade 5 across both Reading and Math, while Science remains an area for further development.

Student Learning Strengths

Strengths

- **RLA Growth:** Student mastery increases steadily from Grade 3 (18.89%) to Grade 5 (40.70%), showing strong literacy development over time.
- **High Approaches Rates:** Across subjects, the majority of students are reaching Approaches (75–86%), indicating a strong foundation of grade-level readiness.
- **Math Strength in Grade 5:** Students demonstrate notable achievement with 62.50% Meets and 28.41% Masters, the strongest math results campus-wide.
- **Fourth Grade:** Made growth in both RLA and Math STAAR from the previous year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A high percentage of students (64%) are identified as at-risk, and 59% require intervention, while 65% are economically disadvantaged. These factors contribute to persistent achievement gaps and highlight the need for consistent, high-quality Tier I instruction and targeted interventions to ensure equitable student outcomes.

Root Cause: Persistent achievement gaps among at-risk and economically disadvantaged students stem from inconsistent Tier I instructional practices, limited differentiation to meet diverse learning needs, and varying levels of fidelity in intervention and language support programs.

Problem Statement 2: Inconsistent use and understanding of a schoolwide Positive Behavior Intervention System has led to a lack of clarity and consistency in behavior expectations, which impacts student behavior and learning.

Root Cause: Frequent changes in campus leadership have prevented the development and sustainability of a consistent PBIS program.

Problem Statement 3: While the majority of students are achieving at the Approaches level across subjects, significant gaps remain in students reaching Meets and Masters, particularly in early grade RLA (Grade 3: 44% Meets, 19% Masters) and Grade 4 Mathematics (46% Meets, 22% Masters). Additionally, Grade 5 Science lags behind other content areas, with only 44% Meets and 22% Masters.

Root Cause: Early grade instruction is not consistently providing the rigor needed for students to build a strong foundation, resulting in fewer students meeting or mastering standards in Grade 3 RLA and Grade 4 Math.

School Processes & Programs

School Processes & Programs Summary

At Hardeman Elementary, we are proud to provide a variety of programs and services that ensure every student has the opportunity to thrive.

- **Full-Day Pre-Kindergarten:** Our Pre-K program offers young learners a comprehensive and nurturing environment where they develop critical foundational skills. Children engage in hands-on learning experiences that promote cognitive, social, and emotional growth, setting the stage for future academic success.
- **Dyslexia Services:** We are committed to supporting students with dyslexia through specialized, evidence-based programs tailored to their unique learning needs. Our dedicated staff works with students to strengthen reading and writing skills, equipping them with tools for long-term success.
- **Special Education:** Special education services are an integral part of our campus. Our team of skilled professionals collaborates with families to design and implement individualized education plans that foster both academic and personal growth.
- **English as a Second Language (ESL):** Students whose first language is not English benefit from ESL services that help them build language proficiency while accessing the full curriculum.
- **Intervention Programs:** Targeted intervention supports are in place to assist students who need additional help. These programs are designed to close learning gaps, promote grade-level proficiency, and build student confidence.
- **Teacher and Instructional Support:** Our instructional facilitator provides coaching cycles and leads PLC+ work, supporting teachers with professional growth and effective instructional practices.
- **After-School Programs:** We offer a variety of enrichment opportunities beyond the school day, including choir, honors choir, cheerleading, and Beach Club. These programs give students opportunities to explore interests, showcase talents, and build community.
- **Curriculum and Instruction:** Instruction is guided by the Texas Essential Knowledge and Skills (TEKS) and aligned with Birdville ISD's scope and sequences, unit plans, and curriculum previews. Key elements include common and campus-based assessments, explicit and systematic reading programs aligned with the Science of Teaching Reading and Bluebonnet Math
- **Assessment Practices:** Pre-K through 5th grade utilizes multiple screeners such as Circle Progress Monitoring, mClass, and Star Renaissance Reading/Math. Grades 3–5 also use district assessments and STAAR, while TELPAS measures growth for Emergent Bilinguals.
- **Professional Learning Communities (PLC+):** Grade-level PLCs meet weekly with the instructional coach to plan collaboratively, design assessments, and analyze student data through the PDSA (Plan-Do-Study-Act) cycle.
- **Technology Integration:** All classrooms are equipped with Chromebooks, computers, and Smart Boards. Students use educational platforms like Bluebonnet, Canvas, SeeSaw, Class Dojo, Progress Learning, and ST Math. Teachers monitor student use with GoGuardian and use AWARE to create assessments and analyze data. A digital learning specialist provides ongoing support and training.
- **Social and Emotional Learning (SEL):** Hardeman emphasizes SEL through campus-wide use of Love and Logic/CD (transition year) CHAMPS for consistent behavior expectations, as well as Character Strong and Thrive, a curriculum designed to build student character and foster whole-child development

School Processes & Programs Strengths

Grace E. Hardeman has identified the following strengths

- Weekly PLC+ and extended ART PLC (once a month) with the instructional facilitator and Principal to create common assessments, analyze data, and internalize Bluebonnet curriculum.
- Weekly team planning to identify effective instructional strategies and individual student needs.
- MTSS meetings to identify students in need of additional interventions and provide early intervention strategies for those students.
- A 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
- Steam lab and computer lab are part of the Specials rotations
- Wireless access points throughout the building
- Digital learning specialist available for campus needs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Inconsistent use and understanding of a schoolwide Positive Behavior Intervention System has led to a lack of clarity and consistency in behavior expectations, which impacts student behavior and learning.

Root Cause: Frequent changes in campus leadership have prevented the development and sustainability of a consistent PBIS program.

Perceptions

Perceptions Summary

Student Perceptions

- **93%** of students feel safe and welcome.
 - **93%** of students believe peers respect each other and teachers value their thoughts and opinions.
 - **Only 9%** of parents participated in the student climate survey.
-

Staff Perceptions

- **97%** of staff report a positive school climate (scores 3–5).
 - **93%** feel respected and supported on campus.
 - **92%** agree or strongly agree that the campus is safe.
 - **100%** agree the school offers opportunities to connect family and community members.
-

Parent Perceptions

- **95%** feel welcomed at the school.
- **100%** believe the school climate is caring and supportive.
- **99%** feel the school is a safe place.
- **54%** feel their child is making adequate academic growth.
- **94%** agree or strongly agree that the campus is safe.
- **95%** agree or strongly agree there are opportunities for involvement at school.
- **96%** feel administrators take their feedback into account when making decisions.

Perceptions Strengths

Positive Climate Across Groups:

- 93% of students feel safe, welcome, and respected.
- 97% of staff report a positive climate, and 93% feel respected and supported.
- 100% of parents believe the school climate is caring and supportive.
- **Safety:**
 - 92% of staff and 94–99% of parents feel the campus is safe.
 - 93% of students report feeling safe.
- **Relationships & Belonging:**
 - Students feel teachers care about their opinions.
 - Parents (95%) feel welcomed and involved.
 - Staff (100%) and parents (95%) affirm the school offers opportunities for family and community connections.
 - 96% of parents feel administrators consider their feedback.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inconsistent use and understanding of a schoolwide Positive Behavior Intervention System has led to a lack of clarity and consistency in behavior expectations, which impacts student behavior and learning.

Root Cause: Frequent changes in campus leadership have prevented the development and sustainability of a consistent PBIS program.

Problem Statement 2 (Prioritized): While all stakeholders report strong perceptions of safety and a positive school environment, nearly half of parents believe their child is not making adequate academic progress, highlighting a gap between school climate and academic achievement outcomes.

Root Cause: Inconsistent rigor in Tier I instruction, limited alignment of interventions to address specific learning gaps, and insufficient communication of student progress to families have contributed to lower parent confidence in academic growth.

Problem Statement 3 (Prioritized): Only 9% of parents completed the safety and climate survey, limiting the school's ability to gather representative feedback and accurately identify parent perspectives on school safety, climate, and academic growth.

Root Cause: Limited communication methods, lack of parent awareness, and minimal follow-up reminders reduced participation in the safety and climate survey, resulting in low parent response rates and less representative feedback.

Priority Problem Statements

Problem Statement 1: A high percentage of students (64%) are identified as at-risk, and 59% require intervention, while 65% are economically disadvantaged. These factors contribute to persistent achievement gaps and highlight the need for consistent, high-quality Tier I instruction and targeted interventions to ensure equitable student outcomes.

Root Cause 1: Persistent achievement gaps among at-risk and economically disadvantaged students stem from inconsistent Tier I instructional practices, limited differentiation to meet diverse learning needs, and varying levels of fidelity in intervention and language support programs.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: While all stakeholders report strong perceptions of safety and a positive school environment, nearly half of parents believe their child is not making adequate academic progress, highlighting a gap between school climate and academic achievement outcomes.

Root Cause 2: Inconsistent rigor in Tier I instruction, limited alignment of interventions to address specific learning gaps, and insufficient communication of student progress to families have contributed to lower parent confidence in academic growth.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Only 9% of parents completed the safety and climate survey, limiting the school's ability to gather representative feedback and accurately identify parent perspectives on school safety, climate, and academic growth.

Root Cause 3: Limited communication methods, lack of parent awareness, and minimal follow-up reminders reduced participation in the safety and climate survey, resulting in low parent response rates and less representative feedback.

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
- 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 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.

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), DCA's

Strategy 1 Details	Reviews			
<p>Strategy 1: Maximize district resources by implement quality Tier 1 instructional priorities for students in grades Pre-K through 5th grade.</p> <p>Actions: a) Provide tiered professional learning opportunities (including coaching cycles and PLC support) that are responsive to staff needs and build capacity to implement the campus improvement plan.</p> <p>b) Support the Leaders of Learners team in leading the implementation of the district curriculum, identified resources, and instructional strategies.</p> <p>c) Use student performance data to drive targeted support, interventions, and progress monitoring.</p> <p>d) Implement district common assessments to ensure alignment of pacing, instruction, and expectations across grade levels.</p> <p>e) Incorporate curriculum-embedded strategies to strengthen Tier I instruction and ensure equitable learning opportunities for all students.</p> <p>f) Implement the PDSA (Plan-Do-Study-Act) cycle to regularly gauge the effectiveness of instruction and adjust practices accordingly.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, LOL team, campus vertical teams, and Instructional Facilitator</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development to support teachers in effectively developing, administering, and analyzing student performance data to measure growth.</p> <p>Actions: a) Provide professional development for all teachers in analyzing and using multiple sources of student data to guide focused instruction, targeted interventions, and approved accommodations.</p> <p>b) Track student performance on common assessments, district interims, and screeners during PLCs to monitor progress toward success on STAAR assessments.</p> <p>c) Implement the PDSA (Plan-Do-Study-Act) cycle during PLCs to evaluate instructional effectiveness and adjust practices based on student outcomes.</p> <p>d) Use student progress monitoring tools (e.g., data trackers, digital dashboards) to identify trends and provide timely feedback to teachers and students.</p> <p>e) Provide tiered intervention supports (small groups, push-in, pull-out, tutoring) for students not meeting growth expectations, with a focus on EB, SPED, and Economically Disadvantaged subgroups.</p> <p>f) Incorporate student goal-setting and conferencing to build ownership of learning and increase student accountability for growth.</p> <p>g) Facilitate vertical alignment meetings to ensure instructional continuity and progress monitoring across grade levels.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator</p> <p>Title I: 2.51 - 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 - Student Learning 1 Funding Sources: Tutorials - 211 - Title I, SCE Campus Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: A high percentage of students (64%) are identified as at-risk, and 59% require intervention, while 65% are economically disadvantaged. These factors contribute to persistent achievement gaps and highlight the need for consistent, high-quality Tier I instruction and targeted interventions to ensure equitable student outcomes. **Root Cause:** Persistent achievement gaps among at-risk and economically disadvantaged students stem from inconsistent Tier I instructional practices, limited differentiation to meet diverse learning needs, and varying levels of fidelity in intervention and language support programs.

Student Learning

Problem Statement 1: A high percentage of students (64%) are identified as at-risk, and 59% require intervention, while 65% are economically disadvantaged. These factors contribute to persistent achievement gaps and highlight the need for consistent, high-quality Tier I instruction and targeted interventions to ensure equitable student outcomes. **Root Cause:** Persistent achievement gaps among at-risk and economically disadvantaged students stem from inconsistent Tier I instructional practices, limited differentiation to meet diverse learning needs, and varying levels of fidelity in intervention and language support programs.





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			
<p>Strategy 1: Strengthen staff capacity to implement the district's continuous improvement process by embedding mission statements, goal setting, the PDSA cycle, and classroom data folders into daily practice.</p> <p>Actions: Deliver clear expectations for the implementation of the continuous improvement process throughout the school year, guided by the continuous improvement rubric and BOY data.</p> <p>Monitor and provide feedback on the implementation of continuous improvement practices across the campus to ensure fidelity.</p> <p>Engage the Leaders of Learners team to analyze campus needs and determine next steps using the continuous improvement rubric.</p> <p>Conference with parents and students to review strengths and areas for growth in data, and collaborate to create personalized academic goals.</p> <p>Host campus content area events (e.g., Science Night, Math Night) to educate families and provide opportunities for students to practice academic skills in engaging ways.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Facilitator, LOL team, staff</p> <p>Title I: 2.51 - 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 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Use the outcomes of MTSS meetings to guide the implementation of a multi-tiered system of support (MTSS), ensuring targeted interventions and resources are provided for identified student subgroups.</p> <p>Actions: Review BOY, MOY, EOY, and ongoing progress monitoring data during MTSS meetings to identify students and subgroups needing interventions.</p> <p>Match identified students with targeted, research-based interventions aligned to their academic or behavioral needs. (Utilize Hardeman Data spreadsheet)</p> <p>Provide interventions during designated instructional blocks (inclusion, small groups, pull-outs).</p> <p>Track student progress regularly using progress monitoring and classroom assessments. Document this in student's data folder.</p> <p>Conduct weekly PLC+ to collaborate with teachers, specialists, and interventionists to review student progress, adjust supports and to internalize curriculum.</p> <p>Communicate intervention plans and progress with families to strengthen home-school partnerships.</p> <p>Apply the PDSA (Plan-Do-Study-Act) process to measure intervention effectiveness and adjust strategies based on student response.</p> <p>Staff Responsible for Monitoring: Campus Administration, IF, LOL, Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Family Engagement - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: A high percentage of students (64%) are identified as at-risk, and 59% require intervention, while 65% are economically disadvantaged. These factors contribute to persistent achievement gaps and highlight the need for consistent, high-quality Tier I instruction and targeted interventions to ensure equitable student outcomes. Root Cause: Persistent achievement gaps among at-risk and economically disadvantaged students stem from inconsistent Tier I instructional practices, limited differentiation to meet diverse learning needs, and varying levels of fidelity in intervention and language support programs.</p>

Student Learning





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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 average daily attendance (ADA) for all students and staff by at least 1% as compared to prior year's attendance data.

Evaluation Data Sources: Weekly/monthly attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance.</p> <p>Actions: a) Develop and communicate a clear campus attendance plan with all stakeholders (staff, students, and families).</p> <p>b) Monitor the attendance plan regularly and make adjustments throughout the year as needed.</p> <p>c) Track both student and staff attendance to ensure consistency and accountability.</p> <p>d) Provide meaningful incentives to encourage and celebrate strong student attendance.</p> <p>e) Implement strategies to identify and address the social needs of families that may prevent consistent attendance. Involve key stakeholders (counselor, attendance clerk, administrators, and student services) to help mitigate barriers.</p> <p>f) Utilize the district tribunal process as needed to address chronic absenteeism.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal IF STAFF</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
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Student Learning





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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 campus operations.

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
<p>Strategy 1: Use the district's Continuous Improvement Model (PDSA - Plan, Do, Study, Act) to identify needs, strengthen operations, and improve outcomes in every department and across the campus.</p> <p>Actions: a) Plan: Collaboratively identify focus areas, set measurable goals, and outline specific action steps.</p> <p>b) Do: Implement the strategies with fidelity and provide ongoing support.</p> <p>c) Study: Monitor progress through data analysis, feedback, and regular reflection cycles.</p> <p>d) Act: Adjust and refine strategies based on results to ensure continuous growth and improvement.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: A high percentage of students (64%) are identified as at-risk, and 59% require intervention, while 65% are economically disadvantaged. These factors contribute to persistent achievement gaps and highlight the need for consistent, high-quality Tier I instruction and targeted interventions to ensure equitable student outcomes. Root Cause: Persistent achievement gaps among at-risk and economically disadvantaged students stem from inconsistent Tier I instructional practices, limited differentiation to meet diverse learning needs, and varying levels of fidelity in intervention and language support programs.</p>
Student Learning
<p>Problem Statement 1: A high percentage of students (64%) are identified as at-risk, and 59% require intervention, while 65% are economically disadvantaged. These factors contribute to persistent achievement gaps and highlight the need for consistent, high-quality Tier I instruction and targeted interventions to ensure equitable student outcomes. Root Cause: Persistent achievement gaps among at-risk and economically disadvantaged students stem from inconsistent Tier I instructional practices, limited differentiation to meet diverse learning needs, and varying levels of fidelity in intervention and language support programs.</p>





Perceptions

Problem Statement 2: While all stakeholders report strong perceptions of safety and a positive school environment, nearly half of parents believe their child is not making adequate academic progress, highlighting a gap between school climate and academic achievement outcomes. **Root Cause:** Inconsistent rigor in Tier I instruction, limited alignment of interventions to address specific learning gaps, and insufficient communication of student progress to families have contributed to lower parent confidence in academic growth.

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

Performance Objective 1: Increase participation in the annual school safety survey by at least 10% each year through targeted outreach and intentional communication strategies that actively engage students, staff, and parents.

Evaluation Data Sources: district survey reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the percentage of students/staff/and parents who engage in the school safety survey.</p> <p>Actions: Promote survey participation through multiple communication channels (newsletters, social media, school website, parent meetings).</p> <p>Encourage staff to share the importance of survey participation with students and families.</p> <p>Provide time and access during the school day for students and staff to complete the survey.</p> <p>Partner with PTA/parent organizations to increase parent awareness and participation.</p> <p>Monitor participation rates during the survey window and adjust outreach efforts as needed.</p> <p>Staff Responsible for Monitoring: Campus admin & all staff</p> <p>Problem Statements: Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: While all stakeholders report strong perceptions of safety and a positive school environment, nearly half of parents believe their child is not making adequate academic progress, highlighting a gap between school climate and academic achievement outcomes. Root Cause: Inconsistent rigor in Tier I instruction, limited alignment of interventions to address specific learning gaps, and insufficient communication of student progress to families have contributed to lower parent confidence in academic growth.</p> <p>Problem Statement 3: Only 9% of parents completed the safety and climate survey, limiting the school's ability to gather representative feedback and accurately identify parent perspectives on school safety, climate, and academic growth. Root Cause: Limited communication methods, lack of parent awareness, and minimal follow-up reminders reduced participation in the safety and climate survey, resulting in low parent response rates and less representative feedback.</p>

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

Performance Objective 2: Reduce the cost of accidents resulting in worker's compensation claims compared to the previous year.

Evaluation Data Sources: Campus WC Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district-wide program designed to promote an accident-free work environment for all staff.</p> <p>Actions: a) Conduct regular safety trainings and refreshers for all staff.</p> <p>b) Review accident/incident reports monthly to identify patterns and root causes.</p> <p>c) Implement proactive measures (PPE, clear procedures, signage, equipment checks) to minimize risks.</p> <p>d) Engage the campus Safety Committee to monitor and address potential hazards.</p> <p>e) Communicate safe work practices consistently through meetings, newsletters, and reminders.</p> <p>f) Ensure all safe schools are complete and encourage staff to view additional trainings available.</p> <p>Staff Responsible for Monitoring: Campus Admin & staff, Custodial staff</p> <p>Problem Statements: Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
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No Progress
 Accomplished
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Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: While all stakeholders report strong perceptions of safety and a positive school environment, nearly half of parents believe their child is not making adequate academic progress, highlighting a gap between school climate and academic achievement outcomes. Root Cause: Inconsistent rigor in Tier I instruction, limited alignment of interventions to address specific learning gaps, and insufficient communication of student progress to families have contributed to lower parent confidence in academic growth.</p> <p>Problem Statement 3: Only 9% of parents completed the safety and climate survey, limiting the school's ability to gather representative feedback and accurately identify parent perspectives on school safety, climate, and academic growth. Root Cause: Limited communication methods, lack of parent awareness, and minimal follow-up reminders reduced participation in the safety and climate survey, resulting in low parent response rates and less representative feedback.</p>

State Compensatory

Budget for Grace E. Hardeman Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2.98

Brief Description of SCE Services and/or Programs

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Personnel for Grace E. Hardeman Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sara Chaney	Crisis Intervention Counselor	Title I	0.7