

**Birdville Independent School District**  
**Academy at C. F. Thomas**  
**2025-2026 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!*

# Table of Contents

|                                                                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                     | 4  |
| Demographics .....                                                                                                                                       | 4  |
| Student Learning .....                                                                                                                                   | 6  |
| School Processes & Programs .....                                                                                                                        | 8  |
| Perceptions .....                                                                                                                                        | 10 |
| Priority Problem Statements .....                                                                                                                        | 12 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                  | 14 |
| Goals .....                                                                                                                                              | 15 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... | 15 |
| Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. ....                                | 24 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                            | 25 |
| State Compensatory .....                                                                                                                                 | 28 |
| Budget for Academy at C. F. Thomas .....                                                                                                                 | 28 |
| Personnel for Academy at C. F. Thomas .....                                                                                                              | 28 |
| Title I .....                                                                                                                                            | 29 |
| 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) .....                                                                                    | 29 |
| 1.1: Description of CNA Process .....                                                                                                                    | 29 |
| 1.2: Location for Evidence of Multiple Meetings Held .....                                                                                               | 29 |
| 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) .....                                                                      | 29 |
| 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) .....                                                                                 | 29 |
| 2.2: Stakeholders 1114(b)(2) .....                                                                                                                       | 29 |
| 2.3: Description of Plan Availability, Format, and Language 1114(b)(4) .....                                                                             | 29 |
| 2.4: Description of Plan Coordination (if Applicable) 1114(b)(5) .....                                                                                   | 29 |
| 2.5: Statutorily Required Descriptions 1114(b)(7)(A) .....                                                                                               | 29 |
| 3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) .....                                                                                     | 29 |
| 3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation .....                                                               | 30 |
| Title I Personnel .....                                                                                                                                  | 31 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics Summary

ACFT is a Title I campus that served 586 students in grades EE through fifth grade for the 2024-2025 school year.

#### Students

Our student demographics as of 2024-25 school year were made up of 48.63% (285 Students) Hispanic, 2.22% (13 Students) Asian, 16.21% (95 Students) White, 25.6% (150 Students) African American. 1.54 (9 students) Pacific Islander and 5.8% (34 Students) other races. The percentage of students served by special education was 19.11% (112 Students) and 4.1% (24 Students) were served by gifted and talented services. 77.13% (452 Students) of students were considered At-risk and 75.6% (443 Students) were considered Economically Disadvantaged. The campus served 22.53% (132 Students) of students in the Bilingual Program and 38.05% (223 Students) were identified as EB.

#### Teachers

A total of 49 teachers served ACFT during the 2024-25 school year. The majority of our teachers have more than 5 years of experience.

#### Demographics Strengths

- 22.53% (132 Students) are currently enrolled in bilingual classes, which provide them the opportunity to be bi-literate.
- 75.6% (443 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):** During the 2024-2025 school year, the performance of our African American student population was 13 percentage points below their target



performance measure. This gap highlights an urgent need to identify barriers to learning and implement strategies that will support improved outcomes for these students.

**Root Cause:** This population is more transient, with many students having attended multiple schools. The resulting inconsistency of instruction across different campuses has contributed to significant learning gaps, which directly impacted their overall performance.

**Problem Statement 2 (Prioritized):** Our White student population performed 20 percentage points below the targeted performance measurement goal for mathematics during the 2024-2025 school year. This gap indicates a need to examine instructional practices, student engagement, and support systems to ensure all students are meeting expected performance standards in math.

**Root Cause:** The inconsistent implementation of interventions for at-risk students has limited their academic progress.

# Student Learning

## Student Learning Summary

### STAAR

Our campus showed several areas of academic growth during the 2023–2024 school year. Third grade RLA increased in Approaches, Meets, and Masters, while third grade Math saw an increase in Masters. Fourth grade RLA showed growth in Approaches. In fifth grade RLA, both Meets and Masters increased, and fifth grade Science also showed gains in Meets and Masters.

#### 2025 Results Third Grade

*Reading- Approaches 79%, Meets 49% and 17% Masters*

*Math-Approaches 66%, 30% Meets and 14% Masters*

#### 2025 Results Fourth Grade

*Reading- Approaches 75%,Meets 23% and 4% Masters*

*Math- Approaches 53%, Meets 24% and 6% Masters*

#### 2025 Results Fifth Grade

*Reading- Approaches 77%, Meets 59% and 33% Masters*

*Math-Approaches 73%, Meets 50% and 22% Masters*

*Science- Approaches 65%, Meets 33% and 11% Masters*

## Student Learning Strengths

- Third grade math had an increase of 6% in masters.
- Third grade RLA had an increase of 16% in approaches, 21% in meets and 13% in masters.
- Fourth grade RLA had an increase of 2% in approaches.
- Fifth grade reading had an increase of 3% in meets and 1% in masters.
- Fifth grade science had an increase of 2% in meets and 2% in masters.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** During the 2024-2025 school year, fourth grade Math performance decreased across all areas, with an 11-point drop in Approaches, a 12-point drop in Meets, and a 7-point drop in Masters. In addition, fourth grade RLA showed a 22-point decrease in Meets and a 4-point decrease in Masters.

**Root Cause:** This specific grade level experienced a high mobility rate, with many students entering and exiting throughout the year. In addition, overall student efficacy was low, which limited consistency in learning and contributed to the decline in performance.

**Problem Statement 2 (Prioritized):** During the 2023-2024 school year, fifth grade Math performance declined, with a 13-point drop in Approaches, a 9-point drop in Meets, and a 12-point drop in Masters. In addition, fifth grade RLA showed a 17-point decrease in Approaches.

**Root Cause:** Our fifth grade had a high special education population, which impacted overall grade-level performance outcomes.

# School Processes & Programs

## School Processes & Programs Summary

The Academy at C.F. Thomas students are supported through a wide range of programs and processes designed to meet diverse needs. Currently, 76% of students receive free or reduced lunch, 23% participate in our bilingual program, and 38% are identified as EB and served by certified ESL teachers. In addition, 19% of students receive special education services and 4% are identified as gifted and talented.

At ACFT, we implement a Multi-Tiered System of Support (MTSS) to provide individualized plans that address student needs. Students who did not meet grade-level standards on STAAR assessments in reading, writing, or math are provided 15–30 hours of accelerated instruction per subject area. Every nine weeks, teachers and support staff analyze multiple data points to refine instruction across tiers I, II, and III. Extended MTSS meetings are scheduled for students moving to tier III or for those who have not shown adequate progress. During these meetings, additional staff members—such as the counselor, crisis counselor, speech pathologist, or LSSP—are included to ensure a collaborative, student-centered plan.

To strengthen tier I instruction, professional development is embedded throughout the school year. Instructional facilitators, campus leadership, and district coordinators provide training opportunities to help staff refine instructional practices. Teachers also engage in Professional Learning Communities (PLCs) to share strategies and collaborate on best practices to better serve students.

This year, ACFT will continue its campus-wide implementation of Conscious Discipline, a social-emotional behavior and classroom management framework with a strong record of sustainable impact. Alongside this, our counselor will provide regular social-emotional behavior lessons, and teachers will integrate Character Strong into weekly classroom instruction. Both initiatives support the development of the whole child with vertically aligned lessons that promote social, emotional, and character growth.

In addition, we will maintain the use of instructional rounds to deepen our understanding of teaching and learning practices across the campus. This process allows us to reflect, collaborate, and continuously improve both teacher effectiveness and student achievement.

## School Processes & Programs Strengths

- **Bilingual Education:** ACFT provides bilingual classrooms in grades Pre-K through 5th to support students' language development and academic success.
- **Accelerated Instruction:** Students in grades 4–5 who do not meet expectations on STAAR assessments receive a minimum of 15–30 hours of additional instruction. Each student has an individualized AI plan built from testing data.
- **Community Partnerships:** A local business partner has continued to provide generous donations to help meet the needs of our students.
- **Technology Access:** ACFT offers a one-to-one digital learning environment for all students, and teachers in grades 2–5 utilize GoGuardian to monitor and support appropriate internet use.
- **Specialized Programs:** Our AABLE 1, AABLE 2, and ACCESS classes give students with significant needs opportunities to grow in academics, communication, social skills, self-management, vocational training, and functional life skills.
- **Classroom Technology:** Every certified teacher is equipped with a Newline interactive board in their classroom to enhance instruction.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** All Students had a target of 46% for reading 2025 but our preliminary results indicate only 42% met or were above in Spring 2025.

**Root Cause:** Inconsistent instructional support and targeted interventions for our Emergent Bilingual (EB) population limited their reading growth. EB students performed 16 points below their target, which significantly contributed to the overall campus not meeting the 2025 reading target.

**Problem Statement 2 (Prioritized):** All Students had a target of 47% for math 2025 but our preliminary results indicate only 35% met or were above in Spring 2025.

**Root Cause:** A high mobility/transient population in 4th grade contributed to lower performance, making up the bulk of low math scores and preventing the campus from meeting the overall target.

# Perceptions

## Perceptions Summary

- Safety Training: 100% of faculty and students have been trained in the SRP (Standard Response Protocol) to ensure preparedness in case of an emergency.
- Campus Committees:
  - *Leaders of Learners* – support instructional practices and provide leadership on campus initiatives.
  - *CSI Team* – addresses logistical problem-solving and campus operations.
  - *Conscious Discipline Action Team* – supports the implementation of Conscious Discipline across the campus.
  - *Spirit Committee* – organizes recognitions and assemblies for staff and students.
- Survey & Data Results: According to resources utilized (parent, student, staff surveys, and ODS behavior reports), a majority of our students, staff, and parents feel ACFT is a safe place for learning.
  - 91% of students, 100% of teachers, and 100% of parents agree that ACFT provides an emotionally and physically safe environment.
  - ODS discipline data shows a steady decline in students receiving OSS/ISS:
    - 2019–20: 79 students
    - 2023–24: 13 students
    - 2024–25: 10 students (ISS only, no OSS)
- Impact of SEL Program: We believe this improvement is directly tied to our Conscious Discipline program, which integrates social-emotional learning and self-regulation strategies, helping students feel safe and ready to learn.

## Perceptions Strengths

At ACFT, we strive to provide excellent customer service and clear communication with families through monthly calendars, bilingual notices, social media updates, and school performances. We actively involve parents and the community through PTA, Title I information, and campus events. Safety remains a top priority with a secure vestibule, regular SRP drills, and collaboration with our SRO and local PD. Survey results show that 91% of students, 100% of teachers, and 100% of parents feel ACFT provides a safe learning environment. Discipline incidents have significantly decreased over the past two years, with only 10 ISS cases and no OSS in 2024–25, reflecting the positive impact of Conscious Discipline on campus culture.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA

board.

**Root Cause:** Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events.

# Priority Problem Statements

**Problem Statement 1:** All Students had a target of 46% for reading 2025 but our preliminary results indicate only 42% met or were above in Spring 2025.

**Root Cause 1:** Inconsistent instructional support and targeted interventions for our Emergent Bilingual (EB) population limited their reading growth. EB students performed 16 points below their target, which significantly contributed to the overall campus not meeting the 2025 reading target.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA board.

**Root Cause 2:** Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** During the 2024-2025 school year, fourth grade Math performance decreased across all areas, with an 11-point drop in Approaches, a 12-point drop in Meets, and a 7-point drop in Masters. In addition, fourth grade RLA showed a 22-point decrease in Meets and a 4-point decrease in Masters.

**Root Cause 3:** This specific grade level experienced a high mobility rate, with many students entering and exiting throughout the year. In addition, overall student efficacy was low, which limited consistency in learning and contributed to the decline in performance.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** During the 2023-2024 school year, fifth grade Math performance declined, with a 13-point drop in Approaches, a 9-point drop in Meets, and a 12-point drop in Masters. In addition, fifth grade RLA showed a 17-point decrease in Approaches.

**Root Cause 4:** Our fifth grade had a high special education population, which impacted overall grade-level performance outcomes.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** During the 2024-2025 school year, the performance of our African American student population was 13 percentage points below their target performance measure. This gap highlights an urgent need to identify barriers to learning and implement strategies that will support improved outcomes for these students.

**Root Cause 5:** This population is more transient, with many students having attended multiple schools. The resulting inconsistency of instruction across different campuses has contributed to significant learning gaps, which directly impacted their overall performance.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Our White student population performed 20 percentage points below the targeted performance measurement goal for mathematics during the 2024-2025 school year. This gap indicates a need to examine instructional practices, student engagement, and support systems to ensure all students are meeting expected performance standards in math.

**Root Cause 6:** The inconsistent implementation of interventions for at-risk students has limited their academic progress.

**Problem Statement 6 Areas:** Demographics



**Problem Statement 7:** All Students had a target of 47% for math 2025 but our preliminary results indicate only 35% met or were above in Spring 2025.

**Root Cause 7:** A high mobility/transient population in 4th grade contributed to lower performance, making up the bulk of low math scores and preventing the campus from meeting the overall target.

**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 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:** Elementary: CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5, reading 3-5), mClass (Kinder math) and (K-2 reading) and District Common Assessments

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Continue to build capacity to implement the district curriculum and state-approved resources with fidelity at the campus level.<br><b>Actions:</b> a) Provide tiered professional learning opportunities including coaching cycles and PLC support that are responsive to our staff needs to build their capacity to implement our campus plan.<br>b) Support campus Leaders of Learners team to assist in leading the implementation of the district's curriculum, identified resources, and strategies.<br>c) Use data to provide targeted support and progress monitoring.<br>d) Utilize district common assessments to ensure alignment of pacing and instruction.<br>e) Utilize curriculum embedded strategies to support Tier I instruction.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Instructional Coaches<br>Leaders of Learners Team<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>Problem Statements:</b> School Processes & Programs 2 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
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| <p><b>Strategy 2:</b> Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.</p> <p><b>Actions:</b> a) Continue to support new teachers on the science of teaching reading based on TEA and HB3 requirements.<br/> b) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements.<br/> c) Provide time for staff to conduct campus instructional walks and debriefing sessions.<br/> d) Monitor the campus implementation of the district RLA curriculum and Bluebonnet Learning through ongoing professional learning and coaching.<br/> e) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements.<br/> f) Integrate the use of proficiency scales for mathematics in PLC's for grades K-5 and social studies in grade 5.<br/> g) Increase teacher capacity to teach the required K-3 phonics program.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/> Instructional Coaches<br/> Leaders of Learners Team<br/> Teachers</p> <p><b>TEA Priorities:</b><br/> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Provide training in data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching.<br><b>Actions:</b> a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process.<br>b) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance, and DCAs) to inform instruction and document student growth.<br>c) Teachers will monitor student progress using data folder and proficiency measures while providing specific student feedback that supports learning growth.<br>d) Continue to train and require the regular use of continuous improvement processes in the classroom.<br>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.<br>f) Facilitate teacher training on the implementation of Tier 1 priorities.<br>g) Support teachers with the use of TEA writing rubrics and response targeted feedback to students.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Instructional Coaches<br>Campus Staff<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>Problem Statements:</b> Demographics 1, 2<br><b>Funding Sources:</b> Campus Personnel - 211 - Title I |  | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Problem Statement 1:</b> During the 2024-2025 school year, the performance of our African American student population was 13 percentage points below their target performance measure. This gap highlights an urgent need to identify barriers to learning and implement strategies that will support improved outcomes for these students. <b>Root Cause:</b> This population is more transient, with many students having attended multiple schools. The resulting inconsistency of instruction across different campuses has contributed to significant learning gaps, which directly impacted their overall performance.</p> <p><b>Problem Statement 2:</b> Our White student population performed 20 percentage points below the targeted performance measurement goal for mathematics during the 2024-2025 school year. This gap indicates a need to examine instructional practices, student engagement, and support systems to ensure all students are meeting expected performance standards in math. <b>Root Cause:</b> The inconsistent implementation of interventions for at-risk students has limited their academic progress.</p> |

School Processes & Programs

**Problem Statement 2:** All Students had a target of 47% for math 2025 but our preliminary results indicate only 35% met or were above in Spring 2025. **Root Cause:** A high mobility/transient population in 4th grade contributed to lower performance, making up the bulk of low math scores and preventing the campus from meeting the overall target.

**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   |     |     |           |
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| <p><b>Strategy 1:</b> 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 to accelerate student growth.</p> <p><b>Actions:</b> a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year.<br/>b) Support, monitor and provide feedback regarding the implementation of continuous improvement practices across the campus.<br/>c) Utilize campus teams to analyze the campus needs and next steps required based on the continuous improvement rubric.<br/>d) Teachers will complete an analysis protocol for common assessments and complete PDSAs for core subjects assessed.<br/>e) Revisit campus vision and mission statement.<br/>f) Grade level teams utilize the PDSA process to monitor progress towards goals.<br/>g) Students regularly track individual growth in data folders.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/>Instructional Facilitators<br/>Campus Staff</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> Title I Tutors - 211 - Title I</p> |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Enlist community and business partners to assist in providing support to students and families who are in need.<br><b>Actions:</b> a) Collaborate with PTA to schedule and host school-wide events to support students and families such as parent education classes.<br>b) Identify and communicate the needs of student populations and their families with community partners.<br>c) Develop parent and family engagement policy and offer flexible opportunities for meetings.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I                                                                                                                                                  |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth.<br><b>Actions:</b> 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.<br>b) Track student performance on common assessments, interims and district screeners to determine progress toward success on STAAR assessments during PLCs.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Instructional Facilitators<br>Campus Staff<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>Problem Statements:</b> Student Learning 1, 2<br><b>Funding Sources:</b> Professional Development - 211 - Title I |  | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 4:</b> Implement a multi-tiered system of support (MTSS) for identified students.<br><b>Actions:</b> a) Hold campus MTSS meetings throughout the year.<br>b) Regularly meet with campus staff to discuss progress, needs, curriculum and resources to develop individualized student plans.<br>c) Deliver accelerated instruction in alignment with HB1416 to address learning loss and promote academic progress for students who need additional support.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Campus Facilitators<br>Campus Staff<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |
| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
| <b>Strategy 5:</b> 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.<br><b>Actions:</b> a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students.<br>b) Ensure students are receiving appropriate services.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Attendance Clerk<br>504 Coordinator<br>Special Education Staff<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> School Processes & Programs 1                                                                                                                                                                                   | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |

## Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Problem Statement 1:</b> During the 2024-2025 school year, the performance of our African American student population was 13 percentage points below their target performance measure. This gap highlights an urgent need to identify barriers to learning and implement strategies that will support improved outcomes for these students. <b>Root Cause:</b> This population is more transient, with many students having attended multiple schools. The resulting inconsistency of instruction across different campuses has contributed to significant learning gaps, which directly impacted their overall performance.</p> <p><b>Problem Statement 2:</b> Our White student population performed 20 percentage points below the targeted performance measurement goal for mathematics during the 2024-2025 school year. This gap indicates a need to examine instructional practices, student engagement, and support systems to ensure all students are meeting expected performance standards in math. <b>Root Cause:</b> The inconsistent implementation of interventions for at-risk students has limited their academic progress.</p> |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Problem Statement 1:</b> During the 2024-2025 school year, fourth grade Math performance decreased across all areas, with an 11-point drop in Approaches, a 12-point drop in Meets, and a 7-point drop in Masters. In addition, fourth grade RLA showed a 22-point decrease in Meets and a 4-point decrease in Masters. <b>Root Cause:</b> This specific grade level experienced a high mobility rate, with many students entering and exiting throughout the year. In addition, overall student efficacy was low, which limited consistency in learning and contributed to the decline in performance.</p> <p><b>Problem Statement 2:</b> During the 2023-2024 school year, fifth grade Math performance declined, with a 13-point drop in Approaches, a 9-point drop in Meets, and a 12-point drop in Masters. In addition, fifth grade RLA showed a 17-point decrease in Approaches. <b>Root Cause:</b> Our fifth grade had a high special education population, which impacted overall grade-level performance outcomes.</p>                                                                                                                 |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Problem Statement 1:</b> All Students had a target of 46% for reading 2025 but our preliminary results indicate only 42% met or were above in Spring 2025. <b>Root Cause:</b> Inconsistent instructional support and targeted interventions for our Emergent Bilingual (EB) population limited their reading growth. EB students performed 16 points below their target, which significantly contributed to the overall campus not meeting the 2025 reading target.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Problem Statement 1:</b> While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA board. <b>Root Cause:</b> Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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

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

**Evaluation Data Sources:** Behavioral RtI data records

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement the behavioral MTSS plan with fidelity.<br><b>Actions:</b> a) Provide training on the district behavior MTSS plan.<br>b) Implement Conscious Discipline campus wide.<br>c) Schedule extended behavior MTSS collaboratives to create individualized student plans.<br>d) Utilize the behavior facilitator to guide best practices.<br>e) Implement and monitor the district provided Character Strong resource throughout the year for SCD.<br>f) Utilize SCD funded Crisis Counselors to provide support to students in areas of SCD.<br>g) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Counselor<br>Crisis Counselor<br>Campus Staff<br>CSI Team<br>Behavior Facilitator<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> School Processes & Programs 2 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Nov       | Jan | Mar | June      |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> All Students had a target of 47% for math 2025 but our preliminary results indicate only 35% met or were above in Spring 2025. <b>Root Cause:</b> A high mobility/transient population in 4th grade contributed to lower performance, making up the bulk of low math scores and preventing the campus from meeting the overall target. |

**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:** 2024-2025 Campus Attendance

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Continue to implement a campus-wide program that increases student attendance.<br><b>Actions:</b> a) Develop and communicate campus attendance plan with all stakeholders.<br>b) Monitor and make adjustments to the attendance plan throughout the year as needed.<br>c) Track student and staff attendance.<br>d) Provide incentives that encourage student attendance.<br>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.<br>f) Utilize the district tribunal process.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Campus Staff<br>Attendance Clerk<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> Demographics 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
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| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> During the 2024-2025 school year, the performance of our African American student population was 13 percentage points below their target performance measure. This gap highlights an urgent need to identify barriers to learning and implement strategies that will support improved outcomes for these students. <b>Root Cause:</b> This population is more transient, with many students having attended multiple schools. The resulting inconsistency of instruction across different campuses has contributed to significant learning gaps, which directly impacted their overall performance. |

**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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.<br><b>Actions:</b> a) Review perception data from students, staff, and parents to identify strategies to improve campus safety.<br>b) Utilize the campus Safety Committee to review student and staff safety concerns.<br>c) Take corrective action of findings at the campus by utilizing our Safety Committee.<br>d) Schedule and monitor safety drills through Raptor.<br>e) Identify potential school and safety threats using survey data to implement and refine procedures.<br>f) Continue to implement the Anonymous Alerts and Threat Assessment System.<br>g) Conduct monthly safety meetings with the Safety Committee and revise plans as needed.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Campus Staff<br>Safety Committee<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nov       | Jan | Mar | June      |
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| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA board. <b>Root Cause:</b> Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events. |

**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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement the district-wide program that promotes an accident-free work environment.<br><b>Actions:</b> a) Conduct facility reviews to locate and address issues and needs.<br>b) Provide safety training for campus staff based on district protocols.<br>c) Provide safety equipment as needed.<br>d) Continue to monitor the implementation of safety procedures.<br>e) All employees will complete Safe Schools Training.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Campus Staff<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nov       | Jan | Mar | June      |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA board. <b>Root Cause:</b> Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events. |

**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   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Maintain a district-wide coordinated health program.<br><b>Actions:</b> a) Continue to implement health related plans at the campus level. Examples include: Play It Safe, Vision Screenings, Employee Wellness Challenges, etc.<br>b) Follow district health requirements.<br>c) Students participate in regular pacer and fitness gram tests in physical education class.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Nurse<br>Campus Staff<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> While many families join PTA and attend school events, there is limited parent interest in taking on leadership roles or serving on the PTA board. <b>Root Cause:</b> Competing family responsibilities and limited time have reduced parent participation in PTA board roles, despite strong attendance at events. |

# State Compensatory

## Budget for Academy at C. F. Thomas

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 3.16

**Brief Description of SCE Services and/or Programs**

## Personnel for Academy at C. F. Thomas

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



# Title I

## **1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)**

### **1.1: Description of CNA Process**

CNA process takes place beginning in March and continues through summer

### **1.2: Location for Evidence of Multiple Meetings Held**

Documentation kept on campus

## **2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)**

### **2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)**

March through October

### **2.2: Stakeholders 1114(b)(2)**

List of stakeholders documented on campus

### **2.3: Description of Plan Availability, Format, and Language 1114(b)(4)**

Plan is available online

### **2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)**

Plan Coordination documented on campus

### **2.5: Statutorily Required Descriptions 1114(b)(7)(A)**

described in plan

## **3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)**

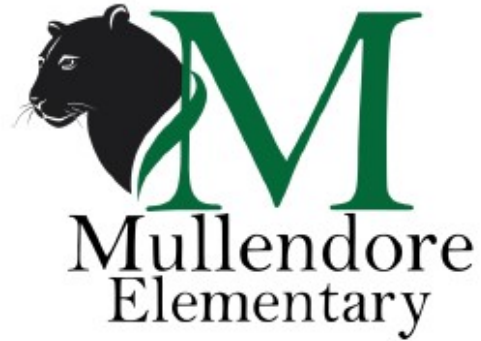
### **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

quarterly review conducted on campus

# Title I Personnel

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

**Birdville Independent School District**  
**Alliene Mullendore Elementary**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

*The mission of our Mullendore family is to intentionally build strong foundations for a community of life-long learners.*

# Table of Contents

Comprehensive Needs Assessment ..... 4

    Demographics ..... 4

    Student Learning ..... 5

    School Processes & Programs ..... 7

    Perceptions ..... 9

Priority Problem Statements ..... 10

Comprehensive Needs Assessment Data Documentation ..... 12

Goals ..... 13

    Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... 13

    Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. .... 21

    Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 24

State Compensatory ..... 27

    Budget for Alliene Mullendore Elementary ..... 27

    Personnel for Alliene Mullendore Elementary ..... 27

Title I ..... 28

Title I Personnel ..... 29

# 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 309 students, ranging from pre-kindergarten to fifth grade. Among these students, 35% (107 students) are White, 41% (126 students) are Hispanic, 9% (29 students) are African American, 8% (25 students) are Asian, and 6% (20 students) identify as multi-racial. The Native American and Pacific Islander populations together make up less than 1% (1 student) of the student body. Mullendore is a Title 1 campus, with around 67% (208 students) of its students classified as economically disadvantaged. Additionally, 65% (200 students) are considered "At-Risk," 19% (58 students) are emergent bilinguals, and 25% (78 students) receive academic special education services. Approximately 8% (26 students) are identified as Gifted and Talented and receive GATE services, while 6% (17 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 (39 total students) | 23%        | 31%   | 26%     |
| 4th Grade (49 total students) | 44%        | 28%   | 16%     |
| 5th Grade (50 total students) | 25%        | 20%   | 16%     |
|                               |            |       |         |
| Math                          | Approaches | Meets | Masters |
| 3rd Grade (39 total students) | 31%        | 28%   | 21%     |
| 4th Grade (49 total students) | 22%        | 22%   | 22%     |
| 5th Grade (50 total students) | 27%        | 27%   | 16%     |

In Reading, for the 2023-2024 school year, with the exception of 5th grade, approaches, meets, and masters percentages all increased. 80% of 3rd graders passed reading STAAR, and 88% of 4th graders passed reading STAAR.

In Math, our 3rd graders increased their meets percentage by 2.9% and our masters increased by 5.9%.Students in grades 4 and 5 increased in all areas with 4th grade increasing in approaches by 25.3%, meets by 21.8% and masters by 16.4%. Students in grade 5 increased approaches by 16%, meets by 11.9% and masters by 7.3%.

## Student Learning Strengths

When looking at data reported by the 2024-2025 STAAR assessment:

- 3rd grade math students had an increased performance of 2.9% increase in meets, and 5.9% increase in masters as compared to the previous year.
- 4th grade math students had an increased performance of 25.3% in approaches, 21.8% increase in meets, and 16.4% in masters as compared to the previous year.
- 5th grade math students had an increased performance of 16% in approaches, 11.9% increase in meets, and a 7.3% increase in masters as compared to the previous year.
- 3rd grade reading students had an increased performance of 10.6% for meets, and 31.1% in masters compared to the previous year.
- 4th grade reading students had an increase performance of 19.5% for approaches, 18.1% for meets, and 5% in masters compared to the previous years.



## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (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 2023-2024 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited classroom experience and opportunities for professional development prior to joining BISD, which may have contributed to a decline in student success.

**Problem Statement 2 (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:** Teachers did not implementing continuous improvement learning strategies to the depth they need to be. When used with fidelity, the four pivotal instructional components are proven to move students and grow them.

**Problem Statement 3 (Prioritized):** Students receiving special education services are not excelling academically to the level of mastery that is expected.

**Root Cause:** Students are pulled out of general education classes causing them to miss Tier 1 instruction provided by the teacher. While instruction is provided to them when they return, students are missing questions and discussions taking place with their peers.

# 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 in grade 5 decreased from the previous year.

**Root Cause:** Continuous improvement learning strategies were not used to the depth they needed to be. Instruction was teacher led with little student discourse. PLC discussions and recommendations from the IF were not implemented with fidelity.

**Problem Statement 2 (Prioritized):** Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation.

**Root Cause:** Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.

**Problem Statement 3 (Prioritized):** Maintaining a focus on attendance and the importance of students being in school continues to be a concern.

**Root Cause:** Not enough information is shared or communicated to families regarding the importance of students being in school.

**Problem Statement 4 (Prioritized):** Despite training and sharing the importance of safety at school, staff are still struggling with reporting injuries.

**Root Cause:** Not enough attention and focus are given to the celebration of accident free months. More information can be shared with staff on how to stay injury free.

# 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, 42% of our families feel students don't show respect towards one another to the depth that they could.

**Root Cause:** More time needs to be dedicated to working with students and teaching them what respect looks like, and not just what respect is, especially when it comes to their peers.

# Priority Problem Statements

**Problem Statement 1:** Our STAAR reading scores in grade 5 decreased from the previous year.

**Root Cause 1:** Continuous improvement learning strategies were not used to the depth they needed to be. Instruction was teacher led with little student discourse. PLC discussions and recommendations from the IF were not implemented with fidelity.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 7:** 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 7:** Staff hired for the 2023-2024 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited classroom experience and opportunities for professional development prior to joining BISD, which may have contributed to a decline in student success.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** 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 8:** Teachers did not implementing continuous improvement learning strategies to the depth they need to be. When used with fidelity, the four pivotal instructional components are proven to move students and grow them.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** According to the Mullendore Parent survey that was sent at the end of the school year, 42% of our families feel students don't show respect towards one another to the depth that they could.

**Root Cause 9:** More times needs to be dedicated to working with students and teaching them what respect looks like, and not just what respect is, especially when it comes to their peers.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Our enrollment has decreased from the previous year.

**Root Cause 10:** 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 10 Areas:** Demographics

**Problem Statement 11:** Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation.

**Root Cause 11:** Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** Students receiving special education services are not excelling academically to the level of mastery that is expected.

**Root Cause 12:** Students are pulled out of general education classes causing them to miss Tier 1 instruction provided by the teacher. While instruction is provided to them when they return, students are missing questions and discussions taking place with their peers.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** Maintaining a focus on attendance and the importance of students being in school continues to be a concern.

**Root Cause 13:** Not enough information is shared or communicated to families regarding the importance of students being in school.

**Problem Statement 13 Areas:** School Processes & Programs

**Problem Statement 14:** Despite training and sharing the importance of safety at school, staff are still struggling with reporting injuries.

**Root Cause 14:** Not enough attention and focus are given to the celebration of accident free months. More information can be shared with staff on how to stay injury free.

**Problem Statement 14 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

## **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

Revised/Approved: August 29, 2025

**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   |     |     |           |
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| <b>Strategy 1:</b> Focus on personalized learning for students.<br><b>Actions:</b> a) Scheduled WIN time for intervention and extension<br>b) Implement flexible small groups based on data<br>c) Utilize performance data from mClass and Star Renaissance to target instruction to student need<br>d) Utilize Continuous improvement learning strategies with fidelity<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Facilitator, Title 1 Tutor, Special Education E.A.<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes & Programs 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE, Title I Personnel - 211 - Title I |           |     |     |           |





No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** 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 2023-2024 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited classroom experience and opportunities for professional development prior to joining BISD, which may have contributed to a decline in student success.

**Problem Statement 2:** 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:** Teachers did not implementing continuous improvement learning strategies to the depth they need to be. When used with fidelity, the four pivotal instructional components are proven to move students and grow them.

**Problem Statement 3:** Students receiving special education services are not excelling academically to the level of mastery that is expected. **Root Cause:** Students are pulled out of general education classes causing them to miss Tier 1 instruction provided by the teacher. While instruction is provided to them when they return, students are missing questions and discussions taking place with their peers.

#### School Processes & Programs

**Problem Statement 1:** Our STAAR reading scores in grade 5 decreased from the previous year. **Root Cause:** Continuous improvement learning strategies were not used to the depth they needed to be. Instruction was teacher led with little student discourse. PLC discussions and recommendations from the IF were not implemented with fidelity.

**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   |     |     |           |
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| <b>Strategy 1:</b> Create a special education and dyslexia schedule to maximize the amount of time students spend in the general education setting.<br><b>Actions:</b> a) Work with special education teachers and general education teachers to include students in general education setting.<br>b) Train general education teachers to scaffold instruction and work with students who have special learning requirements.<br>c) Create a Master Schedule to maximize instruction and minimize the amount of time students are pulled from the general education setting.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Special Education teachers, Dyslexia Interventionist<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes & Programs 1 |  | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Create a student progress monitoring schedule designed to track and monitor student growth and progress throughout the year.<br><b>Actions:</b> 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.<br>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.<br>b) Implement and monitor strategies discussed during RtI and Progress Monitoring collaboratives.<br>d) Monitor the progress and growth of students identified in the areas of concern according to the Closing the Gap Performance Target.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, RtI team<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Utilize continuous improvement strategies to ensure instructional strategies are meeting student needs.<br><b>Actions:</b> a) Ensure teachers are trained in the understanding of and the use of continuous learning strategies.<br>b) Utilize campus "Instructional Rounds" to provide teachers the opportunity to observe and become familiar with continuous improvement strategies.<br>c.) Collaborate in Super PLC and math teams to discuss and review campus, district, and state common assessments in an effort to target student needs and supportive instructional strategies.<br>d.) Utilize the Fishbone as a tool to guide focused collaboration and discussion during Super PLC.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Facilitator<br><br><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes & Programs 1, 2                                                                                                                                                                                                                       | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Use intervention strategies designed to meet the needs of English Language learners.<br><b>Actions:</b> a) Ensure all staff are ELL certified and have the training needed to support English Learners.<br>b) Track and monitor student progress and growth. Be meaningful about student groups and the adjustment that needs to be made in their learning.<br>c) Utilize RTI spreadsheet and information about student demographics in addition to student growth and need.<br>c) Use District Personnel to support and train staff on EB strategies.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Instructional Facilitator<br><br><b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1 | Formative |     |     | Summative |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

### Performance Objective 2 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Staff hired for the 2023-2024 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited classroom experience and opportunities for professional development prior to joining BISD, which may have contributed to a decline in student success. |
| <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Teachers did not implementing continuous improvement learning strategies to the depth they need to be. When used with fidelity, the four pivotal instructional components are proven to move students and grow them.                                                                                                                                           |
| <b>Problem Statement 3:</b> Students receiving special education services are not excelling academically to the level of mastery that is expected. <b>Root Cause:</b> Students are pulled out of general education classes causing them to miss Tier 1 instruction provided by the teacher. While instruction is provided to them when they return, students are missing questions and discussions taking place with their peers.                                                                                                                              |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> Our STAAR reading scores in grade 5 decreased from the previous year. <b>Root Cause:</b> Continuous improvement learning strategies were not used to the depth they needed to be. Instruction was teacher led with little student discourse. PLC discussions and recommendations from the IF were not implemented with fidelity.                                                                                                                                                                                                   |
| <b>Problem Statement 2:</b> Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation. <b>Root Cause:</b> Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.                                                                                                                                                                                                                                                                                                       |

**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   |     |     |           |
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| <b>Strategy 1:</b> Utilize Conscious Discipline strategies to teach and reinforce social-emotional skills.<br><b>Actions:</b> a.) Campus wide participation in Conscious Discipline tools and strategies.<br>c) Daily morning announcements highlighting C.D. skills and strategies.<br>d) Campus wide classroom buddies and C.D. review and discussions.<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1<br><b>Funding Sources:</b> Professional Development - 211 - Title I                                                                                                          | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
| <b>Strategy 2:</b> Utilize lessons in Character Strong and the values reviewed to teach and promote virtues.<br><b>Actions:</b> 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.<br>b) Students modeling Character Strong Values will be recognized on the morning announcements.<br>c) Students nominated by classmates and recognized during the 9 weeks Celebration of Kids will be given a token item of affirmation and recognition.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Counselor<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2, 3 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |

**Performance Objective 3 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.

### School Processes & Programs

**Problem Statement 2:** Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation. **Root Cause:** Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.

**Problem Statement 3:** Maintaining a focus on attendance and the importance of students being in school continues to be a concern. **Root Cause:** Not enough information is shared or communicated to families regarding the importance of students being in school.

### Perceptions

**Problem Statement 1:** According to the Mullendore Parent survey that was sent at the end of the school year, 42% of our families feel students don't show respect towards one another to the depth that they could. **Root Cause:** More times needs to be dedicated to working with students and teaching them what respect looks like, and not just what respect is, especially when it comes to their peers.

**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   |     |     |           |
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| <b>Strategy 1:</b> Implement district Behavior RtI plan.<br><b>Actions:</b> a) Create a campus behavior support team.<br>b) Utilize Conscious Discipline and the tools and strategies shared for supporting students.<br>c) Create a schedule where Bi-weekly guidance lessons will be provided to students by the counselor.<br>d) Schedule lunch bunches for students where conversations can be had regarding feelings and how to handle and react to situations.<br>e) Utilize district Behavior RtI Specialist.<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal and Counselor<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

**Performance Objective 4 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 2:</b> Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation. <b>Root Cause:</b> Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.                                                                                                                                                                 |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 1:</b> According to the Mullendore Parent survey that was sent at the end of the school year, 42% of our families feel students don't show respect towards one another to the depth that they could. <b>Root Cause:</b> More times needs to be dedicated to working with students and teaching them what respect looks like, and not just what respect is, especially when it comes to their peers. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Develop and implement a campus-wide program to promote improved student and staff attendance.<br><b>Actions:</b> a) Promote attendance incentives to staff, students, and parents.<br>b) Track attendance and display in public place for staff, students, and parents to see.<br>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.<br>d) Teachers and Administrators will call parents of students who are absent to make connections and build relationships.<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes & Programs 1, 2, 3<br><b>Funding Sources:</b> Parent Family Engagement - 211 - Title I | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Staff hired for the 2023-2024 school year at Mullendore, many of whom were new to the profession and held alternative certifications, faced challenges due to limited classroom experience and opportunities for professional development prior to joining BISD, which may have contributed to a decline in student success. |
| <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Teachers did not implementing continuous improvement learning strategies to the depth they need to be. When used with fidelity, the four pivotal instructional components are proven to move students and grow them.                                                                                                                                           |



### Student Learning

**Problem Statement 3:** Students receiving special education services are not excelling academically to the level of mastery that is expected. **Root Cause:** Students are pulled out of general education classes causing them to miss Tier 1 instruction provided by the teacher. While instruction is provided to them when they return, students are missing questions and discussions taking place with their peers.

### School Processes & Programs

**Problem Statement 1:** Our STAAR reading scores in grade 5 decreased from the previous year. **Root Cause:** Continuous improvement learning strategies were not used to the depth they needed to be. Instruction was teacher led with little student discourse. PLC discussions and recommendations from the IF were not implemented with fidelity.

**Problem Statement 2:** Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation. **Root Cause:** Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.

**Problem Statement 3:** Maintaining a focus on attendance and the importance of students being in school continues to be a concern. **Root Cause:** Not enough information is shared or communicated to families regarding the importance of students being in school.

**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   |     |     |           |
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| <b>Strategy 1:</b> Develop and deploy continuous improvement processes.<br><b>Actions:</b> a) Develop SMART goals for attendance and safety.<br>b) Track attendance data throughout the school year.<br>c) Meet with Campus Safety/Operations team regularly and conduct plus deltas to guide improvement.<br>d) Assistant Principal and Head Custodian will complete weekly campus walks to look for areas of safety concern that need to be addressed.<br>e) Provide a google form for staff to complete with concerns regarding campus safety and campus drills.<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Processes & Programs 3, 4 - Perceptions 1 | Formative |     |     | Summative |
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 No Progress
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 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 3:</b> Maintaining a focus on attendance and the importance of students being in school continues to be a concern. <b>Root Cause:</b> Not enough information is shared or communicated to families regarding the importance of students being in school.                                                                                                                                            |
| <b>Problem Statement 4:</b> Despite training and sharing the importance of safety at school, staff are still struggling with reporting injuries. <b>Root Cause:</b> Not enough attention and focus are given to the celebration of accident free months. More information can be shared with staff on how to stay injury free.                                                                                           |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 1:</b> According to the Mullendore Parent survey that was sent at the end of the school year, 42% of our families feel students don't show respect towards one another to the depth that they could. <b>Root Cause:</b> More times needs to be dedicated to working with students and teaching them what respect looks like, and not just what respect is, especially when it comes to their peers. |

**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   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.<br><b>Actions:</b> a) Show and discuss the quarterly safety videos.<br>b) Survey staff, students, and families regarding their safety perceptions.<br>c) Use data and information from previous years to implement changes if needed in areas where concern was mentioned.<br>d) Meet with Campus Safety/Operations team to discuss drills and after action plan.<br>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.<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2, 4 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Our enrollment has decreased from the previous year. <b>Root Cause:</b> 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. |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 2:</b> Student struggling with peers had a difficult time utilizing strategies to assist in self-regulation. <b>Root Cause:</b> Time was not dedicated to the needed focus on Conscious Discipline and Character Strong strategies.                                                                                                                                                                    |
| <b>Problem Statement 4:</b> Despite training and sharing the importance of safety at school, staff are still struggling with reporting injuries. <b>Root Cause:</b> Not enough attention and focus are given to the celebration of accident free months. More information can be shared with staff on how to stay injury free.                                                                                              |

## Perceptions

**Problem Statement 1:** According to the Mullendore Parent survey that was sent at the end of the school year, 42% of our families feel students don't show respect towards one another to the depth that they could. **Root Cause:** More times needs to be dedicated to working with students and teaching them what respect looks like, and not just what respect is, especially when it comes to their peers.

**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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop and implement a campus program that promotes an accident-free work environment.<br><b>Actions:</b> a) Ensure all campus employees complete Safe School training.<br>b) Ensure all staff know where all step ladders are hanging.<br>c) Work with custodian to ensure that all slipping hazards are marked.<br>d) Use campus walks to evaluate areas of needed repair and concern.<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal<br><br><b>Problem Statements:</b> School Processes & Programs 4 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 4:</b> Despite training and sharing the importance of safety at school, staff are still struggling with reporting injuries. <b>Root Cause:</b> Not enough attention and focus are given to the celebration of accident free months. More information can be shared with staff on how to stay injury free. |

# State Compensatory

## Budget for Alliene Mullendore Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 3.32

**Brief Description of SCE Services and/or Programs**

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

## Personnel for Alliene Mullendore Elementary

| <u>Name</u>     | <u>Position</u>           | <u>FTE</u> |
|-----------------|---------------------------|------------|
| 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

# Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|-----------------|----------------|------------|
| Ashley Joy  | Title I EA      | Title I        | 1.0        |



# **Birdville Independent School District**

## **BCTAL**

### **2025-2026 Campus Improvement Plan**



Table of Contents

Comprehensive Needs Assessment ..... 3

Demographics ..... 3

Student Learning ..... 4

School Processes & Programs ..... 6

Perceptions ..... 7

Priority Problem Statements ..... 8

Goals ..... 9

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... 9

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. .... 12

Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 16

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The demographics of Birdville Center of Technology and Advanced Learning (BCTAL) mirror those of the school district. Each day, BCTAL serves 2,300 students in 12 programs. Groups of students consist of:

Hispanic 46% (1058)

Asian 5% (115)

African American 10% (230)

White 35% (805)

Two or More Races 4% (92)

Special Education 8% (184)

Economically Disadvantaged 64% (1472)

These numbers make BCTAL the campus with the 2nd largest high school population, with only 30 teachers.

### Demographics Strengths

Students from three comprehensive high schools and one alternative campus and can create bonds across cities and attendance zones. The research on diverse populations shows that students perform better and feel safer and more confident (Queens University, Drexel University). In addition to working together in the classroom setting, students prepare for competition and travel throughout the region and state together, enriching their experience. Providing students with real-world opportunities improves outcomes for low-income students (Kauffman Foundation). BCTAL is positioned to help all students excel.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student outcomes on industry certification exams suggest that classroom instruction may not consistently align with the rigor and complexity of the assessments.

**Root Cause:** Inconsistent formative assessments that mirror certification test formats.

# Student Learning

## Student Learning Summary

BCTAL 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, and STEM. In 2022-2023, students earned 2,679 Certifications across those fields; in 2023-2024, students earned 4,029 certifications, and in 2024-2025, students earned 2,173 certifications. Previously, the state of Texas considered a student who earned an approved certification ready for post-secondary success, whether in college, career, or the military. However, the state has redefined the success factor and students must complete a program of study (3 or more courses with four or more credits) and earn a certification aligned to that pathway. With this new metric, BCTAL teachers and administrators are working to recruit and retain students who will complete a single program of study as well as earn the certification. This process involves training the teachers on updated programs of study (as of February 2024), educating students and families on the requirements, and attracting students to the correct field early in their high school career.

In the 2025-2026 school year, BCTAL will inaugurate the Health Science PTECH (Pathways in Technology Early College High School). This exciting program is designed for health science students to earn an associate's degree in science (AAS) through Tarrant County College (TCC). Over the next four years, BISD and TCC will offer dual-credit courses for students as they progress through the program. This unique opportunity will open doors for our students, providing them with a head start in their academic and professional journey.

BCTAL has also embarked on a dual-enrollment program through Tarleton University this year. Students in Advanced Animal Science and Education & Training courses will be invited to earn college credit as they complete the high school course requirements. Dual credit and dual enrollment courses will help to meet state College, Career, and Military Readiness Standards.

## Student Learning Strengths

Career and Technology students perform at higher levels consistently throughout their educational careers. This year, BISD BCTAL outperformed the state in all tested subjects, Algebra, English 1 & 2, Biology, and United States History. Students in CTE courses apply concepts and skills to practical and meaningful work, which raises academic engagement, resulting in higher test scores. In the CTE classroom, these students earn college credit and certifications, which are the practical outcomes of the courses and can be utilized at the next stage of their journey, whether they further their education, join the military, or enter the workforce.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The BCTAL faculty mindset needs to transition from focusing exclusively on the passing of end-of-course Industry-Based Certification exams and toward assisting their students with becoming a program completor, which includes multiple course completion and earned certification.

**Root Cause:** Recent changes in the state's definition of CCMR Readiness have necessitated this shift in focus to better align with new graduation and readiness standards.

**Problem Statement 2 (Prioritized):** Student outcomes on industry certification exams suggest that classroom instruction may not consistently align with the rigor and complexity of the assessments.

**Root Cause:** \* Inconsistent formative assessments that mirror certification test formats.

# School Processes & Programs

## School Processes & Programs Summary

BCTAL celebrates student success every year. In the 2022-2023 school year, 65 students advanced to state contests, and 12 competed nationally. In 2023-2024, 99 students advanced to state contests, and 14 competed in national competitions in Los Angeles, Atlanta, Houston, and Washington, DC. Teachers prepare students for these real-world scenarios through rigorous coursework, stalwart dedication, and time commitment. While Career and Technology Student Organizations (CTSO) are crucial to building a successful program, BCTAL students also have opportunities to work off-campus in local business and industry. One student recently interned at BNSF Railroad, coordinating a drone program that monitors equipment and inventory. BCTAL students have been honored by the Chamber of Commerce and are acknowledged as Ready-to-Work graduates. These accolades are possible through a coordinated effort to create coherent course sequences that allow students to progress through learning by taking on more responsibility and making deep connections with the material.

On campus, BCTAL teachers participate in a school leadership committee, a safety committee, and a Leader of Learners committee. With only 30 teachers and no counselor or assistant principals, BCTAL teachers better their school community by stepping into leadership roles in addition to classroom expectations.

## School Processes & Programs Strengths

BCTAL excels in its school processes and programs, celebrating notable student achievements with a significant increase in contest participation: from 65 students advancing to state contests and 12 competing nationally in 2022-2023, to 99 students advancing to state and 14 competing nationally in 2023-2024. Teachers deliver rigorous coursework and dedication, preparing students for real-world challenges, including off-campus internships like the recent one at BNSF Railroad. The program's effectiveness is also reflected in students being honored by the Chamber of Commerce and recognized as Ready-to-Work graduates. Additionally, BCTAL teachers contribute to the school community through active roles in leadership, safety, and other committees, despite the school having no dedicated counselor.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The school administration is responsible to develop teacher pedagogy and the concept of Continuous Improvement to improve student academic achievement.

**Root Cause:** A significant number of BCTAL teachers transitioned directly from industry roles without formal educational training, resulting in a need for targeted professional development in pedagogy and instructional strategies.

# Perceptions

## Perceptions Summary

In 2025, BCTAL staff participated in a campus-wide climate survey. This survey collected teacher perceptions on various indicators. The staff scored administration very high in visibility and support. Research indicates that this positively impacts student performance (Fairman, 2023). Teachers expressed a sincere appreciation for their workplace environment, especially liking to work side by side with their colleagues in serving students.

The above-mentioned survey will be repeated in 2025/2026 to compare and analyze responses.

## Perceptions Strengths

BCTAL staff demonstrate strong communication and a high level of engagement in campus activities, reflecting positively on student performance. Recent surveys reveal that teachers feel empowered and independently capable in their roles, while also indicating a need for greater cohesion and clarity in the school's overall mission. Despite some challenges related to teacher morale and a sense of collective identity, there has been notable improvement. With strategic plans in place to address these areas, including enhanced role clarity and conflict resolution, there is an upward trend in both teacher morale and student outcomes. Teachers report strong alignment with the school's priorities and a high level of involvement in decision-making processes, underscoring a positive shift towards greater collaboration and shared purpose.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Advisory boards are underutilized, leading to missed opportunities for industry input on curriculum, equipment, and workforce alignment.

**Root Cause:** Advisory boards may meet infrequently or operate without clear roles and responsibilities.

# Priority Problem Statements

**Problem Statement 1:** The BCTAL faculty mindset needs to transition from focusing exclusively on the passing of end-of-course Industry-Based Certification exams and toward assisting their students with becoming a program completor, which includes multiple course completion and earned certification.

**Root Cause 1:** Recent changes in the state's definition of CCMR Readiness have necessitated this shift in focus to better align with new graduation and readiness standards.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** The school administration is responsible to develop teacher pedagogy and the concept of Continuous Improvement to improve student academic achievement.

**Root Cause 2:** A significant number of BCTAL teachers transitioned directly from industry roles without formal educational training, resulting in a need for targeted professional development in pedagogy and instructional strategies.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Student outcomes on industry certification exams suggest that classroom instruction may not consistently align with the rigor and complexity of the assessments.

**Root Cause 3:** Inconsistent formative assessments that mirror certification test formats.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Student outcomes on industry certification exams suggest that classroom instruction may not consistently align with the rigor and complexity of the assessments.

**Root Cause 4:** \* Inconsistent formative assessments that mirror certification test formats.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Advisory boards are underutilized, leading to missed opportunities for industry input on curriculum, equipment, and workforce alignment.

**Root Cause 5:** Advisory boards may meet infrequently or operate without clear roles and responsibilities.

**Problem Statement 5 Areas:** Perceptions



# Goals

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

**Performance Objective 1:** All Birdville Center of Technology and Advanced Learning courses will promote learning by engaging in our Continuous Improvement Strategies and preparing students with real-world, hands-on experiences.

**Evaluation Data Sources:** Data collected from instructional observations, differentiated instructional strategies, Career and Technology Lab experiences, internships, earned industry certification, and practicums related to content.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Students will actively participate in the use of PDSA charts, SMART goals, Word walls, and Student data folders.<br><b>Actions:</b> 1. Provide PD to teachers on PDSA charts, Word walls, SMART goals, and Student data folders.<br>2. Review student use of each of these components.<br>3. Determine student participation.<br>4. Follow up during January PD time with SLT & LOL leading presentations.<br><b>Staff Responsible for Monitoring:</b> Principal, LOL, CTE Coordinators, CTE Director<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
| <b>Strategy 2:</b> Ensure all accommodations are followed for students who qualify.<br><b>Actions:</b> 1. Determine specific classroom accommodations for students who qualify.<br>2. Determine allowable accommodations for certification exams. Have discussions with stakeholders regarding testing accommodations.<br>3. Work with home campuses to ensure an accommodation list for each student has been provided as needed.<br><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Home Campus Case Managers<br><br><b>Problem Statements:</b> Student Learning 1       | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                    |           |     |     |           |

**Performance Objective 1 Problem Statements:**

### Student Learning

**Problem Statement 1:** The BCTAL faculty mindset needs to transition from focusing exclusively on the passing of end-of-course Industry-Based Certification exams and toward assisting their students with becoming a program completor, which includes multiple course completion and earned certification. **Root Cause:** Recent changes in the state's definition of CCMR Readiness have necessitated this shift in focus to better align with new graduation and readiness standards.

### School Processes & Programs

**Problem Statement 1:** The school administration is responsible to develop teacher pedagogy and the concept of Continuous Improvement to improve student academic achievement. **Root Cause:** A significant number of BCTAL teachers transitioned directly from industry roles without formal educational training, resulting in a need for targeted professional development in pedagogy and instructional strategies.

**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:** Collaborate with Birdville Center of Technology and Advanced Learning teachers of courses aligned to industry-based certification exams to implement curriculum formative assessments in support of students' success on industry-based certification exams.

**Evaluation Data Sources:** The percent of students experiencing success on industry-based certifications. Assessments were used and percent of students increased from pre to post-test.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will administer formal and informal progress checks to indicate the levels of student readiness for their certification exam.<br><br><b>Actions:</b> 1. Provide the time and place for teachers to administer a mock exam.<br>a. Create a testing environment that matches the environment in which the actual certification test will be given.<br>b. Allow teachers to field trip students for the purpose of the mock (see item a)<br>2. Using all available certification resources, teachers will monitor progress for each indicator for each certification exam.<br><br><b>Staff Responsible for Monitoring:</b> Principal, lead teachers, CTE administrators<br><br><b>Problem Statements:</b> Demographics 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Student outcomes on industry certification exams suggest that classroom instruction may not consistently align with the rigor and complexity of the assessments. <b>Root Cause:</b> Inconsistent formative assessments that mirror certification test formats. |

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

**Performance Objective 1:** Through the use of the Workshop and Project-Based Learning Models, BCTAL teachers will enhance their effectiveness as classroom teachers as demonstrated by increasing student achievement.

**Evaluation Data Sources:** Passing rates on student certification exams as students will require to have the expected vocabulary and reasoning skills to pass these exams.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will use the Workshop Model and, through the use of exit tickets, identify strengths and weaknesses in the teachers' presentations.<br><b>Actions:</b> Through the use of a pretest, determine the student's current level of mastery.<br><br><b>Problem Statements:</b> Student Learning 2 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                        |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> Student outcomes on industry certification exams suggest that classroom instruction may not consistently align with the rigor and complexity of the assessments. <b>Root Cause:</b> * Inconsistent formative assessments that mirror certification test formats. |

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

**Performance Objective 2:** Recruitment and Marketing: Provide an increased opportunity for elementary and middle school students to experience classes and programs at the BCTAL through 5th grade and 8th-grade tours throughout the school year.

**High Priority**

**Evaluation Data Sources:** Increase in the number of student schedule requests throughout the next scheduling process.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide building and program tours to 8th-grade students throughout the school year. Provide summer opportunities like Camp Connect for middle school students.<br><b>Actions:</b> Scheduled visits from elementary and middle schools led by student ambassadors<br><b>Staff Responsible for Monitoring:</b> Principal, CTE Coordinators, Building Ambassadors<br><br><b>Problem Statements:</b> Student Learning 1                                                                                                                                                                    | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Nov       | Jan | Mar | June      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
| <b>Strategy 2:</b> Marketing of Programs at the BCTAL continues as a priority for students, parents, community, and business partners.<br><b>Actions:</b> 1. Increase Social Media presence on all platforms possible.<br>2. Student-led opportunities to showcase programs in the community (BCTAL Blooms, Community Health Fair, Ambassador visits to middle school, Realtor visits, guest speakers).<br>3. Increase advisory board participation in all programs.<br><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Social Media liaison<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
| <b>Strategy 3:</b> Student and Instructor involvement in Career and Technology Student Organizations (CTSO) membership and competitions to further showcase the talents of the students in BISD on the Regional, State, and National Levels.<br><b>Actions:</b> Encourage and prepare students to participate in Regional and State Competitions in all available CTSO's for each pathway.<br><b>Staff Responsible for Monitoring:</b> Principal and Teachers<br><br><b>Problem Statements:</b> Student Learning 1                                                                                         | Formative |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 1:** The BCTAL faculty mindset needs to transition from focusing exclusively on the passing of end-of-course Industry-Based Certification exams and toward assisting their students with becoming a program completor, which includes multiple course completion and earned certification. **Root Cause:** Recent changes in the state's definition of CCMR Readiness have necessitated this shift in focus to better align with new graduation and readiness standards.

### Perceptions

**Problem Statement 1:** Advisory boards are underutilized, leading to missed opportunities for industry input on curriculum, equipment, and workforce alignment. **Root Cause:** Advisory boards may meet infrequently or operate without clear roles and responsibilities.

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

**Performance Objective 3:** All students who attend classes at the BCTAL will attain at least one CCMR indicator prior to graduation.

**HB3 Goal**  
**Evaluation Data Sources:** ODS verification file/PEIMS

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Ensure students continue in an aligned CTE pathway working towards Completer status<br><b>Actions:</b> 1. Encourage students to attain industry certifications.<br>2. Monitor student performance in dual credit and dual enrollment courses to maximize achievement, for example, weekly check-ins with firefighter students who are taking the EMT course.<br>3. Provide teachers PL on pathways in approved programs of study and how students become completers.<br>4. Increase participation in career exploration opportunities in the community and business settings.<br><b>Staff Responsible for Monitoring:</b> Principal, Teachers, CTE Coordinators<br><br><b>Problem Statements:</b> Student Learning 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Nov       | Jan | Mar | June      |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                    |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> The BCTAL faculty mindset needs to transition from focusing exclusively on the passing of end-of-course Industry-Based Certification exams and toward assisting their students with becoming a program completor, which includes multiple course completion and earned certification. <b>Root Cause:</b> Recent changes in the state's definition of CCMR Readiness have necessitated this shift in focus to better align with new graduation and readiness standards. |

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

**Performance Objective 1:** Create a positive, non-confrontational campus environment that will enhance learning and foster a positive, courteous campus atmosphere as evidenced by teacher/student attendance, student engagement and earned certifications.

**Evaluation Data Sources:** Student and Staff surveys (December and May), staff meetings and earned certifications.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Faculty and staff will receive instruction to highlight the importance of building authentic rapport between with our students.<br><b>Actions:</b> 1. Staff will greet students in the halls before and after classes.<br>2. Encourage faculty to utilize local resources, ie., principal & trauma counselor, when students demonstrate the need for intervention.<br><b>Staff Responsible for Monitoring:</b> Principal, CTE Administration.<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                             |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> The school administration is responsible to develop teacher pedagogy and the concept of Continuous Improvement to improve student academic achievement. <b>Root Cause:</b> A significant number of BCTAL teachers transitioned directly from industry roles without formal educational training, resulting in a need for targeted professional development in pedagogy and instructional strategies. |



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

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

**Evaluation Data Sources:** Safety records report from Risk Management

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide ongoing safety training in accident prevention<br><b>Actions:</b> Through campus-wide faculty and staff meetings, as well as campus PL opportunities, the campus principal will provide training, utilizing video and other data-rich resources, to reinforce the learning.<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                             |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> The school administration is responsible to develop teacher pedagogy and the concept of Continuous Improvement to improve student academic achievement. <b>Root Cause:</b> A significant number of BCTAL teachers transitioned directly from industry roles without formal educational training, resulting in a need for targeted professional development in pedagogy and instructional strategies. |

# **Birdville Independent School District**

## **Birdville Elementary**

### **2025-2026 Campus Improvement Plan**

Accountability Rating: C



# Mission Statement

*We are a community of life-long learners building a better future for all through consistent teamwork, collaboration, and communication.*

# Table of Contents

|                                                                                                                                                         |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                    | 4  |
| Demographics .....                                                                                                                                      | 4  |
| Student Learning .....                                                                                                                                  | 5  |
| School Processes & Programs .....                                                                                                                       | 7  |
| Perceptions .....                                                                                                                                       | 9  |
| Priority Problem Statements .....                                                                                                                       | 11 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                 | 12 |
| Goals .....                                                                                                                                             | 14 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. .... | 14 |
| Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. ....                               | 22 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                           | 23 |
| State Compensatory .....                                                                                                                                | 24 |
| Budget for Birdville Elementary .....                                                                                                                   | 24 |
| Personnel for Birdville Elementary .....                                                                                                                | 24 |
| Title I .....                                                                                                                                           | 25 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Birdville Elementary School of Fine Arts is located in northeast Tarrant County in Haltom City, Texas. The campus serves approximately 479 students in grades prekindergarten through grade 5.

- 71% (339) Hispanic
- 17% (81) White
- 6% (27) Black/African American
- 3% (14) Asian
- 3% (18) other races.
- 43% (206) Emergent Bilingual
- 79% (378) economically disadvantaged
- 17% (79) of students receive special education services.

Of the 34 teachers on the campus, 86% (30) are female, 14% (5) are male, 70% (24) are White and are 28% (11) Hispanic. In the 2023-2024 school year, 3% (1) were beginning teachers, 19% (7) had 1 to 5 years experience, 11.8% (4) had 6 to 10 years, 44.5% (15) had 11 to 20 years, and 18.9% (7) 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 (11) of the staff at BES are minority

Student attendance rate was 95.15% in 2024-2025

### 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 79% economically disadvantaged coupled with 70% at risk, there is a high correlation that this is impacting academic exposure. Many families may have fewer opportunities for enrichment activities outside of school (books at home, museums, camps, tutoring, etc.).

# Student Learning

## Student Learning Summary

While STAAR performance declined, TELPAS results show students are making measurable progress in English language proficiency, especially in listening, speaking, and writing.

STAAR score celebrations:

- 3rd grade STAAR math meets/masters increased by 9.1%
- 3rd grade STAAR reading meets/masters increased by 15%
- 4th grade STAAR reading meets/masters increased by nearly 12%
- 5th grade STAAR science meets/masters increased by 16.4%, increase of 5% at approaches
- 5th grade Spanish STAAR science approaches increased by 38.1%
- 5th grade STAAR reading above district average for approaches (D: 77.7%, BES: 81.7%)
- 5th grade Spanish STAAR science above district average for approaches (D: 37.1%, BES: 38.1%)
- 4th grade RLA STAAR above district average for meets (D: 52.5, BES: 53.1%)
- 3rd grade Spanish RLA STAAR slightly above district average for Masters, and inline with district for meets (we're lower by .2%)

TELPAS results show progress in language proficiency across grade levels, though growth varies by cohort.

- **Kindergarten:** The percentage of students at the *Beginning* level decreased from **62% to 50%**, while the percentage of students at *Advanced High* increased from **3% to 13%**. This indicates more students are progressing out of the lowest level, though half of Kinder students still remain at Beginning.
- **First Grade:** Students at the *Beginning* level doubled from **18% to 36%**, while the percentage at *Intermediate* decreased from **57% to 36%**. Growth into *Advanced High* was minimal (**7% to 9%**). This suggests that many students are not advancing past Beginning/Intermediate in first grade.
- **Second Grade:** Strong growth is evident, with *Beginning* decreasing from **17% to 8%**, and *Advanced High* increasing from **20% to 31%**. This cohort shows positive language acquisition and accelerated progress.
- **Third Grade:** Students at *Advanced High* decreased from **56% to 43%**, while *Intermediate* and *Advanced* increased. This indicates that more students are clustered in the middle proficiency levels rather than reaching the highest level.
- **Fourth Grade:** Slight decreases are seen at *Beginning* (**23% to 20%**) and *Advanced* (**35% to 28%**), with growth into *Intermediate* (**13% to 20%**) and *Advanced High* (**29% to 32%**). While some progress is evident, a significant percentage of students remain at lower levels.
- **Fifth Grade:** Students at the *Beginning* level decreased from **11% to 7%**, while those at *Advanced* grew from **36% to 39%**. *Advanced High* decreased slightly from **46% to 43%**, suggesting stable but limited growth at the upper levels.

## Student Learning Strengths

STAAR score celebrations:

- 3rd grade STAAR math meets/masters increased by 9.1%
- 3rd grade STAAR reading meets/masters increased by 15%
- 4th grade STAAR reading meets/masters increased by nearly 12%
- 5th grade STAAR science meets/masters increased by 16.4%, increase of 5% at approaches
- 5th grade Spanish STAAR science approaches increased by 38.1%
- 5th grade STAAR reading above district average for approaches (D: 77.7%, BES: 81.7%)
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- **Fourth Grade:** Slight decreases are seen at *Beginning* (**23% to 20%**) and *Advanced* (**35% to 28%**), with growth into *Intermediate* (**13% to 20%**) and *Advanced High* (**29% to 32%**).
- **Fifth Grade:** Students at the *Advanced* grew from **36% to 39%**.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Data indicates that all students, to include targeted improvement students, are struggling with the Extended Constructed Response (ECR) component of the STAAR Reading assessment. Many students are unable to clearly organize ideas, support responses with accurate text evidence, and elaborate effectively to demonstrate comprehension.

**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.

**Problem Statement 2:** At Birdville Elementary, only 44% of Targeted Improvement students met grade-level proficiency, indicating a significant performance gap that requires focused instructional support and intervention.

**Root Cause:** Although students received targeted interventions and differentiated instruction, a high number of special education students were performing below grade level. In addition, many students struggled with Extended Constructed Response (ECR) items, which contributed to lower overall proficiency rates.

# 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 1 mandatory DAEP assignment in the 2024-2025 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 95.15% is down from the 95.5% last year. Students with chronic absenteeism miss a significant amount of instruction.

**Root Cause:** With 79% of students identified as economically disadvantaged, families may face barriers such as lack of transportation, unstable housing, or parents working multiple



jobs, making consistent attendance more difficult. In addition, families may not fully understand the impact of chronic absenteeism on student achievement, or may not see occasional absences as a problem.

# 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 started using Class Dojo campus wide last year and will continue during the 2025-2026 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 was one mandatory DAEP placement for the 2024-2025 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 79% economically disadvantaged coupled with 70% at risk, there is a high correlation that this is impacting academic exposure. Many families may have fewer opportunities for enrichment activities outside of school (books at home, museums, camps, tutoring, etc.).

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Data indicates that all students, to include targeted improvement students, are struggling with the Extended Constructed Response (ECR) component of the STAAR Reading assessment. Many students are unable to clearly organize ideas, support responses with accurate text evidence, and elaborate effectively to demonstrate comprehension.

**Root Cause 2:** 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 2 Areas:** Student Learning

**Problem Statement 3:** 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 3:** 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 3 Areas:** Perceptions

**Problem Statement 4:** The attendance rate of 95.15% is down from the 95.5% last year. Students with chronic absenteeism miss a significant amount of instruction.

**Root Cause 4:** With 79% of students identified as economically disadvantaged, families may face barriers such as lack of transportation, unstable housing, or parents working multiple jobs, making consistent attendance more difficult. In addition, families may not fully understand the impact of chronic absenteeism on student achievement, or may not see occasional absences as a problem.

**Problem Statement 4 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
- 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 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**

**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   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies<br><b>Actions:</b> a) Provide training for all staff in the implementation of the district literacy initiatives.<br>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.<br>c)Utilize the bilingual Instructional Coach to provide on-going training, coaching, and modeling literacy expectations specific to EB students.<br>d) Use data to provide targeted support and progress monitoring.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1<br><b>Funding Sources:</b> Professional Development - 211 - Title I | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nov       | Jan | Mar | June      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Increase student literacy proficiency by training 100% of K-2 teachers to effectively implement the 95 Phonics program in the classroom.<br><b>Actions:</b> a) Continue to support and train teachers in implementation of 95 Phonics.<br>b) Establish monthly PLC (Professional Learning Community) meetings where teachers can share experiences, strategies, and challenges related to the 95 Phonics program.<br>c) Assign instructional coaches to provide in-class support and model best practices in phonics instruction.<br>d) Implement regular classroom observations to ensure fidelity in the use of the 95 Phonics program.<br>e) Train teachers and staff on the use of assessment data to inform instructional decisions.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coaches<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Nov       | Jan | Mar | June      |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> 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.<br><b>Actions:</b> a) conduct weekly campus PLCs<br>b) Infuse literacy-focused discussions into PLCs<br>c) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements.<br>d) Provide support in implementing the K-3 phonics program.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1                                                                                                                                                                                        |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |           |     |     |           |
| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
| <b>Strategy 4:</b> Teachers will progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the individual needs of students.<br><b>Actions:</b> a) Support teachers in using BAS/SEL, mClass, Star 360 Renaissance assessment for progress monitoring and intervention services.<br>b)Instructional Coaches will work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model.<br>c) Require teachers to use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math.<br>d) Monitor progress of Targeted Support & Improvement group in writing, reading, and math.<br><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, Instructional Facilitator<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1                                                   |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Nov       | Jan | Mar | June      |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 5:</b> Teachers will effectively implement the Bluebonnet Math curriculum through ongoing training, coaching, and collaborative planning in order to strengthen Tier 1 instruction and improve student outcomes in mathematics.<br><b>Actions:</b> a) Provide initial and ongoing professional development on the Bluebonnet Math curriculum. Engage teachers in district- and campus-led PD sessions focused on lesson planning, instructional strategies, and assessment alignment.<br>b) Facilitate structured PLCs with math coach support to internalize upcoming Bluebonnet Math lessons and units.<br>c) Conduct regular campus and district walkthroughs to monitor fidelity of implementation and identify areas for targeted support.<br>d) Provide ongoing resources and follow-up support to ensure consistent use of Bluebonnet Math across grade levels.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches<br><br><b>Problem Statements:</b> Demographics 1 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Nov       | Jan | Mar | June      |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Students come with limited academic exposure which creates an additional challenge for instruction. <b>Root Cause:</b> Given the fact that we have 79% economically disadvantaged coupled with 70% at risk, there is a high correlation that this is impacting academic exposure. Many families may have fewer opportunities for enrichment activities outside of school (books at home, museums, camps, tutoring, etc.).                                                                                                                                                                                                                                                                                                     |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Problem Statement 1:</b> Data indicates that all students, to include targeted improvement students, are struggling with the Extended Constructed Response (ECR) component of the STAAR Reading assessment. Many students are unable to clearly organize ideas, support responses with accurate text evidence, and elaborate effectively to demonstrate comprehension. <b>Root Cause:</b> 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

DCAs

Historical performance by student subgroup on state and district assessments

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Continue implementation of the district's continuous improvement process, including development of mission statements, goal setting, use of the PDSA cycle, and maintaining classroom data folders.<br><b>Actions:</b> a) Provide all teachers with a timeline of specific expectations for the implementation of the CI components.<br>b) Continue to support and monitor the implementation of the PDSA process and provide appropriate professional learning support.<br>c) Monitor the PDSA development process through PLCs to ensure alignment to district expectation.<br>d) Meet regularly with all grade levels in PLC's to discuss formative data using the CI process.<br>e) Monitor progress in the implementation of the CI components and provide feedback to teachers.<br>f) Vertically align implementation of Continuous Improvement through Instructional Walks.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Nov       | Jan | Mar | June      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Identify and implement instructional strategies for EB students.<br><b>Actions:</b> a) Utilize Ellevation to monitor EB students<br>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.<br>c) Use TELPAS data to determine student status and intervention needs.<br>d) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal. Instructional Facilitator<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1                                                                                                                                                                                                                                                                                                                                             |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Provide multiple opportunities for parents and the community to be engaged in the educational process.<br><b>Actions:</b> a) Host a Parent Curriculum Night to provide families with strategies and resources to support student learning at home.<br>b) Provide a Family STEAM Night where parents and students engage in hands-on activities that promote problem-solving and critical thinking.<br>d) Offer multiple fine arts showcases and performances throughout the year to ensure every child has an opportunity to participate and highlight their talents.<br>e) Develop and distribute a Campus Parent and Family Engagement Policy to communicate opportunities for involvement.<br>f) Share Title I program information to increase parent understanding of available services and supports for BES students.<br>g) Host a Kinder Kamp Parent Night for incoming kindergarten families to support a smooth transition into school.<br>h) Implement Jumpstart orientation sessions at the beginning of the year to help K-1 students become familiar with school routines and expectations.<br>i) Host a Multicultural Night to celebrate the diversity of Birdville Elementary and strengthen family-school partnerships.<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Nov       | Jan | Mar | June      |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
| <b>Strategy 4:</b> Provide reading and math intervention in the classroom for tier 2 and tier 3 students.<br><b>Actions:</b> a) New students will be identified who need additional assistance and intervention services will begin by the end of the 1st quarter.<br>b) Returning students on tier 3 will begin receiving intervention by the 4th week of the school year.<br>c) Title 1 tutors will work with classroom teachers to provide additional support for students on all tiers.<br>d) Utilize RTI process to identify and address academic and behavior needs of students throughout the year.<br>e) grade levels will use Buff Time to provide additional services.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach<br><br><b>Problem Statements:</b> Demographics 1<br><b>Funding Sources:</b> Instructional Facilitator - 211 - Title I, Tutoring - 211 - Title I, SCE Campus Personnel - 199 - General Funds: SCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Formative |     |     | Summative |
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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 79% economically disadvantaged coupled with 70% at risk, there is a high correlation that this is impacting academic exposure. Many families may have fewer opportunities for enrichment activities outside of school (books at home, museums, camps, tutoring, etc.).

### Student Learning

**Problem Statement 1:** Data indicates that all students, to include targeted improvement students, are struggling with the Extended Constructed Response (ECR) component of the STAAR Reading assessment. Many students are unable to clearly organize ideas, support responses with accurate text evidence, and elaborate effectively to demonstrate comprehension. **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.

### 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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement Character Strong curriculum for social-emotional learning. Utilize TBRI and campus based interventions to address student SEL needs.<br><br><b>Actions:</b> a) Classroom teachers will implement Character Strong lessons every Friday.<br>b) The counselor will provide classroom guidance lessons weekly targeting social-emotional skills.<br>c) Identified students will be placed in individual and/or social skills small group counseling to further support their social/emotional needs.<br>d) Follow MYD protocols.<br>e) Train faculty in TBRI.<br>f) Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning.<br><b>Staff Responsible for Monitoring:</b> Principal, classroom teachers, counselor, crisis counselor<br><br><b>Problem Statements:</b> Demographics 1 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Students come with limited academic exposure which creates an additional challenge for instruction. <b>Root Cause:</b> Given the fact that we have 79% economically disadvantaged coupled with 70% at risk, there is a high correlation that this is impacting academic exposure. Many families may have fewer opportunities for enrichment activities outside of school (books at home, museums, camps, tutoring, etc.). |

**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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement the district behavioral RtI plan.<br><b>Actions:</b> a) Assemble a behavior RtI campus team.<br>b) Utilize Make Your Day, a research-based campus-wide discipline plan, to ensure consistency.<br>c) Provide multiple training opportunities on Make Your Day to ensure it is implemented consistently across the campus.<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov       | Jan | Mar | June      |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>         |           |     |     |           |

**Performance Objective 4 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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.<br><b>Root Cause:</b> 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 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   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop and implement a campus-wide program to increase student and staff attendance.<br><b>Actions:</b> a) Monitor the implementation of the attendance plan.<br>b) Evaluate the effectiveness of the attendance plan by:<br>* Collecting and tracking weekly attendance data provided by Student Services<br>*Reviewing quarterly attendance reports provided by the district.<br>c) Work with the district truancy officer to intervene before students accumulate excessive absences.<br>d) Assistant Principal will monitor absences and make contact with families starting at the 3rd absence,<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Nov       | Jan | Mar | June      |
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| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> The attendance rate of 95.15% is down from the 95.5% last year. Students with chronic absenteeism miss a significant amount of instruction. <b>Root Cause:</b> With 79% of students identified as economically disadvantaged, families may face barriers such as lack of transportation, unstable housing, or parents working multiple jobs, making consistent attendance more difficult. In addition, families may not fully understand the impact of chronic absenteeism on student achievement, or may not see occasional absences as a problem. |

**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   |     |     |           |
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| <p><b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p><b>Actions:</b> a) Assemble a campus Campus Safety Team.<br/>b) The Safety Team will review perception data from students, staff and parents to identify and target strategies to improve campus safety.<br/>c) Identify and implement steps that would help staff to identify, report, and address concerns about school safety and student well-being.<br/>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.<br/>e) Conduct all required safety drills with follow up meeting of the Safety Team to debrief.<br/>f) Implement the Anonymous Alerts and Threat Assessment system.<br/>g) utilize Raptor to account for students and staff during drills<br/>h) multiple daily checks of all doors</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Problem Statements:</b> Perceptions 1</p> |           |     |     |           |
| <div><div><div></div><div>No Progress</div></div><div><div></div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Problem Statement 1:</b> 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.</p> <p><b>Root Cause:</b> 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.</p> |



# State Compensatory

## Budget for Birdville Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 5.455

**Brief Description of SCE Services and/or Programs**

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

## Personnel for Birdville Elementary

| <u>Name</u>         | <u>Position</u>            | <u>FTE</u> |
|---------------------|----------------------------|------------|
| 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

**Birdville Independent School District**

**Birdville High School**

**2025-2026 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.*

Table of Contents

Comprehensive Needs Assessment ..... 4

Demographics ..... 4

Student Learning ..... 5

School Processes & Programs ..... 6

Perceptions ..... 7

Priority Problem Statements ..... 8

Comprehensive Needs Assessment Data Documentation ..... 9

Goals ..... 11

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... 11

Goal 2: Utilize efficient and effective operations to support and improve the learning organization. .... 19

Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 22

State Compensatory ..... 27

Budget for Birdville High School ..... 27

Personnel for Birdville High School ..... 27

Title I ..... 28

Title I Personnel ..... 29

# Comprehensive Needs Assessment

## 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

The 2025 TEA Accountability Rating for Birdville High School shows an **overall rating of 86 (B)**, reflecting solid performance with room for growth. The strongest areas are the **Graduation Rate (99.8, scaled to 95)**, which demonstrates that nearly all students are successfully completing high school, and **Closing the Gaps (92, rated A)**, showing that the campus is making strong progress in supporting diverse student groups and ensuring equity. **College, Career, and Military Readiness (73)** is another relative strength, highlighting the school's efforts to prepare students for life beyond high school. However, areas of weakness appear in **STAAR Performance (89, but only a 59 raw score)** and **Academic Growth (62, rated D)**. This suggests that while students are meeting minimum standards at graduation, many are not showing the year-to-year academic progress expected, particularly in tested areas. **Relative Performance (80, rated B)** indicates that, when adjusted for the campus's 40.6% economically disadvantaged population, Birdville High still performs better than many peer schools. In summary, Birdville High School's strengths lie in **graduation success, readiness for postsecondary opportunities, and closing equity gaps**, while the most pressing need is to **accelerate academic growth and improve STAAR outcomes** to move the campus from good to great.

## Student Learning Strengths

The 2025 TEA Accountability Rating for Birdville High School shows an **overall rating of 86 (B)**, reflecting solid performance with room for growth. The strongest areas are the **Graduation Rate (99.8, scaled to 95)**, which demonstrates that nearly all students are successfully completing high school, and **Closing the Gaps (92, rated A)**, showing that the campus is making strong progress in supporting diverse student groups and ensuring equity. **College, Career, and Military Readiness (73)** is another relative strength, highlighting the school's efforts to prepare students for life beyond high school. However, areas of weakness appear in **STAAR Performance (89, but only a 59 raw score)** and **Academic Growth (62, rated D)**. This suggests that while students are meeting minimum standards at graduation, many are not showing the year-to-year academic progress expected, particularly in tested areas. **Relative Performance (80, rated B)** indicates that, when adjusted for the campus's 40.6% economically disadvantaged population, Birdville High still performs better than many peer schools. In summary, Birdville High School's strengths lie in **graduation success, readiness for postsecondary opportunities, and closing equity gaps**, while the most pressing need is to **accelerate academic growth and improve STAAR outcomes** to move the campus from good to great.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Birdville High School earned an overall B rating (86) with strong graduation and equity outcomes; however, low Academic Growth (62, D) and STAAR Performance (59) reveal that many students are not making expected yearly progress in core content areas.

**Root Cause:** Academic Growth and STAAR Performance remain low due to inconsistent alignment to state standards, uneven instructional practices across classrooms, and limited use of data-driven interventions and progress monitoring. These gaps prevent timely supports and hinder consistent student growth in core content areas.

# School Processes & Programs

## School Processes & Programs Summary

Our programs and processes are anchored in the Six Systems of No Excuses University—Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Management, and Interventions—which provide the structure for how we support students, monitor progress, and drive continuous improvement.

## School Processes & Programs Strengths

Birdville High School has established a clear foundation through the **Six Systems of No Excuses University**, which guide how we support students and staff. Strengths include a **strong Culture of Universal Achievement**, reflected in high graduation rates (99.8%), and effective **Collaboration** within PLCs that build collective responsibility for student success. Our **Closing the Gaps (A, 92)** rating demonstrates that campus processes are effectively supporting diverse learners. In addition, **College, Career, and Military Readiness (73)** shows that programs are equipping students for postsecondary opportunities. These strengths confirm that our systems and programs are making a positive impact on student outcomes and equity.

## Problem Statements Identifying School Processes & Programs Needs

### Problem Statement 1 (Prioritized):

Birdville High School's CCMR score of 73 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry certifications.

**Root Cause:** Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry certifications, resulting in fewer meeting CCMR benchmarks.



# 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 earned an overall B rating (86) with strong graduation and equity outcomes; however, low Academic Growth (62, D) and STAAR Performance (59) reveal that many students are not making expected yearly progress in core content areas.

**Root Cause 2:** Academic Growth and STAAR Performance remain low due to inconsistent alignment to state standards, uneven instructional practices across classrooms, and limited use of data-driven interventions and progress monitoring. These gaps prevent timely supports and hinder consistent student growth in core content areas.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Birdville High School's CCMR score of 73 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry certifications.

**Root Cause 3:** Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry certifications, resulting in fewer meeting CCMR benchmarks.

**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   |     |     |           |
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| <b>Strategy 1:</b> Ensure consistent implementation of the district curriculum and state-approved resources at the campus level.<br><b>Actions:</b> a) Provide tiered professional learning opportunities that are responsive to all staff needs.<br>b) Support campus leadership teams to lead the implementation of the District curriculum, identified resources, and strategies.<br>c) Provide technical, consulting, PLC and coaching support for campus implementation plans.<br>d) Provide training resources which support the district curriculum and state-approved resources.<br>e) Use data to provide targeted support and progress monitoring.<br>f) Support Instructional Facilitators and Academic Deans to lead the implementation of the District curriculum, identified resources, and strategies.<br>g) Utilize district common assessments to ensure alignment of pacing and instruction.<br>h) Utilize curriculum embedded strategies to support Tier I instruction.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Department Chairs, and PLC Facilitators<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br>- <b>Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
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| <p><b>Strategy 2:</b> Strengthen reading and mathematics instruction by focusing on lesson internalization, the use of best practices, and continuous improvement.</p> <p><b>Actions:</b> a) Facilitate campus instructional focus walks and debriefing sessions with principals and central office staff to emphasize instructional priorities.<br/> b) Integrate lessons and research-based best practices from state-approved resources into regularly scheduled Instructional Leadership Team and Leaders of Learners Team meetings.<br/> c) Provide training to support general education and special program teachers in using instructional practices aligned with the district curriculum and assessment requirements.<br/> d) Build the capacity of instructional facilitators to support teachers in meeting STAAR and HB3 performance expectations.<br/> e) Embed research-based instructional strategies into literacy and mathematics instruction.<br/> f) Support campus teachers in monitoring the implementation of the district RLA curriculum through ongoing professional learning and coaching.<br/> g) Algebra I: Implement the Bluebonnet Learning curriculum in math classes with fidelity and guide classrooms in using the Math Playbook to support high-quality instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Department Chairs, and Professional Learning Committee Facilitators</p> <p><b>Additional Targeted Support Strategy</b><br/> <b>Problem Statements:</b> Student Learning 1<br/> <b>Funding Sources:</b> Instructional Facilitator - 211 - Title I - \$81,523</p> | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Provide training in data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching.<br><b>Actions:</b> a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process.<br>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.<br>c) Conduct training on using data from multiple assessments (Interims) to inform instruction and document student growth.<br>d) Conduct teacher training on the implementation of tier-one priorities.<br>e) Continue to train and require the regular use of continuous improvement processes in the classroom.<br>f) 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.<br>g) 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.<br>h) 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.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, classroom teachers and ESL Team<br><br><b>Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE |  | Formative |     |     | Summative |
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 No Progress
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 Continue/Modify
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### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Problem Statement 1:</b> 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. <b>Root Cause</b> : Limited engagement and support from families who are from economically disadvantaged backgrounds or those facing language barriers.                                                                                                               |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> Birdville High School earned an overall B rating (86) with strong graduation and equity outcomes; however, low Academic Growth (62, D) and STAAR Performance (59) reveal that many students are not making expected yearly progress in core content areas. <b>Root Cause:</b> Academic Growth and STAAR Performance remain low due to inconsistent alignment to state standards, uneven instructional practices across classrooms, and limited use of data-driven interventions and progress monitoring. These gaps prevent timely supports and hinder consistent student growth in core content areas. |

**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 among underperforming student groups, as identified through state and district assessments.

**Evaluation Data Sources:** Domain 2 performance in 2023

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Evaluate and enhance programs and strategies serving special population groups to ensure quality, compliance, and effectiveness in closing achievement gaps through data-driven planning, targeted implementation, and continuous monitoring.<br><br><b>Actions:</b> a) Execute targeted action plans derived from program evaluations to close achievement gaps among special population groups, including students receiving special education services, emergent bilinguals, students with dyslexia, and other identified groups such as those experiencing homelessness.<br>b) Establish and maintain a robust monitoring system to ensure compliance with special program requirements and to support efforts to close achievement gaps.<br>c) Implement structured processes to collect, analyze, and monitor data on the effectiveness of special programs serving identified student populations.<br>d) Deliver accelerated instruction in alignment with HB 1416 to address learning loss and promote academic progress for students who need additional support.<br>e) Explore and assess innovative instructional models to accelerate learning outcomes for students receiving special education services.<br><br><b>Staff Responsible for Monitoring:</b> Campus Administration, Department Chairs, Leaders of Learners Team, and PLC Facilitators<br><br><b>Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 1 |  | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Reinforce and strengthen the consistent districtwide implementation of the PDSA process as the standard for improving instruction, analyzing data, and accelerating student growth.<br><br><b>Actions:</b> a) Deliver targeted support, training, and coaching on the effective use of the PDSA process, including differentiated professional learning based on campus needs and implementation levels.<br>b) Monitor and provide feedback on the development and execution of PDSA cycles through PLCs to ensure alignment with district expectations and instructional priorities.<br>c) Showcase effective campus implementation of PDSA cycles, goal-setting, and the use of digital data folders during campus walk debriefs to reinforce best practices and build collective efficacy.<br><br><b>Staff Responsible for Monitoring:</b> Campus administration and instructional coach<br><br><b>Problem Statements:</b> Perceptions 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Forge and leverage strategic partnerships with community organizations and businesses to provide comprehensive support and resources that enhance the academic and social well-being of students and their families.<br><b>Actions:</b> a) Centralize and optimize existing community and business partnerships by establishing a comprehensive clearinghouse of resources--including personnel, time, and contributions--to maximize support for students and schools.<br>b) Clearly articulate and reinforce the roles and responsibilities of all stakeholders in fostering effective community-school partnerships that expand educational opportunities for students, staff, and campuses.<br>c) Actively cultivate and secure new community and business partnerships aimed at advancing students' academic performance, attendance, and personal growth.<br><br><b>Problem Statements:</b> Student Learning 1 | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 2 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Problem Statement 1:</b> Birdville High School earned an overall B rating (86) with strong graduation and equity outcomes; however, low Academic Growth (62, D) and STAAR Performance (59) reveal that many students are not making expected yearly progress in core content areas. <b>Root Cause:</b> Academic Growth and STAAR Performance remain low due to inconsistent alignment to state standards, uneven instructional practices across classrooms, and limited use of data-driven interventions and progress monitoring. These gaps prevent timely supports and hinder consistent student growth in core content areas. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 1:</b> The challenge lies in ensuring that all aspects of campus culture and climate are continually monitored and improved. <b>Root Cause:</b> The insufficient participation from all stakeholders in feedback mechanisms, which limits the comprehensiveness and effectiveness of the insights gathered.                                                                                                                                                                                                                                                                                                    |

**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:** Decrease the number of students in behavioral MTSS Tiers 2 and 3 who are assigned disciplinary placements.

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Consistently implement the behavioral MTSS plan with fidelity.<br><b>Actions:</b> a) Utilize the Focus SIS for inputting behavioral MTSS student plans and leverage this data to guide DAEP assignments.<br>b) Deliver Tier 1 behavior management training for teachers to proactively prevent escalation to Tiers 2 and 3.<br>c) Ensure targeted interventions are consistently applied to support positive student behavior.<br>d) Expand parental education programs to engage families in supporting student behavior and success.<br><b>Staff Responsible for Monitoring:</b> Campus Administration and Lead Counselor<br><br><b>Problem Statements:</b> Perceptions 1                                                                                                                                                                                                                                                                      | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Provide support to all students to help them meet career and college readiness standards.<br><b>Actions:</b> 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.<br>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.<br>c) Progress monitor all identified at-risk students to ensure they are meeting graduation and CCMR requirements.<br>d) Administer a survey to all high school students to determine post-secondary plans.<br><b>Staff Responsible for Monitoring:</b> Campus Administration and Lead Counselor<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |

**Performance Objective 3 Problem Statements:**

### School Processes & Programs

**Problem Statement 1:** Birdville High School's CCMR score of 73 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry certifications. **Root Cause:** Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry certifications, resulting in fewer meeting CCMR benchmarks.

### 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 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 percentage of students in grades 9-12 meeting College, Career, and Military Readiness (CCMR) requirements by establishing annual progress monitoring targets aligned with the new state standards, thereby positively impacting all domains of high school accountability.

**Evaluation Data Sources:** Number of students meeting TSIA 2, SAT, ACT or AP qualification scores, number of students completing a coherent sequence of CTE courses in a Program of Study and earning a state recognized industry-based certification (IBC) or license, earning an Associate's degree via the Collegiate Academy of Birdville or BCTAL P-Tech Health Science Academy, earning Dual Credit or Dual Enrollment credits through BISD's Higher Educational partners (Tarrant County College, Texas Woman's University, Tarleton State University), number of students enlisting the Armed Forces upon graduation and Special Education students graduating with an Advanced Diploma plan (earning an Endorsement) or a Completed Individualized Education Program with Workforce Readiness.  
Aligns with Strategic Plan, Strategy 4, Objectives 1 and 4.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Provide support to all students to help them meet College, Career and Military readiness (CCMR) standards.<br><b>Actions:</b> a) Develop and implement communication strategies to educate stakeholders regarding CCMR options for students.<br>b) Implement test preparation support for college readiness exams.<br>c) Coordinate with special education transition specialists to ensure students served by special education are scheduled into CTE courses.<br>d) Assist in identifying additional businesses who provide work-based opportunities for special needs students.<br>e) Continue the district-wide working group to develop strategies to improve CCMR opportunities for students.<br>f) Ensure that students are receiving counseling and support services, such as the 4-year plan, to provide pertinent information and support to meet college and career readiness requirements.<br>g) Utilize The Texas College Bridge to support improvement of CCMR outcomes.<br><b>Staff Responsible for Monitoring:</b> Campus administration, Academic Dean, Instructional Facilitator<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| <div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |

**Performance Objective 4 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Problem Statement 1:</b> Birdville High School's CCMR score of 73 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry certifications. <b>Root Cause:</b> Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry certifications, resulting in fewer meeting CCMR benchmarks. |

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

**Performance Objective 1:** Increase annual average daily attendance (ADA) by improving student enrollment, retention, and recruitment efforts, while maximizing the number of instructional days students are present throughout the school year.

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Refine and implement a comprehensive campus plan to improve student attendance by addressing social factors that contribute to absenteeism and consistently monitoring the effectiveness of targeted strategies.<br><b>Actions:</b> a) Utilize campus funds to support incentive programs aimed at improving student attendance.<br>b) Track and review attendance data every six weeks to evaluate the impact of attendance-related strategies outlined in each Campus Improvement Plan.<br>c) Establish a system to recognize and celebrate improvements in campus attendance during staff meetings.<br>d) Implement a coordinated approach to identify and address family and community-based barriers to student attendance, engaging key stakeholders in developing targeted solutions.<br>e) Partner with a third-party vendor to enhance district-wide attendance efforts through the facilitation of structured attendance tribunals.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

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

**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   |     |     |           |
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| <b>Strategy 1:</b> Develop and deploy continuous improvement processes at the campus level.<br><b>Actions:</b> a) Communicate goals (Performance Measures) for each department (Reading and Math) to improve efficiency and effectiveness of operations at all levels of the organization.<br>b) Develop and implement department plans to achieve goals, including identification of strategies and specific actions.<br>c) Identify key measures to track progress toward established goals.<br>d) Collect data on measures throughout the year and chart progress.<br>e) Evaluate the effectiveness of plans in achieving goals.<br>f) Communicate and celebrate department successes through newsletters that follow the formative review cycles.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br><br><b>Problem Statements:</b> Demographics 1                                                                               | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 2:</b> Recruit, employ and retain quality teaching, administrative, and professional support staff to attain excellence in student performance.<br><b>Actions:</b> a) Develop a plan for meeting certification requirements and areas of need for current staff.<br>b) Continue to support teachers in successful attainment of national board certification through the BISD national board certification cohort.<br>c) Implement a structured induction program for new staff, pairing them with experienced mentors for classroom visits, regular check-ins, and ongoing guidance.<br>d) Provide targeted, job-embedded professional development aligned to district goals, teacher needs, and the "Profile of an Educator."<br>e) Use classroom walk-throughs, coaching cycles, and student performance data to identify staff needs and provide individualized instructional support.<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 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.

### 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 1:** Increase participation in the annual school safety survey by at least 10% each year by actively engaging students, staff, and parents through targeted outreach and communication strategies.

**Evaluation Data Sources:** Annual Report of Disciplinary Incidents:

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.<br><b>Actions:</b> a) Collaborate with 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.<br>b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management.<br>c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns.<br>d) Conduct safety audits to identify security issues on campuses and district work sites.<br>e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.<br>f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.<br>g) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> The challenge lies in ensuring that all aspects of campus culture and climate are continually monitored and improved. <b>Root Cause:</b> 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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop and implement a district-wide program that promotes an accident-free work environment.<br><b>Actions:</b> a) Continue to review and update the campus accident prevention plan and related department safety plans.<br>b) Require staff to review campus plan and related department plans through the SafeSchools platform.<br>c) Work with campus staff to provide mandatory safety training sessions.<br>d) Facilitate Campus Safety Committee meetings per campus plan.<br>e) Perform campus/building safety walk-throughs as required by district plan.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br><br><b>Problem Statements:</b> Student Learning 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Birdville High School earned an overall B rating (86) with strong graduation and equity outcomes; however, low Academic Growth (62, D) and STAAR Performance (59) reveal that many students are not making expected yearly progress in core content areas. <b>Root Cause:</b> Academic Growth and STAAR Performance remain low due to inconsistent alignment to state standards, uneven instructional practices across classrooms, and limited use of data-driven interventions and progress monitoring. These gaps prevent timely supports and hinder consistent student growth in core content areas. |

**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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Deliver current and accurate information to students, parents, and staff regarding college admission, financial aid, and the TEXAS grant program opportunities.<br><br><b>Actions:</b> a) Continue to distribute information and provide training modules to counselors.<br>b) Continue to monitor the effectiveness of the delivery of services.<br>c) Work collaboratively with CTE and Advanced Academics to ensure students and families are informed about CCMR.<br>d) Host semester-based College & Career Readiness Workshops (in-person and virtual) for students and parents, including sessions on college admissions, FAFSA/TASFA completion, and TEXAS Grant eligibility, supported by updated resources on the campus website and newsletters.<br><br><b>Problem Statements:</b> Demographics 1<br><b>Funding Sources:</b> Family Engagement - 211 - Title I | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> 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.<br><br><b>Actions:</b> a) Identify and serve students who are in danger of dropping out or not graduating from high school.<br>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.<br>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.<br>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.<br>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.<br>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.<br>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.<br>h) Offer Credit Recovery and Alternative Education Programs: Provide flexible options for students who have fallen behind in credits.<br>i) Foster a Positive School Climate and Culture: Implement programs and activities that promote a sense of belonging, inclusivity, and positive behavior.<br><br><b>Problem Statements:</b> Demographics 1 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Nov       | Jan | Mar | June      |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement.<br><br><b>Actions:</b> 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.<br>b) Continue to review and update meaningful ways for parents to be involved in their child's education.<br>c) Design, develop and implement a family, parent, and community engagement program to meet the needs of EB students.<br><br><b>Problem Statements:</b> Demographics 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Nov       | Jan | Mar | June      |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |           |     |     |           |

### 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.

# State Compensatory

## Budget for Birdville High School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 8.5

**Brief Description of SCE Services and/or Programs**

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

## Personnel for Birdville High School

| <u>Name</u>             | <u>Position</u>              | <u>FTE</u> |
|-------------------------|------------------------------|------------|
| 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

# Title I Personnel

| <u>Name</u> | <u>Position</u>           | <u>Program</u> | <u>FTE</u> |
|-------------|---------------------------|----------------|------------|
| Kelly Black | Instructional Facilitator | Title I        | 1.0        |

**Birdville Independent School District**  
**Bob E. Griggs High School**  
**2025-2026 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.

# **Vision**

**Our vision is a learning community where every student discovers their strengths, thrives through support and structure, and graduates ready to achieve real-world success.**

# **Value Statement**

We believe students thrive in a community of relationships, care, flexibility, and structure that nurtures both learning and growth.

# Table of Contents

|                                                                                                                                                         |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                    | 4  |
| Demographics .....                                                                                                                                      | 4  |
| School Population (2024 - 2025) .....                                                                                                                   | 4  |
| Student Demographics (2024 - 2025) .....                                                                                                                | 4  |
| Student Programs (2024 - 2025) .....                                                                                                                    | 5  |
| Student Indicators (2024 - 2025) .....                                                                                                                  | 5  |
| Special Education Services (2024- 2025) .....                                                                                                           | 6  |
| Staff Information (2025 - 2026) .....                                                                                                                   | 7  |
| Student Learning .....                                                                                                                                  | 9  |
| School Processes & Programs .....                                                                                                                       | 10 |
| Perceptions .....                                                                                                                                       | 11 |
| Priority Problem Statements .....                                                                                                                       | 12 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                 | 13 |
| Goals .....                                                                                                                                             | 14 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. .... | 14 |
| Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. ....                               | 28 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                           | 32 |
| State Compensatory .....                                                                                                                                | 39 |
| Budget for Bob E. Griggs High School .....                                                                                                              | 39 |
| Personnel for Bob E. Griggs High School .....                                                                                                           | 39 |
| 2024-2025 Campus Site-Based Committee .....                                                                                                             | 40 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bob E Griggs is an Alternative Education Campus in Birdville ISD, serving our community's most at-risk population, 96.43%. The attendance rate was 87.60% in the 2024-25 school year.

| School Population (2024 - 2025) | Count | Percent |
|---------------------------------|-------|---------|
| Student Total                   | 140   | 100%    |
| 9th Grade                       | 8     | 5.71%   |
| 10th Grade                      | 29    | 20.71%  |
| 11th Grade                      | 33    | 23.57%  |
| 12th Grade                      | 70    | 50.00%  |

| Student Demographics (2024 - 2025) | Count | Percent |
|------------------------------------|-------|---------|
| Gender                             |       |         |
| Female                             | 64    | 45.71%  |
| Male                               | 76    | 54.29%  |
| Ethnicity                          |       |         |
| Hispanic-Latino                    | 76    | 57.29%  |
| Race                               |       |         |
| American Indian - Alaskan Native   | 0     | 0.00%   |
| Asian                              | 1     | 0.71%   |
| Black - African American           | 16    | 11.43%  |
| Native Hawaiian - Pacific Islander | 0     | 0.00%   |
| White                              | 46    | 32.86%  |
| Two-or-More                        | 0     | 0.00%   |

| Student Programs (2024 - 2025)              | Count | Percent |
|---------------------------------------------|-------|---------|
| Dyslexia                                    | 16    | 11.43%  |
| Gifted and Talented                         | 0     | 0.00%   |
| Regional Day School Program for the Deaf    | 0     | 0.00%   |
| Section 504                                 | 34    | 24.29%  |
| Special Education (SPED)                    | 10    | 7.14%   |
| <b>Bilingual ESL</b>                        |       |         |
| Emergent Bilingual (EB)                     | 40    | 28.57%  |
| Bilingual                                   | 0     | 0.00%   |
| English as a Second Language (ESL)          | 41    | 29.29%  |
| Alternative Bilingual Language Program      | 0     | 0.00%   |
| Alternative ESL Language Program            | 0     | 0.00%   |
| <b>Title 1 Part A</b>                       |       |         |
| Schoolwide Program                          | 0     | 0.00%   |
| Targeted Assistance                         | 0     | 0.00%   |
| Targeted Assistance Previously Participated | 0     | 0.00%   |
| Title I Homeless                            | 2     | 1.43%   |
| Neglected                                   | 0     | 0.00%   |

| Student Indicators (2024 - 2025) | Count | Percent |
|----------------------------------|-------|---------|
| At-Risk                          | 135   | 96.43%  |
| Foster Care                      | 0     | 0.00%   |
| IEP Continuer                    | 1     | 0.71%   |
| Immigrant                        | 0     | 0.00%   |
| Intervention Indicator           | 0     | 0.00%   |
| Migrant                          | 0     | 0.00%   |
| Military Connected               | 2     | 1.43%   |
| Transfer In Students             | 0     | 0%      |
| Unschooling Asylee/Refugee       | 0     | 0%      |
| <b>Economic Disadvantage</b>     |       |         |
| Economic Disadvantage Total      | 96    | 68.57%  |

| Student Indicators (2024 - 2025)        | Count | Percent |
|-----------------------------------------|-------|---------|
| Free Meals                              | 85    | 60.71%  |
| Reduced-Price Meals                     | 11    | 7.86%   |
| Other Economic Disadvantage             | 0     | 0.00%   |
| <b>Homeless and Unaccompanied Youth</b> |       |         |
| Homeless Status Total                   | 4     | 2.86%   |
| Shelter                                 | 0     | 0.00%   |
| Doubled Up                              | 4     | 2.86%   |
| Unsheltered                             | 0     | 0.00%   |
| Hotel/Motel                             | 0     | 0.00%   |
| Not Unaccompanied Youth                 | 2     | 1.43%   |
| Is Unaccompanied Youth                  | 2     | 1.43%   |

| Special Education Services (2024- 2025) | Count | Percent |
|-----------------------------------------|-------|---------|
| <b>Homeless and Unaccompanied Youth</b> |       |         |
| No Disability                           | 0     | 0.00%   |
| Orthopedic impairment                   | 0     | 0.00%   |
| Other health impairment                 | 4     | 40.00%  |
| Auditory impairment                     | 0     | 0.00%   |
| Visual impairment                       | 0     | 0.00%   |
| Deaf-Blind                              | 0     | 0.00%   |
| Intellectual disability                 | 0     | 0.00%   |
| Emotional disturbance                   | 3     | 30.00%  |
| Learning disability                     | 1     | 10.00%  |
| Speech impairment                       | 0     | 0.00%   |
| Autism                                  | 2     | 20.00%  |
| Developmental delay                     | 0     | 0.00%   |
| Traumatic brain injury                  | 0     | 0.00%   |
| Noncategorical early childhood          | 0     | 0.00%   |
| <b>Instructional Setting</b>            |       |         |
| Speech Therapy                          | 0     | 0.00%   |

| Special Education Services (2024- 2025) | Count | Percent |
|-----------------------------------------|-------|---------|
| Homebound                               | 0     | 0.00%   |
| Hospital Class                          | 0     | 0.00%   |
| Mainstream                              | 4     | 40.00%  |
| Resource Room                           | 5     | 50.00%  |
| VAC                                     | 0     | 0.00%   |
| Off Home Campus                         | 0     | 0.00%   |
| State School                            | 0     | 0.00%   |
| Residential Care                        | 0     | 0.00%   |
| Self Contained                          | 1     | 10.00%  |
| Full-Time Early Childhood               | 0     | 0.00%   |
| Nonpublic Day School                    | 0     | 0.00%   |

| Staff Information (2025 - 2026) | Count | Percent |
|---------------------------------|-------|---------|
| Administrative Support          | 5     | 26.31   |
| Teacher                         | 14    | 73.68   |
| Educational Aide                | 0     | 0       |
| Auxiliary                       | 0     | 0       |

Demographics Strengths

Demographics Strengths:

Bob E. Griggs High School serves a diverse student body that reflects the broader community. The campus is enriched by cultural and linguistic diversity, with a majority Hispanic-Latino population (57.29%), almost one-third White (32.86%), and African American students (11.43%). Gender is balanced, with 45.71% female and 54.29% male. A large portion of students (73.6%) are in the upper grades, which positions the school to support learners who are close to graduation through targeted interventions and credit recovery. Despite a high percentage of at-risk students (96.43%), the small school size (140 students) provides the strength of close relationships, personalized attention, and a resilient student body committed to completing high school.

Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 96.43% of our students were at-risk in the previous year.

**Root Cause:** Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.

# Student Learning

## Student Learning Summary

In the 2024-25 school year, Bob E. Griggs High School met the Alternative Standard under the TEA accountability system. The overall score was a 78 with the following breakdown:

**Student Achievement: 80** -- STAAR Performance 86, CCMR 76, Graduation Rate, 75

**School Progress: 83** -- Academic Growth 69, Retest Growth (Relative Performance), 83

**Closing the Gaps: 67**

## Student Learning Strengths

Bob E. Griggs High School demonstrated strong performance in Student Achievement (80) and School Progress (83), with particular success in STAAR performance (86) and relative growth (83). These results show the campus's ability to support academic gains and achievement for students who enter with significant challenges.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets.

**Root Cause:** Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps.

**Problem Statement 2 (Prioritized):** Griggs High School's 2024 CCMR rate of 25% indicates that the majority of graduates are leaving without meeting state-defined readiness indicators. Too few students are earning qualifying scores on college entrance exams, completing dual credit, or obtaining industry-based certifications. This limits students' postsecondary options.

**Root Cause:** Students often have reduced access to college and career readiness opportunities due to accelerated or credit recovery pathways. Thus, time to prepare for or complete college entrance exams, dual credit coursework, or industry-based certifications is more limited. Additionally, students have not consistently engaged in readiness assessments or certification pathways.



# School Processes & Programs

## School Processes & Programs Summary

Bob E. Griggs High School is committed to supporting students with unique circumstances by providing a safe school environment and access to the resources necessary to address their socio-economic, academic, and social-emotional needs. The campus provides opportunities for both credit recovery and accelerated graduation, allowing students to regain lost credits or move more quickly toward completing their diploma requirements. Instruction is data-driven, with teachers creating student-centered classrooms aligned with district curriculum that give students voice and choice in demonstrating mastery while designing rigorous, relevant, and engaging lessons to build intrinsic motivation. A daily mentoring period addresses students' social and emotional needs, while ongoing coaching and collaboration strengthen instructional practice. In addition, the school emphasizes college, career, and military readiness through exploration of postsecondary options, including careers, colleges, trade schools, and Texas Workforce programs. This year, the campus expanded partnerships by bringing in multiple business and community representatives to share opportunities with students. Incentives and rewards programs have also been used to improve attendance and sustain student engagement.

## School Processes & Programs Strengths

Griggs High School provides personalized pathways and strong support systems that help students overcome challenges and move successfully toward graduation and postsecondary readiness. It is uniquely positioned to support students facing challenging life circumstances, with staff who ensure students stay on track to graduate. The school's focus on credit recovery, acceleration, and postsecondary readiness helps students prepare for college, career, and military pathways. Strong community and business partnerships have expanded opportunities for students, and incentive programs have shown success in improving attendance and engagement.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement.

**Root Cause:** Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.

# Perceptions

## Perceptions Summary

Bob E. Griggs High School is proud to graduate students who, without the interventions and support provided on campus, may have otherwise left school before earning a diploma. The culture of the campus emphasizes encouragement, affirmation, and celebration of every success, no matter how small. Staff members view themselves as a family that demonstrates authentic care, unwavering commitment, and a shared belief in each student's potential. The campus environment blends high expectations with strong relational support, ensuring that students are not only diploma-ready but also prepared with the skills necessary for college, career, and life.

## Perceptions Strengths

Griggs maintains a safe, welcoming, and nurturing climate built on strong relationships between staff and students. With little teacher turnover, smaller class sizes, extended instructional periods, and a dedicated mentoring class, staff are able to provide consistent academic and social-emotional support. These conditions foster a culture of trust and stability where students feel supported, motivated, and capable of success.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation.

**Root Cause:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.

# Priority Problem Statements

**Problem Statement 1:** 96.43% of our students were at-risk in the previous year.

**Root Cause 1:** Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets.

**Root Cause 2:** Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement.

**Root Cause 3:** Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation.

**Root Cause 4:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Griggs High School's 2024 CCMR rate of 25% indicates that the majority of graduates are leaving without meeting state-defined readiness indicators. Too few students are earning qualifying scores on college entrance exams, completing dual credit, or obtaining industry-based certifications. This limits students' postsecondary options.

**Root Cause 5:** Students often have reduced access to college and career readiness opportunities due to accelerated or credit recovery pathways. Thus, time to prepare for or complete college entrance exams, dual credit coursework, or industry-based certifications is more limited. Additionally, students have not consistently engaged in readiness assessments or certification pathways.

**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

## **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

**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 increasing Reading and Math results for priority subgroups (All Students, Hispanic, EB/EL, and Economically Disadvantaged) by at least 5 percentage points on STAAR/EOC assessments.

## High Priority

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Use STAAR item analysis, local benchmarks, and formative checks to identify subgroup gaps in Reading and Math, then reteach priority TEKS in small groups.<br><b>Actions:</b> Review data for EOC and formative summative assessments.<br>Prepare and implement interventions for learning lab students and in EOC tested classes in line with district curriculum.<br>Implement flexible grouping strategies.<br>Utilize data talks to set short- and long-term goals<br><b>Staff Responsible for Monitoring:</b> Principal, Dean<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> All campus teachers will utilize AVID WICOR strategies in their classrooms to support student learning and growth in reading and writing.<br><b>Actions:</b> PLCs focus on vocabulary and reading needs with WICOR.<br>Training and attendance of AVID support staff in PLC.<br><b>Staff Responsible for Monitoring:</b> Principal, Dean, and AVID support staff<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 |  | Formative |     |     | Summative |
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 No Progress
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### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.                                                                                                                                                                                                                  |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Problem Statement 1:</b> Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. <b>Root Cause:</b> Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps. |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Problem Statement 1:</b> Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. <b>Root Cause:</b> Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.       |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Problem Statement 1:</b> While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. <b>Root Cause:</b> A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.                   |

**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:** Improve performance in Domain 1 (Student Achievement) by increasing overall results across all EOC subjects (Algebra I, Biology, English I, English II, and U.S. History) by at least 3 percentage points as measured by STAAR/EOC results.

**Evaluation Data Sources:** STAAR EOC scores, TEA Interim scores

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Ensure instructional alignment through the use of district curriculum and STAAR blueprints and to identify priority areas and verify mastery through formative and district common assessments.<br><b>Actions:</b> PLCs work on lesson internalization and implementation<br>Review of STAAR blueprints.<br>Reteach via ongoing use of assessment<br><b>Staff Responsible for Monitoring:</b> Principal, Dean, Teachers<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
| <b>Strategy 2:</b> Hold bi-weekly data meetings and a quarterly leadership meeting to monitor subgroup progress.<br><b>Actions:</b> Quarterly meeting with principal, teachers, and dean.<br>Bi-weekly data talks in PLC<br><b>Staff Responsible for Monitoring:</b> Principal, dean, teachers<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1                                                           | Formative |     |     | Summative |
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## Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.                                                                                                                                                                                                                  |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Problem Statement 1:</b> Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. <b>Root Cause:</b> Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps. |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Problem Statement 1:</b> Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. <b>Root Cause:</b> Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.       |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Problem Statement 1:</b> While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. <b>Root Cause:</b> A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.                   |



**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:** 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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Use restorative circles and conferences as RTI interventions to help students reflect on challenges, repair relationships, and re-engage in learning, reducing lost instructional time.<br><b>Actions:</b> Implement the strategies, specific to the program<br>Conduct quarterly evaluations of each program's implementation<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - Perceptions 1    | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
| <b>Strategy 2:</b> Analyze data from Focus to determine the quantity of behavior issues to monitor progress of tier 2 and 3 behavior groups.<br><b>Actions:</b> Data pull from Focus<br>PBIS and leadership formal quarterly review of data.<br>Monthly review of data by PBIS committee.<br><b>Staff Responsible for Monitoring:</b> Principal, PBIS team, and counselors<br><br><b>TEA Priorities:</b><br>Connect high school to career and college, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                    |           |     |     |           |

### Performance Objective 3 Problem Statements:

### Demographics

**Problem Statement 1:** 96.43% of our students were at-risk in the previous year. **Root Cause:** Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.

### Perceptions

**Problem Statement 1:** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. **Root Cause:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.

**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:** 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.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Griggs teachers will serve as HB 1416 tutors for all AI students.<br><b>Actions:</b> 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.<br><b>Staff Responsible for Monitoring:</b> HB 1416 tutors (SHS core teachers), Dean of Instruction, Principal<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1<br><b>Funding Sources:</b> Dean - 199 - General Funds: SCE | Formative |     |     | Summative |
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| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |

**Performance Objective 4 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.                                                                                                                                                                                                                  |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Problem Statement 1:</b> Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. <b>Root Cause:</b> Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps. |

School Processes & Programs

**Problem Statement 1:** Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. **Root Cause:** Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.

**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:** Griggs High School teachers will use high-yield instructional strategies weekly to grow students Emergent Bilingual students' proficiency levels.

**Evaluation Data Sources:** TELPAS data, classroom walks

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will continue to use SIOP and other Best Practice, research-based strategies to improve student performance for Emergent Bilinguals/English Learners<br><b>Actions:</b> Teachers will use listening, speaking, reading, writing, and thinking strategies<br>Teachers will use SIOP strategies to help make content comprehensible.<br><b>Staff Responsible for Monitoring:</b> Teachers, Dean of Instruction, Principal<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |

**Performance Objective 5 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.                                                                                                                                                                                                                  |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Problem Statement 1:</b> Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. <b>Root Cause:</b> Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps. |

### School Processes & Programs

**Problem Statement 1:** Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. **Root Cause:** Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.

### Perceptions

**Problem Statement 1:** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. **Root Cause:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.

**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:** Students required to EOC retest, along with first-time testers, will demonstrate forward progress on STAAR EOC exams by improving scale scores and advancing performance levels, with particular emphasis on moving from Did Not Meet to Approaches and Approaches to Meets/ Masters.

**Evaluation Data Sources:** EOC test scores  
Progress monitor trackers  
Student growth plans

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Implement a growth tracking mechanism by student to monitor growth and progress and provide targeted reteach opportunities.<br><b>Actions:</b> Track student scale scores and current performance levels.<br>Identify students close to the next performance band (e.g., Approaches to Meets) and provide targeted supports to move them up.<br>Document interventions and update growth trackers at each cycle to ensure no student regresses.<br><b>Staff Responsible for Monitoring:</b> Dean, EOC teachers<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| <div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |

**Performance Objective 6 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed. |

### Student Learning

**Problem Statement 1:** Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. **Root Cause:** Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps.

### School Processes & Programs

**Problem Statement 1:** Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. **Root Cause:** Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.



**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:** Increase the percentage of graduates meeting College, Career, and Military Readiness indicators for the 2025 cohort by expanding access to industry-based certifications, college entrance exam opportunities, and the Texas College Bridge Program.

**Evaluation Data Sources:** TSIA, dual credit, IBC reports  
CCMR indicator in Focus  
Quarterly reviews

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Students will determine a CCMR pathway when they apply at Griggs and either begin or carry their plan to be ready after graduation.<br><b>Actions:</b> Ensure students are determining a pathway upon acceptance.<br>Schedule students' classes with the appropriate CCMR plan.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Professional School Counselor<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 2                                                      | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Implement the Texas College Bridge program to increase the number of students meeting college readiness benchmarks. Seniors without a CCMR qualification or point will be identified and supported in the course.<br><b>Actions:</b> Train designated staff on Texas College Bridge requirements and platform use.<br>Create a monitoring system to track enrollment, progress, and completion of the course.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Professional School Counselor<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 2 | Formative |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 7 Problem Statements:

#### Student Learning

**Problem Statement 2:** Griggs High School's 2024 CCMR rate of 25% indicates that the majority of graduates are leaving without meeting state-defined readiness indicators. Too few students are earning qualifying scores on college entrance exams, completing dual credit, or obtaining industry-based certifications. This limits students' postsecondary options.

**Root Cause:** Students often have reduced access to college and career readiness opportunities due to accelerated or credit recovery pathways. Thus, time to prepare for or complete college entrance exams, dual credit coursework, or industry-based certifications is more limited. Additionally, students have not consistently engaged in readiness assessments or certification pathways.

**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 2% 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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Finetune and continue the incentivized attendance initiative introduced in the previous year and continue to enhance this through district attendance protocols.<br><br><b>Actions:</b> a) Communicate requirements for developing campus plans to incentivize improved student and staff attendance<br>b) Collect and review campus plans against district-designed criteria<br>c) Develop and implement a system to track student attendance and review progress with principals on a nine-weeks basis<br>d) Reward students with perfect attendance<br>e) Review attendance and communicate with the graduation coach and counselor for a plan to keep students focused on graduation<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> Attendance Officer - 199 - General Funds: SCE |  | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed. |

### Student Learning

**Problem Statement 1:** Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. **Root Cause:** Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps.

### School Processes & Programs

**Problem Statement 1:** Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. **Root Cause:** Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.

### Perceptions

**Problem Statement 1:** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. **Root Cause:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.

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

**Performance Objective 2:** Administer a staff and student survey each quarter to gauge the effectiveness of campus operations to support both teachers and students.

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Review survey results in leadership team meetings and share key findings with staff and students.<br><b>Actions:</b> Compile and analyze results.<br>Present findings to leadership team and in faculty meetings.<br><b>Staff Responsible for Monitoring:</b> Principal and Dean<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1 - Perceptions 1                                                                     | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 2:</b> Use survey data to identify trends and priority needs related to campus operations.<br><b>Actions:</b> Track recurring concerns across quarters (e.g., technology issues, scheduling, safety).<br>Prioritize top two or three campus needs each quarter for improvement focus.<br><b>Staff Responsible for Monitoring:</b> Principal, Professional Counselor, PEIMS clerk, attendance clerk<br><br><b>TEA Priorities:</b><br>Connect high school to career and college, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Implement action steps or adjustments in response to survey feedback and provide follow-up communication related to decision-making processes.<br><b>Actions:</b> Assign staff or teams to oversee implementation of improvements.<br>Share highlights and action steps with faculty/<br>Post student-facing updates (posters, announcements, social media) to show changes made.<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative |     |     | Summative |
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## Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.                                                                                                                                                                                                |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Problem Statement 1:</b> While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. <b>Root Cause:</b> A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed. |

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

**Performance Objective 1:** Each quarter, the campus will administer a safety survey to students and staff, analyze results, and implement action steps from the safety plan to improve perceptions of a safe and responsive environment.

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Review perception data from students, staff, and parents to identify strategies to improve campus safety.<br><b>Actions:</b> Collect student, staff, and parent survey results each quarter with specific questions on safety and climate. Disaggregate survey data to identify trends and subgroup perspectives (e.g., grade level, staff role, parent group). Review results with the campus safety committee and leadership team to prioritize concerns. Develop and implement specific safety action items (e.g., hallway monitoring, arrival/dismissal procedures, emergency drill feedback). Communicate findings and planned improvements to staff, students, and parents through newsletters, announcements, and parent meetings. Reassess in the next survey cycle to monitor improvement and adjust safety strategies.<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed. |

## Perceptions

**Problem Statement 1:** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. **Root Cause:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.



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

**Performance Objective 2:** Staff, students and visitors will follow district protocols including IDs, the use of emergency software for drills, and the daily door audit checks (with 100% exterior proficiency).

**Evaluation Data Sources:** After action reports  
Weekly safety meetings  
Door audit data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> 100% of staff and students will wear ID badges at all times while in the building to strengthen campus safety and accountability.<br><br><b>Actions:</b> ID badge audits.<br>Safety committee reports<br>Visitor ID checks<br><br><b>Staff Responsible for Monitoring:</b> Principal, staff, students<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Train staff and students to follow emergency procedures with fidelity and monitor door security through weekly audits.<br><b>Actions:</b> Provide staff training each semester on the use of the emergency software and protocols.<br>Conduct practice runs of all required emergency drills.<br>Daily door audits and log results into the district's tracking system.<br>Share door audit results with staff weekly, recognizing compliance and addressing any concerns immediately.<br>Review emergency drill data after each event, provide feedback to staff, and reteach expectations where gaps are found.<br>Incorporate student training during mentoring/advisory to ensure all students understand emergency protocols.<br><b>Staff Responsible for Monitoring:</b> Principal, campus safety coordinator,<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.                                                                                                                                                                                                |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Problem Statement 1:</b> While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. <b>Root Cause:</b> A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed. |

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

**Performance Objective 3:** Increase student engagement and sense of belonging by implementing the House System so that 100% of students participate in House activities and earn points for academics, attendance, or positive behavior each quarter.

**Evaluation Data Sources:** House points tracking system  
House competition results  
House calendar of events

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Use the House System to build relationships, foster positive competition, and recognize student achievements in academics, attendance, and behavior.<br><br><b>Actions:</b> Assign every student and staff member to a House at the start of the school year.<br>Track points in a visible and consistent system (posters, digital boards, announcements).<br>Award points weekly for academics, attendance, positive behavior, and participation.<br>Host House activities/competitions (House Games, service projects, challenges) at least once per quarter.<br>Celebrate House and individual student success monthly.<br>Review participation and point data each quarter to ensure all students are engaged and adjust criteria if needed.<br><b>Staff Responsible for Monitoring:</b> Principal, Dean, teacher leaders<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Hold monthly PBIS House System leadership meetings to review student engagement, behavior data, and House participation in order to guide and adjust House activities.<br><b>Actions:</b> Schedule monthly meetings with House leaders (staff and student representatives).<br>Review House points, participation logs, and discipline/attendance data at each meeting.<br>Identify trends and determine incentives or supports needed to boost engagement.<br>Plan upcoming House activities, games, or recognition events based on data.<br><b>Staff Responsible for Monitoring:</b> Principal, Dean, teacher leaders<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Connect high school to career and college<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 |  | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |           |     |     |           |

### Performance Objective 3 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 1:</b> 96.43% of our students were at-risk in the previous year. <b>Root Cause:</b> Many students have experienced years of inconsistent academic success combined with long-term, compounding barriers related to economic disadvantage and personal circumstances. These factors contribute to academic gaps that grow over time, leading to disengagement and a diminished sense of confidence in their ability to succeed.                                                                                                                                                                                                                  |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Problem Statement 1:</b> Student growth and performance have declined, reflected in a drop in School Progress from 93 to 83 and in Closing the Gaps from 82 to 67. This indicates that many students are not demonstrating expected growth and that performance across student groups is not meeting state targets. <b>Root Cause:</b> Persistent academic gaps and a history of repeated EOC assessment failures hinder students' ability to demonstrate year-over-year growth. These long-standing barriers, combined with disengagement from past setbacks, contribute to uneven growth across student groups and make it difficult to close achievement gaps. |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Problem Statement 1:</b> Many students arrive at Bob E. Griggs High School with significant credit deficiencies and inconsistent attendance, making it difficult for them to stay on track academically. Many struggle to believe they can catch up and graduate, which impacts motivation and engagement. <b>Root Cause:</b> Credit deficiencies and inconsistent attendance often stem from a mismatch between the structures of traditional school settings and the unique academic, social, and personal needs of at-risk students. This mismatch contributes to disengagement, course failures, and patterns of absenteeism that accumulate over time.       |

## Perceptions

**Problem Statement 1:** While Bob E. Griggs High School has established a strong culture of care and support, sustaining consistent student engagement and connectedness remains a challenge. Some students arrive hesitant to accept school as a positive place to connect and engage, which impacts motivation and participation. **Root Cause:** A long history of academic failure at traditional campuses, combined with students' perceptions that their social, emotional, and academic needs were neglected and unsupported outside of school, has contributed to disengagement and negative views of school as a place to succeed.

# State Compensatory

## Budget for Bob E. Griggs High School

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

## Personnel for Bob E. Griggs High School

| <u>Name</u>   | <u>Position</u>              | <u>FTE</u> |
|---------------|------------------------------|------------|
| 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                          |

# **Birdville Independent School District**

## **Cheney Hills Elementary**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: D**





# 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.*

# Value Statement

*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.*

Table of Contents

Comprehensive Needs Assessment ..... 4

Demographics ..... 4

Student Learning ..... 6

School Processes & Programs ..... 8

Perceptions ..... 9

Priority Problem Statements ..... 10

Comprehensive Needs Assessment Data Documentation ..... 11

Goals ..... 13

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... 13

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. .... 26

Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 31

State Compensatory ..... 32

Budget for Cheney Hills Elementary ..... 32

Personnel for Cheney Hills Elementary ..... 32

Title I ..... 33

Title I Personnel ..... 34

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

As of the 2024 - 2025 school year, Cheney Hills Elementary serves 696 students, with slightly more males (53.9%) than females (46.1%). The student population is predominantly Hispanic/Latino (76.6%), followed by White (9.5%), Black/African American (7.9%), Asian (1.6%), Native Hawaiian/Pacific Islander (0.9%), American Indian/Alaskan Native (0.1%), and students identifying as Two-or-More races (3.5%).

Nearly half of the students (49.7%) are identified as Emergent Bilingual (EB), with the majority participating in bilingual programs. Special Education services support 17.2% of students, while smaller groups participate in programs such as Gifted and Talented (3.5%) and Dyslexia services (2.3%).

The campus is a Title I schoolwide program, with a high proportion of students facing economic challenges—83.3% are identified as economically disadvantaged, with most qualifying for free meals (76%). In addition, 81% of students are considered at-risk, and over two-thirds (67.8%) are identified with intervention needs. About 9.3% of students are identified as immigrants, and a small number are military-connected (0.6%).

This diverse student body reflects a broad range of cultural, linguistic, and educational needs, with strong representation of bilingual learners and a significant portion of students requiring targeted academic and intervention support.

### Demographics Strengths

Cheney Hills Elementary, a state-of-the-art facility that began its journey in 2021, is home to nearly 700 students from the vibrant Richland Hills community. The school's diverse demographic, prominently featuring a strong Hispanic/Latino majority, creates a culturally rich and family-oriented atmosphere. This diversity is further enriched by the presence of nearly half of the student body identified as Emergent Bilinguals, which not only enhances the cultural tapestry of the school but also promotes a dynamic learning environment where multiple languages and perspectives are celebrated.

To address the varied needs of our student population, Cheney Hills Elementary offers a range of specialized programs. Our Special Education services are designed to provide tailored support to students with unique learning requirements, ensuring they receive the necessary resources to succeed. The Gifted and Talented program challenges and nurtures students who exhibit exceptional abilities, fostering their intellectual growth and creativity. Additionally, our Dyslexia services are dedicated to supporting students with reading difficulties, helping them overcome challenges and achieve literacy success. The school's Title I designation underscores our commitment to supporting students who face economic challenges, ensuring that all children have access to quality education and opportunities for success.

A significant strength of Cheney Hills Elementary is the increasing involvement of parents and the community. This active participation not only enhances the school's welcoming and supportive environment but also plays a crucial role in the academic and social success of our students. By fostering strong partnerships with families

and community members, we create a collaborative atmosphere where students are encouraged to thrive and reach their full potential.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** A large portion of students are identified as at-risk and economically disadvantaged, which creates challenges for ensuring equitable access to learning opportunities and consistent academic growth.

**Root Cause:** Many students enter school with limited early learning experiences and face barriers outside of school that impact readiness and sustained academic progress.

**Problem Statement 2 (Prioritized):** A significant number of students are Emergent Bilinguals, creating the need for ongoing support in both language acquisition and content mastery to ensure success across all subjects.

**Root Cause:** Instructional practices and supports for language development are not yet fully aligned or consistently implemented to meet the diverse needs of bilingual learners.

# Student Learning

## Student Learning Summary

In reviewing the STAAR performance for Spring 2025, we observe that our 3rd-grade students have shown a performance in math where 58.4% of students are at the Approaches level, 27.3% at the Meets level, and 7.8% at the Masters level. This indicates that while a majority of students are approaching grade-level expectations, there is a need to focus on strategies that will elevate more students to meet and master the standards. Similarly, in 3rd-grade reading, 57.1% of students are at the Approaches level, 26.0% at the Meets level, and 9.1% at the Masters level. This suggests a parallel need for targeted interventions to enhance reading comprehension and critical thinking skills.

For our 4th-grade students, the math results show that 48.1% are at the Approaches level, 29.1% at the Meets level, and 8.9% at the Masters level. This data highlights a significant opportunity to improve foundational math skills and problem-solving abilities. In reading, 70.0% of 4th graders are at the Approaches level, 30.0% at the Meets level, and 7.5% at the Masters level. The higher percentage of students approaching expectations in reading compared to math suggests that while reading strategies are somewhat effective, there is still room for growth in advancing students to higher levels of proficiency.

The 5th-grade math results are encouraging, with 61.6% of students at the Approaches level, 35.6% at the Meets level, and 12.3% at the Masters level. This indicates a relatively strong performance, yet there remains a need to push more students towards mastery. In reading, 59.7% of 5th graders are at the Approaches level, 31.9% at the Meets level, and 12.5% at the Masters level, reflecting a similar trend to math and underscoring the importance of continued emphasis on literacy skills. The science results for 5th grade show that 38.9% of students are at the Approaches level, 13.9% at the Meets level, and 8.3% at the Masters level. This data points to a critical need for enhanced science instruction and engagement to ensure students develop a deeper understanding of scientific concepts and inquiry skills.

## STAAR PERFORMANCE Spring 2025

### 3rd grade MATH

Approaches - 58.4%, Meets - 27.3%, Masters - 7.8%

### 3rd grade READING

Approaches - 57.1%, Meets - 26.0%, Masters - 9.1%

### 4th grade MATH

Approaches - 48.1%, Meets - 29.1%, Masters - 8.9%

### 4th grade READING

Approaches - 70.0%, Meets - 30.0%, Masters - 7.5%

### 5th grade MATH

Approaches - 61.6%, Meets - 35.6%, Masters - 12.3%

### **5th grade READING**

Approaches - 59.7%, Meets - 31.9%, Masters - 12.5%

### **5th grade SCIENCE**

Approaches - 38.9%, Meets - 13.9%, Masters - 8.3%

## **Student Learning Strengths**

While Cheney Hills Elementary is still working to reach full proficiency across all grade levels, the Spring 2025 STAAR data reflects several areas of strength. Across 3rd through 5th grades, a majority of students are performing at the Approaches grade-level standard in both math and reading, indicating that foundational skills are being developed effectively. Notably, 5th-grade students demonstrate relatively strong performance, with over 35% meeting grade-level expectations in math and reading and more than 12% achieving mastery in these subjects, showing that advanced learning opportunities are reaching some students successfully.

In reading, 4th-grade students show particularly strong engagement, with 70% performing at the Approaches level, suggesting that reading strategies and literacy instruction are having a positive impact. Across all grades, small percentages of students are already achieving at the Masters level, highlighting pockets of high-performing learners whose success can inform instructional strategies for the broader student population.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** A significant portion of students in grades 3-5 are performing at the Approaches level in math and reading, with relatively few achieving Meets or Masters standards, indicating that many students are not yet demonstrating grade-level proficiency.

**Root Cause:** While foundational skills are developing, instruction is not consistently differentiated or targeted enough to move students from Approaches to higher levels of mastery.

# School Processes & Programs

## School Processes & Programs Summary

Cheney Hills Elementary is committed to providing extensive support systems for both students and staff. As a Title I campus, students benefit from a variety of intervention and enrichment opportunities, including the addition of Collaborative Support Teachers (CSTs) who deliver small group instruction and scaffolded Tier 1 support through both push-in and pull-out models. These supports are complemented by campus and district instructional coaches who guide professional learning and ensure teachers have the tools needed to meet diverse student needs.

Teachers engage in ongoing growth through Professional Learning Communities (PLCs), where they analyze data, share high-yield strategies, study relevant research, and collaborate on lesson planning. Professional learning is further reinforced through coaching cycles, T-TESS walkthroughs, and the support of three instructional facilitators who provide targeted feedback and model best practices. These processes foster a culture of continuous improvement and collaboration among staff.

The Leader in Me initiative, now in its third year, provides a unifying framework for building student leadership, life skills, and a high-trust school culture. Cheney Hills aspires to become a Lighthouse Campus, demonstrating a high level of Leader in Me implementation and serving as a model for other schools. This program, combined with strong instructional supports, reflects the campus's mission to cultivate student success academically, socially, and personally.

## School Processes & Programs Strengths

Cheney Hills Elementary demonstrates strong school processes and programs that directly support student success and staff growth. The addition of Collaborative Support Teachers (CSTs) enhances classroom instruction through small group and scaffolded Tier 1 support, while a robust bilingual program ensures that the needs of Emergent Bilingual students are met effectively. Instructional coaches, administrators, and district content coordinators work collaboratively to design and deliver a yearlong professional development plan, with ongoing learning embedded in Monday faculty meetings, weekly PLCs, and curriculum planning sessions. These structures provide teachers with timely feedback, opportunities for collaboration, and consistent alignment of instructional practices.

Student leadership and school culture are strengthened through Leader in Me, now in its third year, alongside opportunities for students to engage in Student Council and other leadership experiences. A Student Management System that emphasizes teacher responsibility supports positive behavior and accountability across the campus. Together, these systems create a culture of continuous improvement, shared leadership, and student-centered growth, positioning Cheney Hills Elementary for continued success.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Problem Statement: The wide range of student needs, including bilingual learners and students requiring intervention, challenges teachers' ability to provide differentiated instruction with consistency.

**Root Cause:** While CSTs, bilingual supports, and professional development structures are strong, teachers are still refining how to integrate these supports into Tier 1 instruction effectively and consistently.

# Perceptions

## Perceptions Summary

As a school, we are committed to providing a safe and nurturing environment for our students, and it is heartening to know that over 88% of parents surveyed feel that their child is safe while at school. This reflects our ongoing efforts to maintain a secure atmosphere where students can focus on learning without concerns for their safety.

Effective communication between parents and teachers is crucial for student success, and it is encouraging to see that over 85% of parents feel they can communicate effectively with their child's teacher. This indicates that our efforts to maintain open lines of communication are successful, allowing for collaborative partnerships that benefit our students' educational experiences.

The fact that 94% of parents report their child likes coming to school is a testament to the positive and engaging atmosphere we strive to create. We believe that when students enjoy their time at school, they are more motivated to learn and participate actively in their education.

Our staff's commitment to being responsive and helpful is reflected in the over 95% of parents who report that their questions have been addressed by our team. This level of support is essential in building trust and ensuring that parents feel confident in the school's ability to meet their needs and those of their children.

## Perceptions Strengths

Cheney Hills Elementary benefits from strong perceptions of safety, communication, and staff responsiveness within its school community. Overwhelmingly, parents report that their children feel safe at school, which reflects the campus's commitment to providing a secure and nurturing learning environment. Families also feel well-connected, with more than 85% indicating that communication with teachers is effective and supportive of student success. Parent survey results highlight that students enjoy coming to school, creating a positive and engaging atmosphere that fosters motivation and participation. In addition, staff responsiveness is a noted strength, as parents consistently affirm that their questions and concerns are addressed in a timely and helpful manner. These positive perceptions underscore Cheney Hills's strong foundation of trust, collaboration, and student-centered culture.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Although most families report strong communication and responsiveness, not all parents feel fully connected or engaged in ongoing collaboration with the school.

**Root Cause:** The school's current engagement structures may not fully address the diverse needs and preferences of all families, making it difficult for some parents to feel included in meaningful collaboration.



# Priority Problem Statements

**Problem Statement 1:** Problem Statement: The wide range of student needs, including bilingual learners and students requiring intervention, challenges teachers' ability to provide differentiated instruction with consistency.

**Root Cause 1:** While CSTs, bilingual supports, and professional development structures are strong, teachers are still refining how to integrate these supports into Tier 1 instruction effectively and consistently.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Although most families report strong communication and responsiveness, not all parents feel fully connected or engaged in ongoing collaboration with the school.

**Root Cause 2:** The school's current engagement structures may not fully address the diverse needs and preferences of all families, making it difficult for some parents to feel included in meaningful collaboration.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** A significant portion of students in grades 3-5 are performing at the Approaches level in math and reading, with relatively few achieving Meets or Masters standards, indicating that many students are not yet demonstrating grade-level proficiency.

**Root Cause 3:** While foundational skills are developing, instruction is not consistently differentiated or targeted enough to move students from Approaches to higher levels of mastery.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** A large portion of students are identified as at-risk and economically disadvantaged, which creates challenges for ensuring equitable access to learning opportunities and consistent academic growth.

**Root Cause 4:** Many students enter school with limited early learning experiences and face barriers outside of school that impact readiness and sustained academic progress.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** A significant number of students are Emergent Bilinguals, creating the need for ongoing support in both language acquisition and content mastery to ensure success across all subjects.

**Root Cause 5:** Instructional practices and supports for language development are not yet fully aligned or consistently implemented to meet the diverse needs of bilingual learners.

**Problem Statement 5 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)
- 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 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**

**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   |     |     |           |
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| <b>Strategy 1:</b> Implement district initiative for small group instruction in K-2 using small group lesson planners.<br><b>Actions:</b> 1) Provide model lesson as needed<br>2) Provide training and pictures/video of implementation<br>3) Discuss and monitor student data progress during student data meetings<br>4) Document usage during administrative walkthroughs<br>5) Emphasis on the use of mClass activities<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Facilitator, and Leader of Learners (LOL), teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br><b>- TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1<br><b>Funding Sources:</b> Title I Personnel - 211 - Title I | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Implement and deliver the customized curriculum in grades 3-5 Reading Language Arts.<br><b>Actions:</b> 1) Teachers will internalize the critical elements of the feedback model.<br>2) Teachers will utilize Reading Language Arts Instructional Facilitators as a resource.<br>3) Administrators and Instructional Facilitators will conduct focus walks giving feedback on effective elements in the feedback model.<br>4) Small group instruction will be an instrumental piece to effective implementation.<br>5) Students will have peer to peer and teacher feedback to reinforce the mastery of the learning objective.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Facilitator<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br>- <b>Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
| <b>Strategy 3:</b> Support the full implementation of the state-approved K-5 Bluebonnet Learning Math Curriculum<br><b>Actions:</b> 1. Administrators, Instructional Facilitators, and math coordinators will conduct walkthroughs to inform level of fidelity of implementation.<br>2. A Great Minds representatives will provide professional development based on walkthrough and student data.<br>3. Model lessons as needed.<br>4. Require teachers to participate in coaching cycles with the campus instructional facilitator.<br>5. Analyze District Common Assessments monthly, universal screeners, and progress monitoring data to measure growth and inform instruction.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Facilitators<br><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1                                                                                                                                                                            | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
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| <b>Strategy 4:</b> All students in grades 3-5 will be invited to participate in Saturday Learning Academies targeting specific high frequency/high need instructional areas.<br><b>Actions:</b> A) Identify Focus Areas: Use STAAR and classroom data to target high-need skills.<br>B) Invite Students: Send personalized invitations for grades 3-5 throughout the year, 2nd graders will be invited during Quarter 3 & 4<br>C) Plan Instruction: Develop engaging, standards-aligned lessons with small group support.<br>D) Engage Families: Communicate goals, provide resources, and share student progress.<br>E) Monitor & Adjust: Track attendance, assess learning growth, and refine future sessions.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Facilitators<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>- <b>Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE, Title I Tutors - 211 - Title I | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 5:</b> Teachers will be consistent in the use of data to inform instructional decisions.<br><b>Actions:</b> 1) Analyze STAAR, District Common Assessment, & Benchmark Data within 5 days of completion and use protocols to determine next steps.<br>2) Students will utilize data folders to set achievement goals (based on assessments) and reflect on individual performances creating personalized PDSAs<br>3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs.<br>4) Teachers will meet bi-weekly with Instructional Facilitators to discuss student progress and compare with performance data.<br><b>Staff Responsible for Monitoring:</b> Principal, Instructional Facilitators, Assistant Principals<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>- <b>Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1                                                                                                                                                                                             | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

## Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Problem Statement 1:</b> A large portion of students are identified as at-risk and economically disadvantaged, which creates challenges for ensuring equitable access to learning opportunities and consistent academic growth. <b>Root Cause:</b> Many students enter school with limited early learning experiences and face barriers outside of school that impact readiness and sustained academic progress.                                                             |
| <b>Problem Statement 2:</b> A significant number of students are Emergent Bilinguals, creating the need for ongoing support in both language acquisition and content mastery to ensure success across all subjects. <b>Root Cause:</b> Instructional practices and supports for language development are not yet fully aligned or consistently implemented to meet the diverse needs of bilingual learners.                                                                     |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Problem Statement 1:</b> A significant portion of students in grades 3-5 are performing at the Approaches level in math and reading, with relatively few achieving Meets or Masters standards, indicating that many students are not yet demonstrating grade-level proficiency. <b>Root Cause:</b> While foundational skills are developing, instruction is not consistently differentiated or targeted enough to move students from Approaches to higher levels of mastery. |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Problem Statement 1:</b> Problem Statement: The wide range of student needs, including bilingual learners and students requiring intervention, challenges teachers' ability to provide differentiated instruction with consistency. <b>Root Cause:</b> While CSTs, bilingual supports, and professional development structures are strong, teachers are still refining how to integrate these supports into Tier 1 instruction effectively and consistently.                 |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Problem Statement 1:</b> Although most families report strong communication and responsiveness, not all parents feel fully connected or engaged in ongoing collaboration with the school. <b>Root Cause:</b> The school's current engagement structures may not fully address the diverse needs and preferences of all families, making it difficult for some parents to feel included in meaningful collaboration.                                                          |

**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.

- A) Hispanic, White, Eco Dis, and Continuously Enrolled subgroups will meet the 2026 Performance Measure goal for Student Achievement and Academic Growth.
- B) English Learners will meet the Composite "Advanced High" target of 42% by the end of the 2025 - 2026 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, STAR

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Lessons will be designed using the Feedback model as an instructional framework in grades 3-5, and Bluebonnet Math in grades K-5.<br><br><b>Actions:</b> 1) Teachers will internalize the elements of the curriculum (Feedback Model and Bluebonnet Math).<br>2) Administrators and Instructional Facilitators will conduct focus walks giving feedback on effective elements in the instruction.<br>3) Teachers will be required to use district math curriculum, Feedback model.<br><b>Staff Responsible for Monitoring:</b> Instructional Facilitators, principal, Assistant Principal<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>- Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Teachers will be consistent in the use of data to inform instructional decisions.<br><b>Actions:</b> 1) Analyze STAAR, Interim/Released STAAR, District Common Assessments, & Benchmark Data within 5 days of completion and use protocols to determine next steps.<br>2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances.<br>3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs.<br>4) Teachers will meet with Principal and Instructional Facilitators bi-weekly to discuss student progress and to align progress with performance data.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Facilitator, Team Leads (LOL members), Teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>- <b>Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1<br><b>Funding Sources:</b> Professional Development - 211 - Title I |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Nov       | Jan | Mar | June      |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> A large portion of students are identified as at-risk and economically disadvantaged, which creates challenges for ensuring equitable access to learning opportunities and consistent academic growth. <b>Root Cause:</b> Many students enter school with limited early learning experiences and face barriers outside of school that impact readiness and sustained academic progress.                                                             |
| <b>Problem Statement 2:</b> A significant number of students are Emergent Bilinguals, creating the need for ongoing support in both language acquisition and content mastery to ensure success across all subjects. <b>Root Cause:</b> Instructional practices and supports for language development are not yet fully aligned or consistently implemented to meet the diverse needs of bilingual learners.                                                                     |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Problem Statement 1:</b> A significant portion of students in grades 3-5 are performing at the Approaches level in math and reading, with relatively few achieving Meets or Masters standards, indicating that many students are not yet demonstrating grade-level proficiency. <b>Root Cause:</b> While foundational skills are developing, instruction is not consistently differentiated or targeted enough to move students from Approaches to higher levels of mastery. |

**School Processes & Programs**

**Problem Statement 1:** Problem Statement: The wide range of student needs, including bilingual learners and students requiring intervention, challenges teachers' ability to provide differentiated instruction with consistency. **Root Cause:** While CSTs, bilingual supports, and professional development structures are strong, teachers are still refining how to integrate these supports into Tier 1 instruction effectively and consistently.

**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) Hispanic, White, Eco Dis, and Continuously Enrolled subgroups will meet the 2026 Performance Measure goal for Student Achievement and Academic Growth.
- B) English Learners will meet the Composite "Advanced High" target of 42% by the end of the 2025 - 2026 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, CLI, TELPAS

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement 9 week Vertical Alignment Collaboration<br><b>Actions:</b> 1) The campus will operate as a professional learning community.<br>2) Staff will analyze student work and performance data.<br>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?)<br>4) Staff will identify hard to teach/learn TEKS and share successful strategies<br><b>Staff Responsible for Monitoring:</b> Administration, LOLs<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |

**Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 1:** A large portion of students are identified as at-risk and economically disadvantaged, which creates challenges for ensuring equitable access to learning opportunities and consistent academic growth. **Root Cause:** Many students enter school with limited early learning experiences and face barriers outside of school that impact readiness and sustained academic progress.

**Problem Statement 2:** A significant number of students are Emergent Bilinguals, creating the need for ongoing support in both language acquisition and content mastery to ensure success across all subjects. **Root Cause:** Instructional practices and supports for language development are not yet fully aligned or consistently implemented to meet the diverse needs of bilingual learners.

### Student Learning

**Problem Statement 1:** A significant portion of students in grades 3-5 are performing at the Approaches level in math and reading, with relatively few achieving Meets or Masters standards, indicating that many students are not yet demonstrating grade-level proficiency. **Root Cause:** While foundational skills are developing, instruction is not consistently differentiated or targeted enough to move students from Approaches to higher levels of mastery.

### School Processes & Programs

**Problem Statement 1:** Problem Statement: The wide range of student needs, including bilingual learners and students requiring intervention, challenges teachers' ability to provide differentiated instruction with consistency. **Root Cause:** While CSTs, bilingual supports, and professional development structures are strong, teachers are still refining how to integrate these supports into Tier 1 instruction effectively and consistently.

**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 May 2026 (Wave 3-EOY), 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 Engage

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using district adopted curriculum.<br><b>Actions:</b> 1) Use data to guide instruction and remediation.<br>2) Utilize scholastic as primary instructional resource.<br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Instructional Facilitators<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br>- <b>Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1, 2 - School Processes & Programs 1 | Formative |     |     | Summative |
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| <div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

**Performance Objective 4 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> A large portion of students are identified as at-risk and economically disadvantaged, which creates challenges for ensuring equitable access to learning opportunities and consistent academic growth. <b>Root Cause:</b> Many students enter school with limited early learning experiences and face barriers outside of school that impact readiness and sustained academic progress. |
| <b>Problem Statement 2:</b> A significant number of students are Emergent Bilinguals, creating the need for ongoing support in both language acquisition and content mastery to ensure success across all subjects. <b>Root Cause:</b> Instructional practices and supports for language development are not yet fully aligned or consistently implemented to meet the diverse needs of bilingual learners.         |

School Processes & Programs

**Problem Statement 1:** Problem Statement: The wide range of student needs, including bilingual learners and students requiring intervention, challenges teachers' ability to provide differentiated instruction with consistency. **Root Cause:** While CSTs, bilingual supports, and professional development structures are strong, teachers are still refining how to integrate these supports into Tier 1 instruction effectively and consistently.

**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 May 2026 (EOY), 80% of KG-2nd grade students will be "on grade level" as measured by mCLASS.

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** mCLASS

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Continued incorporation of Daily Word Study/Phonics Instruction<br><b>Actions:</b> Teachers will utilize the Heggerty resources for daily phonics instruction.<br>Incorporation of Benchmark curriculum for Word Study<br><b>Staff Responsible for Monitoring:</b> Administration, Academic Coach<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |

**Performance Objective 5 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> A large portion of students are identified as at-risk and economically disadvantaged, which creates challenges for ensuring equitable access to learning opportunities and consistent academic growth. <b>Root Cause:</b> Many students enter school with limited early learning experiences and face barriers outside of school that impact readiness and sustained academic progress. |
| <b>Problem Statement 2:</b> A significant number of students are Emergent Bilinguals, creating the need for ongoing support in both language acquisition and content mastery to ensure success across all subjects. <b>Root Cause:</b> Instructional practices and supports for language development are not yet fully aligned or consistently implemented to meet the diverse needs of bilingual learners.         |

### Student Learning

**Problem Statement 1:** A significant portion of students in grades 3-5 are performing at the Approaches level in math and reading, with relatively few achieving Meets or Masters standards, indicating that many students are not yet demonstrating grade-level proficiency. **Root Cause:** While foundational skills are developing, instruction is not consistently differentiated or targeted enough to move students from Approaches to higher levels of mastery.

### School Processes & Programs

**Problem Statement 1:** Problem Statement: The wide range of student needs, including bilingual learners and students requiring intervention, challenges teachers' ability to provide differentiated instruction with consistency. **Root Cause:** While CSTs, bilingual supports, and professional development structures are strong, teachers are still refining how to integrate these supports into Tier 1 instruction effectively and consistently.



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

**Performance Objective 1:** By May 2026, the campus attendance rate will average 96% or higher.

**High Priority**

**Evaluation Data Sources:** PEIMS Attendance records

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Establish monthly or quarterly attendance recognition programs for students, classes, and grade levels with high attendance.<br><br><b>Actions:</b> a) Requested televisions to be installed in main hallways which displaying scrolling attendance rates, accomplishments, etc.<br>b) Students meeting or exceeding the 96% goal will have their pictures added to the scrolling attendance display<br>c) Students meeting or exceeding the 96% goal will have their names included in an attendance incentive drawing each 9 weeks.<br><br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Instructional Facilitators, Attendance Clerk, Front Office team<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 |  | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> A large portion of students are identified as at-risk and economically disadvantaged, which creates challenges for ensuring equitable access to learning opportunities and consistent academic growth. <b>Root Cause:</b> Many students enter school with limited early learning experiences and face barriers outside of school that impact readiness and sustained academic progress. |
| <b>Problem Statement 2:</b> A significant number of students are Emergent Bilinguals, creating the need for ongoing support in both language acquisition and content mastery to ensure success across all subjects. <b>Root Cause:</b> Instructional practices and supports for language development are not yet fully aligned or consistently implemented to meet the diverse needs of bilingual learners.         |

### Student Learning

**Problem Statement 1:** A significant portion of students in grades 3-5 are performing at the Approaches level in math and reading, with relatively few achieving Meets or Masters standards, indicating that many students are not yet demonstrating grade-level proficiency. **Root Cause:** While foundational skills are developing, instruction is not consistently differentiated or targeted enough to move students from Approaches to higher levels of mastery.

### School Processes & Programs

**Problem Statement 1:** Problem Statement: The wide range of student needs, including bilingual learners and students requiring intervention, challenges teachers' ability to provide differentiated instruction with consistency. **Root Cause:** While CSTs, bilingual supports, and professional development structures are strong, teachers are still refining how to integrate these supports into Tier 1 instruction effectively and consistently.

### Perceptions

**Problem Statement 1:** Although most families report strong communication and responsiveness, not all parents feel fully connected or engaged in ongoing collaboration with the school. **Root Cause:** The school's current engagement structures may not fully address the diverse needs and preferences of all families, making it difficult for some parents to feel included in meaningful collaboration.

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

**Performance Objective 2:** During the 2025-2026 school year, the campus will hold a minimum of four family engagement nights.

**Evaluation Data Sources:** Schedule  
Agenda

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Campus will have multiple opportunities for parents to be involved in their child's education.<br><b>Actions:</b> 1) Meet the Teacher<br>2) Curriculum/Title I Information Night<br>3) Reading Night<br>4) Science Night<br>5) Math Night<br>6) Winter Holiday Performance<br>7) PTA Meetings<br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, PTA<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> Family Engagement - 211 - Title I | Formative |     |     | Summative |
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| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Although most families report strong communication and responsiveness, not all parents feel fully connected or engaged in ongoing collaboration with the school. <b>Root Cause:</b> The school's current engagement structures may not fully address the diverse needs and preferences of all families, making it difficult for some parents to feel included in meaningful collaboration. |

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

**Performance Objective 3:** Students will demonstrate behaviors and attitudes that reflect high levels of social-emotional development, as measured by a district-administered student survey.

**Evaluation Data Sources:** District-administered student survey

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> The campus will implement the Character Strong Program.<br><b>Actions:</b> 1) Develop an Implementation plan.<br>2) Utilize character lessons to increase awareness of quality character traits.<br>3) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.<br><b>Staff Responsible for Monitoring:</b> Counselor, Administration<br><br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Nov       | Jan | Mar | June      |
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**Performance Objective 3 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Problem Statement: The wide range of student needs, including bilingual learners and students requiring intervention, challenges teachers' ability to provide differentiated instruction with consistency. <b>Root Cause:</b> While CSTs, bilingual supports, and professional development structures are strong, teachers are still refining how to integrate these supports into Tier 1 instruction effectively and consistently. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Problem Statement 1:</b> Although most families report strong communication and responsiveness, not all parents feel fully connected or engaged in ongoing collaboration with the school. <b>Root Cause:</b> The school's current engagement structures may not fully address the diverse needs and preferences of all families, making it difficult for some parents to feel included in meaningful collaboration.                                          |

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

**Performance Objective 4:** During the 2025 - 2026 school year, Cheney Hills will continue implementing Leader in Me.

**Evaluation Data Sources:** Morning Meetings  
Data Binders

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Ensure that all teaching staff is trained with Leader in Me principles.<br><b>Actions:</b> 1. Create a Lighthouse Team for faculty leadership to guide campus implementation.<br>2. Contract with Franklin Covey to schedule training<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Lighthouse Committee<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Nov       | Jan | Mar | June      |
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**Performance Objective 4 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> A large portion of students are identified as at-risk and economically disadvantaged, which creates challenges for ensuring equitable access to learning opportunities and consistent academic growth. <b>Root Cause:</b> Many students enter school with limited early learning experiences and face barriers outside of school that impact readiness and sustained academic progress.                                             |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Problem Statement 1:</b> Problem Statement: The wide range of student needs, including bilingual learners and students requiring intervention, challenges teachers' ability to provide differentiated instruction with consistency. <b>Root Cause:</b> While CSTs, bilingual supports, and professional development structures are strong, teachers are still refining how to integrate these supports into Tier 1 instruction effectively and consistently. |

**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   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Comply with all required safety training and incorporate a safety suggestion in all faculty meetings.<br><b>Actions:</b> 1) Monitor completion of required training.<br>2) Model safe working procedures.<br>3) Share district resources with staff.<br>4) Use agendas to document safety suggestions<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Nov       | Jan | Mar | June      |
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| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Although most families report strong communication and responsiveness, not all parents feel fully connected or engaged in ongoing collaboration with the school. <b>Root Cause:</b> The school's current engagement structures may not fully address the diverse needs and preferences of all families, making it difficult for some parents to feel included in meaningful collaboration. |

# State Compensatory

## Budget for Cheney Hills Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 3.38

**Brief Description of SCE Services and/or Programs**

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

## Personnel for Cheney Hills Elementary

| <u>Name</u>     | <u>Position</u>              | <u>FTE</u> |
|-----------------|------------------------------|------------|
| 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



# Title I Personnel

| <u>Name</u>      | <u>Position</u>                | <u>Program</u> | <u>FTE</u> |
|------------------|--------------------------------|----------------|------------|
| Mildred Morales  | Reading Interventionist        | Title I        | 0.5        |
| Sara Muetzenberg | Special Projects Administrator | Title I        | 1.0        |

**Birdville Independent School District**  
**Collegiate Academy Of Birdville**  
**2025-2026 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.*

# Table of Contents

- Comprehensive Needs Assessment ..... 4
  - Demographics ..... 4
  - Student Learning ..... 6
  - School Processes & Programs ..... 8
  - Perceptions ..... 9
- Priority Problem Statements ..... 10
- Goals ..... 11
  - Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... 11
  - Goal 2: Utilize efficient and effective operations to support and improve the learning organization. .... 18
  - Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 20

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

High School graduation rate is 100%.

|                                 |            |
|---------------------------------|------------|
| <b>Total Students</b>           | <b>151</b> |
| 9th grade                       | 43         |
| 10th grade                      | 45         |
| 11th grade                      | 36         |
| 12th grade                      | 27         |
| Economically Disadvantaged      | 58         |
| Emergent Bilingual              | 27         |
| At Risk                         | 72         |
| Hispanic                        | 79         |
| White                           | 31         |
| Hawaiian/ Pacific Islander      | 2          |
| Black/ African American         | 19         |
| Asian                           | 9          |
| 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 2025-2026 school year.

100 percent of seniors graduated from high school in 2025. 38 students also earned their Associate's Degree.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Applications decreased this year, and we did not start with 60 freshmen.

**Root Cause:** Many students do not want to give up the Fine Arts and Athletics at the comprehensive high schools.

# 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 91 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 75 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 100 percent of graduates were accepted into a four-year institution.

Achievement OBMs evaluate whether students are prepared for college, career, or military service. Our students also met distinction status on all Achievement OBMs.

In addition to the OBM achievements from last year, our seniors were offered over \$2.5 million in scholarships.

2025 STAAR Results. An additional 26 students passed Algebra EOC in middle school, bring the total passing rate to 85%.

|            | Did Not Meet | Approaches | Meets | Masters |
|------------|--------------|------------|-------|---------|
| Algebra 1  | 26%          | 74%        | 16%   | 8%      |
| Biology    | 5%           | 95%        | 81%   | 30%     |
| English I  | 14%          | 86%        | 75%   | 14%     |
| English II | 3%           | 97%        | 87%   | 7%      |
| US History | 5%           | 95%        | 91%   | 61%     |

## Student Learning Strengths

The CAB had 91 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)  
75 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 100 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) located on the Tarrant County College Northeast Campus. 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 seventh 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.

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. 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 90 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 75 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.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Our building is a shared space with TCC which alters safety protocols.

**Root Cause:** We do not have the ability to lock all exterior doors or keep non-CAB students out of the building.

# 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.

## 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.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students lack opportunities to build connections with one another outside of classes.

**Root Cause:** Students do not participate in extracurricular activities.

# 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

**Problem Statement 3:** Applications decreased this year, and we did not start with 60 freshmen.

**Root Cause 3:** Many students do not want to give up the Fine Arts and Athletics at the comprehensive high schools.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Students lack opportunities to build connections with one another outside of classes.

**Root Cause 4:** Students do not participate in extracurricular activities.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Our building is a shared space with TCC which alters safety protocols.

**Root Cause 5:** We do not have the ability to lock all exterior doors or keep non-CAB students out of the building.

**Problem Statement 5 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 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 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.

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.<br><b>Actions:</b> a) Implement AVID best practices on a regular basis<br>b) Use questioning strategies to increase student participation and level of rigor<br>c) Use close reading to engage students in text and promote thinking at higher levels<br>d) Student will read, write, think, and discuss every day<br>e) Students will support all reading with text evidence using ACE model<br>f) UPSC will be used for problem solving<br>g) Utilize Bluebonnet Math Curriculum for Algebra 1<br><b>Staff Responsible for Monitoring:</b> Administrators and all teachers<br><br><b>Problem Statements:</b> Student Learning 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Attend training on data analysis, progress monitoring, and data-driven decision making to inform instruction and responsive teaching.<br><b>Actions:</b> a) Conduct weekly classroom observations, providing feedback focused on data-driven instructional priorities aligned with Tier 1 goals.<br>b) Utilize student data folders to help students set Smart Goals and develop personal PDSA plans in each class.<br>c) Provide additional tutoring and support through AVID and study hall periods.<br>d) Analyze student data to identify math deficits, and develop targeted lessons with Renaissance, Khan Academy, and IXL.<br>e) Based on data analysis, teachers will plan and implement a targeted response utilizing re-teach strategies to address learning gaps.<br><b>Staff Responsible for Monitoring:</b> Administrators and all teachers<br><br><b>Problem Statements:</b> Student Learning 1, 2 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
| <b>Strategy 3:</b> Establish the PDSA process as a standard operating procedure for improving instruction, data analysis, and student growth.<br><b>Actions:</b> a) Use the PDSA process to analyze data and inform instructional decisions<br>b) Students will utilize data tracking notebooks and develop personal PDSAs<br><b>Staff Responsible for Monitoring:</b> Administrators and all teachers<br><br><b>Problem Statements:</b> Student Learning 1, 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
| <b>Strategy 4:</b> Implement the district protocol for identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators.<br><b>Actions:</b> a) Ensure completion and alignment of services with appropriate coding prior to each PEIMS submission.<br>b) Attend training using OnDataSuite (ODS) to monitor at-risk indicators.<br>c) Implement PEIMS submission time-lines which will include all applicable stakeholders.<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>Problem Statements:</b> Demographics 1                                                                                                                                                                                                                                                                                                                                       | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |

### Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Applications decreased this year, and we did not start with 60 freshmen. **Root Cause:** Many students do not want to give up the Fine Arts and Athletics at the comprehensive high schools.

### 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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Utilize the district curriculum for social and character development (SCD).<br><b>Actions:</b> a) Follow the plan for implementing SCD curriculum (Character Strong).<br>b) Attend professional learning on the SCD program.<br><b>Staff Responsible for Monitoring:</b> Counselor<br><br><b>Problem Statements:</b> Perceptions 1                                                                                                                                                                                                                                                                                            | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
| <b>Strategy 2:</b> Implement the SCD component contained in the district Comprehensive Counseling Plan.<br><b>Actions:</b> a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices.<br>b) Conduct surveys to determine the needs of families in crisis.<br>c) Implement Lifelines, a suicide prevention program, for students, parents, district staff and community.<br>d) Implement Trust Based Relational Interventions (TBRI) for trauma-informed practices.<br><b>Staff Responsible for Monitoring:</b> Counselor<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Perceptions                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Students lack opportunities to build connections with one another outside of classes. <b>Root Cause:</b> Students do not participate in extracurricular activities. |

**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   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement with fidelity the behavioral MTSS plan.<br><b>Actions:</b> a) Train staff on the implementation of the behavioral MTSS plan with established procedures.<br>b) Utilize CHAMPs as the behavior management system.<br>c) Use Focus to input behavioral MTSS student plans and then use the data for the assignment of students to DAEP.<br>d) Provide Tier 1 behavior management training for teachers to avoid escalation to Tier 2 and Tier 3.<br>e) Ensure appropriate interventions are in place to support student behavior.<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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**Performance Objective 3 Problem Statements:**

| Perceptions                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Students lack opportunities to build connections with one another outside of classes. <b>Root Cause:</b> Students do not participate in extracurricular activities. |



**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   |     |     |           |
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| <b>Strategy 1:</b> Use student performance data on TSI assessments to evaluate academic growth of under-performing students.<br><b>Actions:</b> a) Use TSIA2 Diagnostics to develop individualized learning plans in Renaissance and Khan<br>b) Include TSI test prep as a component of AVID with monitored progress.<br>c) Offer targeted TSI tutorial sessions throughout the year<br>d) Provide multiple opportunities for students to take the TSIA2<br><b>Staff Responsible for Monitoring:</b> Administrator and teachers<br><br><b>Problem Statements:</b> Student Learning 1, 2                                                                                                                                                    | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
| <b>Strategy 2:</b> All Collegiate Academy students will take AVID for four years and will be exposed to college and military opportunities on an ongoing basis.<br><b>Actions:</b> 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.<br>b) AVID students will participate in face-to-face or virtual college visits.<br>c) AVID teachers will ensure that students fulfill all college entry requirements.<br>d) Invite representatives from various colleges, recruiters, and business professionals to speak with AVID.<br><br><b>Problem Statements:</b> Student Learning 1, 2 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Reviews   |     |     |           |
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| <b>Strategy 3:</b> We will identify and provide early interventions for seniors in danger of not graduating.<br><b>Actions:</b> 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.<br>b) Enroll credit-deficient students in credit recovery programs to help them make up missing credits.<br>c) Students will be supported and monitored through the Individual Graduation Committee (IGC) process as needed<br>d) Provide access to tutoring, study sessions, and academic support tailored to the needs of at-risk seniors.<br>e) Offer counseling or social-emotional support services to address non-academic barriers to graduation, such as stress, family issues, or mental health concerns.<br>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.<br><b>Staff Responsible for Monitoring:</b> Administrators and Counselor<br><br><b>Problem Statements:</b> Student Learning 1, 2 |  | Formative |     |     | Summative |
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#### Performance Objective 4 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Problem Statement 1:</b> Some students arrive at CAB with deficits in basic math understanding. <b>Root Cause:</b> Deficits could be gaps in foundational instruction, inconsistent curricula, variability in teaching quality, limited access to resources, or socioeconomic challenges.</p> <p><b>Problem Statement 2:</b> Some students arrive at CAB with deficits in writing ability and reading comprehension skills. <b>Root Cause:</b> 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.</p> |

**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 1% 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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement the district plan to improve and address student attendance, social needs that interfere with attendance.<br><br><b>Actions:</b> a) provide attendance incentives<br>b) monitor student attendance to review effectiveness of incentives<br>c) work with truancy officer to develop plans for students with attendance concerns<br>d) work with the attendance tribunal to support student attendance efforts<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Applications decreased this year, and we did not start with 60 freshmen. <b>Root Cause:</b> Many students do not want to give up the Fine Arts and Athletics at the comprehensive high schools. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Hold quarterly meetings with all stakeholders to determine best practices for ECHS.<br><b>Actions:</b> a) Schedule meetings with Associate Superintendent and TCC representatives<br>b) Work with CCRSM (College & Career Readiness School Model) Coach to develop campus plans<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Applications decreased this year, and we did not start with 60 freshmen. <b>Root Cause:</b> Many students do not want to give up the Fine Arts and Athletics at the comprehensive high schools. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.<br><b>Actions:</b> a) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns.<br>b) Conduct safety audits to identify security issues.<br>c) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.<br>d) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.<br><b>Staff Responsible for Monitoring:</b> Administrators and counselor<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                   |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                               |
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| <b>Problem Statement 1:</b> Our building is a shared space with TCC which alters safety protocols. <b>Root Cause:</b> We do not have the ability to lock all exterior doors or keep non-CAB students out of the building. |

# **Birdville Independent School District**

## **DAEP**

### **2025-2026 Department Plan**

# Mission Statement

*The District 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*





# Table of Contents

- Comprehensive Needs Assessment ..... 5
  - Demographics ..... 5
  - Student Learning ..... 6
  - School Processes & Programs ..... 7
  - Perceptions ..... 9
- Priority Problem Statements ..... 11
- Comprehensive Needs Assessment Data Documentation ..... 12
- Goals ..... 13
  - 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. .... 13
  - Goal 2: Ensure students are utilizing efficient and effective organizational skills to support and improve their learning,. .... 19
  - Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 23
- State Compensatory ..... 29
  - Budget for DAEP ..... 29
  - Personnel for DAEP ..... 29

# Comprehensive Needs Assessment

Revised/Approved: July 10, 2025

## 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
- 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

## **Student Data: Behavior and Other Indicators**

- Discipline records
- 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
- Staff surveys and/or other feedback
- 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
- 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 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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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.<br><b>Actions:</b> 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.<br><b>Staff Responsible for Monitoring:</b> Teachers, administrator, EAs, home campus administrators and counselors<br><br><b>Problem Statements:</b> Student Learning 2 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 2:</b> 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.<br><b>Actions:</b> 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.<br><b>Staff Responsible for Monitoring:</b> Administrator, advisory teachers, Educational Aides, SE Counselor<br><br><b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 5 - Perceptions 5                               | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Nov       | Jan | Mar | June      |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |

## Performance Objective 1 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> 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 <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 5:</b> 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. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 5:</b> 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. <b>Root Cause:</b> 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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> DAEP teachers, who are 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 DAEP instructional facilitator supports 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 facilitator.<br><b>Actions:</b> 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.<br><b>Staff Responsible for Monitoring:</b> Instructional facilitator, administrator, faculty and staff<br><br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 3 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nov       | Jan | Mar | June      |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 3:</b> 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. <b>Root Cause:</b> 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   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Maintaining communications with home campus teachers, use of PDSA, obtainable goal setting and organizational skills.<br><b>Actions:</b> Communications logs, emails, data folder<br><b>Staff Responsible for Monitoring:</b> administrator, instructional facilitator<br><br><b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 3                                                                                                                                                                                                                                                                   | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Provide opportunities for staff to participate in professional development focused on supporting the behavioral, academic, social, and emotional needs of the student<br><b>Actions:</b> Actively schedule selected staff for targeted professional development. Coordinate with cohort districts to develop best practice training where appropriate ones are not available.<br><b>Staff Responsible for Monitoring:</b> administrator, instructional facilitator<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>Problem Statements:</b> School Processes & Programs 5 - Perceptions 5 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                        |           |     |     |           |

**Performance Objective 3 Problem Statements:**

### 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

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

#### Performance Objective 4 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> 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 <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 5:</b> 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. <b>Root Cause:</b> 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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Administrator tracks use of the BMS for consistency among faculty and staff. All rooms will have posted BMS checking for student reminders/encouragement. End of the day open forum talks with faculty and staff to review student behaviors and actions taken/not taken.<br><b>Actions:</b> 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.<br><b>Staff Responsible for Monitoring:</b> Administrator, teachers, students<br><br><b>Problem Statements:</b> Demographics 2 - Student Learning 4 - School Processes & Programs 1, 5 - Perceptions 5 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |           |     |     |           |

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> The DAEP Educational Aides are not paid at the highest EA rate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Problem Statement 4:</b> 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. <b>Root Cause:</b> The DAEP Educational Aides are not paid at the highest EA rate.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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## 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 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   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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.<br><b>Actions:</b> Daily after school discussions with all faculty and staff offering input<br><b>Staff Responsible for Monitoring:</b> Administrator, SE Counselor, Instructional Facilitator and Department Chair<br><br><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 3, 5 - Perceptions 2, 5 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> The DAEP Educational Aides are not paid at the highest EA rate.                                                                                                                                                                                                                                                                                                        |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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               |
| <b>Problem Statement 2:</b> 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 <b>Root Cause:</b> 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

**Problem Statement 1:** 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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**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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Establish common campus expectations<br><b>Actions:</b> Ongoing classroom/hallway management training. Develop and teach predictable routines, teach classroom expectations during emergencies.<br><b>Staff Responsible for Monitoring:</b> Administrator, district safety supervisor, teachers<br><br><b>Problem Statements:</b> School Processes & Programs 5 - Perceptions 5 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                    | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                           |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 5:</b> 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. <b>Root Cause:</b> 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 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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Nov       | Jan | Mar | June      |
| <b>Strategy 1:</b> 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.<br><b>Actions:</b> 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.<br><b>Staff Responsible for Monitoring:</b> Administrator, district administrator, teachers<br><br><b>Problem Statements:</b> Demographics 2 - Student Learning 3, 4 - School Processes & Programs 1 - Perceptions 2 |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> The DAEP Educational Aides are not paid at the highest EA rate.                                                                                                                                                                                                                                                                                                                                                                                                          |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 3:</b> 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 <b>Root Cause:</b> "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.<br><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> The DAEP Educational Aides are not paid at the highest EA rate. |

### School Processes & Programs

**Problem Statement 1:** 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.

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

**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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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.<br><br><b>Actions:</b> 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.<br><b>Staff Responsible for Monitoring:</b> Administrator, SE Counselor, teachers, Educational Aides<br><br><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 4 - School Processes & Programs 1, 3, 5 - Perceptions 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
| <b>Strategy 2:</b> DAEP utilize a number of daily operational procedures that will reduce the opportunity for altercations.<br><br><b>Actions:</b> 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 will result in a loss of points, and losing points could result in additional days. Dismissal is staggered by rooms. All expectations are provided to students and parents at the required intake meeting.<br><br><b>Problem Statements:</b> Demographics 2 - Student Learning 3, 4 - School Processes & Programs 1, 5 - Perceptions 2, 5 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov       | Jan | Mar | June      |
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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.

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



### 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.

# 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

| <u>Name</u>      | <u>Position</u>    | <u>FTE</u> |
|------------------|--------------------|------------|
| 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**

**David E. Smith Elementary**

**2025-2026 Campus Improvement Plan**

**Accountability Rating: C**



**Board Approval Date:** October 23, 2025  
**Public Presentation Date:** October 31, 2025

# 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 Lifelong learner who practices Integrity by Overcoming obstacles and Nurturing a Safe, Successful School family.

# Table of Contents

|                                                                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                     | 4  |
| Demographics .....                                                                                                                                       | 4  |
| Student Learning .....                                                                                                                                   | 6  |
| School Processes & Programs .....                                                                                                                        | 10 |
| Perceptions .....                                                                                                                                        | 12 |
| Priority Problem Statements .....                                                                                                                        | 14 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                  | 15 |
| Goals .....                                                                                                                                              | 17 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... | 17 |
| Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. ....                                | 27 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                            | 29 |
| State Compensatory .....                                                                                                                                 | 32 |
| Budget for David E. Smith Elementary .....                                                                                                               | 32 |
| Personnel for David E. Smith Elementary .....                                                                                                            | 32 |
| Title I .....                                                                                                                                            | 33 |
| Title I Personnel .....                                                                                                                                  | 34 |
| Campus Funding Summary .....                                                                                                                             | 35 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

David E. Smith Elementary is in Haltom City, Texas in the Birdville Independent School District. 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. In August of 2023, the two campuses come back together under one roof to be the David E Smith Lions. In August of 2025, David E Smith Elementary will open the doors to their brand new campus.

### 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 **79%** Hispanic, **4%** Asian, **13%** White, and **2%** African American. The percentage of students served by special education was **13%** and **4%** were served by gifted and talented services. The percent of students who were considered At-risk was **81%** and **83%** were considered Economically Disadvantaged. The campus served **35%** of students in the Bilingual Program and **54%** of students were identified as Emergent Bilingual.

### Teachers

According to the most recent Texas Academic Performance Report (**2023-2024**), David E. Smith had **68** staff members an average of **13.1** 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 2024-2025.

With 35% of our students enrolled in bilingual classes, they have the opportunity to become bi-literate in English and Spanish. Eighty-three 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 all four areas for the federal accountability standard in Reading Language Arts and we grew in all four areas for Mathematics. Also in federal accountability with regard to Student Growth, in Reading Language Arts 81% of our students grew and in Mathematics, 55% of our students grew.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Despite targeted efforts to support student learning, our campus continues to experience a concerning decline in Science performance among our student population. Over the past three years, the percentage of students reaching the "Meets" grade level standard on the Science STAAR assessment has steadily decreased--from 31% in 2023 to 22% in 2024, and most recently 17% in 2025.

**Root Cause:** The ongoing decline in Science achievement is primarily attributed to a lack of dedicated time for teachers to plan, collaborate, and align instruction. Without sufficient opportunities for structured collaboration, vertical alignment, and data-driven planning, teachers face challenges in delivering consistent, rigorous, and engaging science instruction that meets grade-level expectations.

# Student Learning

## Student Learning Summary

### STAAR Reading Language Arts results

|        | 2022                             | 2023                             | 2024                             | 2025                             |
|--------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 3rd gr | <i>Approaches 91%, Meets 54%</i> | <i>Approaches 85%, Meets 59%</i> | <i>Approaches 72%, Meets 35%</i> | <i>Approaches 92%, Meets 69%</i> |
| 4th gr | <i>Approaches 84%, Meets 58%</i> | <i>Approaches 89%, Meets 58%</i> | <i>Approaches 87%, Meets 44%</i> | <i>Approaches 79%, Meets 42%</i> |
| 5th gr | <i>Approaches 90%, Meets 68%</i> | <i>Approaches 86%, Meets 58%</i> | <i>Approaches 87%, Meets 53%</i> | <i>Approaches 84%, Meets 62%</i> |

### STAAR Math results

|        | 2022                             | 2023                             | 2024                             | 2025                             |
|--------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 3rd gr | <i>Approaches 76%, Meets 37%</i> | <i>Approaches 83%, Meets 44%</i> | <i>Approaches 69%, Meets 28%</i> | <i>Approaches 91%, Meets 73%</i> |
| 4th gr | <i>Approaches 82%, Meets 40%</i> | <i>Approaches 78%, Meets 45%</i> | <i>Approaches 80%, Meets 45%</i> | <i>Approaches 71%, Meets 30%</i> |
| 5th gr | <i>Approaches 92%, Meets 32%</i> | <i>Approaches 85%, Meets 44%</i> | <i>Approaches 76%, Meets 32%</i> | <i>Approaches 63%, Meets 36%</i> |

### STAAR Science results

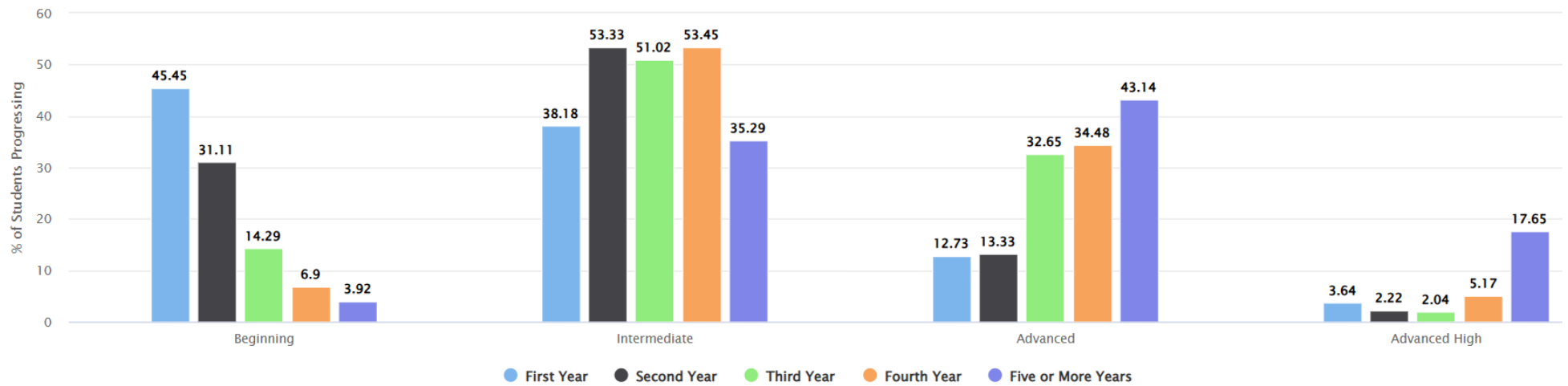
|        | 2022                             | 2023                             | 2024                             | 2025                             |
|--------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 5th gr | <i>Approaches 72%, Meets 32%</i> | <i>Approaches 60%, Meets 31%</i> | <i>Approaches 58%, Meets 22%</i> | <i>Approaches 60%, Meets 17%</i> |

## English Language Proficiency Status



## TELPAS Overall Composite Scores by Years in U.S. Schools for David E Smith EL for 2024 - 2025

| Years in U.S. Schools | Total Students | Beginning |         | Intermediate |         | Advanced |         | Advanced High |         |
|-----------------------|----------------|-----------|---------|--------------|---------|----------|---------|---------------|---------|
|                       |                | #         | % Total | #            | % Total | #        | % Total | #             | % Total |
| First Year            | 55             | 25        | 45.45%  | 21           | 38.18%  | 7        | 12.73%  | 2             |         |
| Second Year           | 45             | 14        | 31.11%  | 24           | 53.33%  | 6        | 13.33%  | 1             |         |
| Third Year            | 49             | 7         | 14.29%  | 25           | 51.02%  | 16       | 32.65%  | 1             |         |
| Fourth Year           | 58             | 4         | 6.90%   | 31           | 53.45%  | 20       | 34.48%  | 3             |         |
| Five or More Years    | 51             | 2         | 3.92%   | 18           | 35.29%  | 22       | 43.14%  | 9             |         |



TELPAS Composite Growth for Years 23-24 and 24-25 and (220902102) - David E Smith EL and All Grades

|           | 2024-2025       |    |     |    |    |        |
|-----------|-----------------|----|-----|----|----|--------|
|           | Composite Score | 1  | 2   | 3  | 4  | Totals |
| 2023-2024 | 1               | 18 | 20  | 1  | 0  | 39     |
|           | 2               | 11 | 63  | 30 | 0  | 104    |
|           | 3               | 4  | 21  | 35 | 13 | 73     |
|           | 4               | 0  | 1   | 3  | 2  | 6      |
|           | Totals          | 33 | 105 | 69 | 15 | 222    |

|                             | #  | %    |
|-----------------------------|----|------|
| Progressed 1 Level          | 63 | 28.3 |
| Progressed 2 or More Levels | 1  | 0.4  |
| Totals                      | 64 | 28.8 |

Student Learning Strengths

In 2025, **3rd grade Reading performance rebounded significantly**, with 92% of students reaching the Approaches level and 69% achieving Meets—a **34-point increase from 2024 Meets level (35%)**, indicating effective early literacy instruction and intervention strategies. Third grade Math scores in 2025 showed remarkable improvement, with **Approaches increasing to 91% and Meets to 73%**, up from 28% Meets in 2024. This reflects a strong instructional shift in early numeracy development and reteaching strategies. Over the past four years, **5th grade Reading has remained a consistent strength**, maintaining high Approaches percentages (ranging from 84% to 90%) and steady Meets performance, including a recent rise to 62% in 2025. Despite a slight dip in 2025, **4th grade Reading has consistently maintained Meets percentages above 40% for four consecutive years**, suggesting that students are continuing to build on foundational literacy skills in the upper elementary grades.

Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** While there are areas of improvement in student achievement, such as the significant gains in 3rd grade Reading and Math in 2025, student performance across grade levels remains inconsistent, with notable declines in Science and upper-grade Math and Reading. Specifically, 5th grade Science Meets dropped from 32%

in 2022 to just 17% in 2025, and 4th grade Reading and Math show a downward trend.

**Root Cause:** There has been limited protected time for teacher collaboration within vertical alignment across grade levels. Without consistent opportunities to analyze student data, align curriculum, and plan instruction collectively, teachers face challenges in scaffolding learning effectively from one grade level to the next--especially in Science and Math, where conceptual understanding builds over time.

# 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, 83% of students receive free or reduced lunches. Twelve percent of students are served through the ESL program and 35% of our students are served in our Bilingual program in grades Pre-Kindergarten through Fifth grade. Thirteen percent of students are served through Special Education. Three percent are served through dyslexia programs, and 4% of students are served through Gifted and Talented.

In addition, we have a strategic and successful Multi-Tiered Student Support (MTSS) program that identifies students with needs in math and reading in Kindergarten - 5th grade. Currently, 63% of our students are served through MTSS. These students are 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. Our campus 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 MTSS 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):** Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress.

**Root Cause:** The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application.

# 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, Students, staff, and parents report limited opportunities for voice and involvement. Only 59% of students feel their opinions are valued, 12% of staff do not feel engaged in leadership, and 15% of parents feel they lack opportunities to be involved.

**Root Cause:** There are limited campus-wide systems in place to consistently promote student voice, shared staff leadership, and meaningful parent involvement. As a result, engagement opportunities are inconsistent across the school community.

# Priority Problem Statements

**Problem Statement 1:** While there are areas of improvement in student achievement, such as the significant gains in 3rd grade Reading and Math in 2025, student performance across grade levels remains inconsistent, with notable declines in Science and upper-grade Math and Reading. Specifically, 5th grade Science Meets dropped from 32% in 2022 to just 17% in 2025, and 4th grade Reading and Math show a downward trend.

**Root Cause 1:** There has been limited protected time for teacher collaboration within vertical alignment across grade levels. Without consistent opportunities to analyze student data, align curriculum, and plan instruction collectively, teachers face challenges in scaffolding learning effectively from one grade level to the next--especially in Science and Math, where conceptual understanding builds over time.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress.

**Root Cause 2:** The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** On our Spring survey, Students, staff, and parents report limited opportunities for voice and involvement. Only 59% of students feel their opinions are valued, 12% of staff do not feel engaged in leadership, and 15% of parents feel they lack opportunities to be involved.

**Root Cause 3:** There are limited campus-wide systems in place to consistently promote student voice, shared staff leadership, and meaningful parent involvement. As a result, engagement opportunities are inconsistent across the school community.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Despite targeted efforts to support student learning, our campus continues to experience a concerning decline in Science performance among our student population. Over the past three years, the percentage of students reaching the "Meets" grade level standard on the Science STAAR assessment has steadily decreased--from 31% in 2023 to 22% in 2024, and most recently 17% in 2025.

**Root Cause 4:** The ongoing decline in Science achievement is primarily attributed to a lack of dedicated time for teachers to plan, collaborate, and align instruction. Without sufficient opportunities for structured collaboration, vertical alignment, and data-driven planning, teachers face challenges in delivering consistent, rigorous, and engaging science instruction that meets grade-level expectations.

**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
- 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: September 12, 2025

**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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 1) Build capacity of campus staff to implement the District curriculum and state-approved resources with fidelity.<br><b>Actions:</b> a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity.<br>b) Support campus teams to implement the District curriculum, identified resources, and strategies.<br>c) Provide coaching support for teachers.<br>d) Use data to provide targeted support and progress monitoring.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Leaders of learners team, Instructional Facilitators, and Professional Learning Communities<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1<br><b>Funding Sources:</b> Instructional Facilitator - 211 - Title I | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nov       | Jan | Mar | June      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
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| <p><b>Strategy 2:</b> Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.</p> <p><b>Actions:</b> a) Continue to support new teachers on the science of teaching reading through the implementation of the reading academies and coaching model.<br/> b) Provide teachers the necessary coaching and training to continue the implementation of district and state literacy requirements.<br/> c) Infuse lessons and research-based best practices from state-approved resources into regularly scheduled Professional Learning Communities (PLC).<br/> d) Collect process data to measure the degree of alignment and implementation of PDSA. Each PLC will be monitoring data through PDSA. (K-1 RLA-phonics, 2-5 RLA-Comprehension and writing, K-5 math-Bluebonnet modules, 2-5 Science-Unit assessments)<br/> e) Integrate the use of proficiency scales for mathematics grades K - 5.<br/> f) Increase teacher capacity to teach the required K-3 phonics program.<br/> g) Integrate Research-Based Instructional Strategies for literacy and mathematics instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Facilitators, and teachers</p> <p><b>Title I:</b><br/> 2.52, 2.53, 2.533<br/> - <b>TEA Priorities:</b><br/> Build a foundation of reading and math, Improve low-performing schools<br/> <b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Nov       | Jan | Mar | June      |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Communicate and assist teachers in implementing responsive and personalized learning for students that is data driven.<br><br><b>Actions:</b> a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process.<br>b) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance, and District Common Assessments) to inform instruction and document student growth.<br>c) Support teachers in writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth.<br>d) Support teacher training on the implementation of tier-one priorities.<br>e) Train instructional facilitators and teachers on providing students with specific feedback on student learning progression.<br>f) Continue to train and require the regular use of continuous improvement processes in the classroom.<br>g) Ensure the administration of progress monitoring and screeners is completed with fidelity.<br>h) Analyze and use data to monitor student progress for the purpose of closing the achievement gaps.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Facilitators, and teachers<br><br><b>Title I:</b><br>2.51, 2.53, 2.533<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Nov       | Jan | Mar | June      |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Despite targeted efforts to support student learning, our campus continues to experience a concerning decline in Science performance among our student population. Over the past three years, the percentage of students reaching the "Meets" grade level standard on the Science STAAR assessment has steadily decreased--from 31% in 2023 to 22% in 2024, and most recently 17% in 2025. <b>Root Cause:</b> The ongoing decline in Science achievement is primarily attributed to a lack of dedicated time for teachers to plan, collaborate, and align instruction. Without sufficient opportunities for structured collaboration, vertical alignment, and data-driven planning, teachers face challenges in delivering consistent, rigorous, and engaging science instruction that meets grade-level expectations. |

### Student Learning

**Problem Statement 1:** While there are areas of improvement in student achievement, such as the significant gains in 3rd grade Reading and Math in 2025, student performance across grade levels remains inconsistent, with notable declines in Science and upper-grade Math and Reading. Specifically, 5th grade Science Meets dropped from 32% in 2022 to just 17% in 2025, and 4th grade Reading and Math show a downward trend. **Root Cause:** There has been limited protected time for teacher collaboration within vertical alignment across grade levels. Without consistent opportunities to analyze student data, align curriculum, and plan instruction collectively, teachers face challenges in scaffolding learning effectively from one grade level to the next--especially in Science and Math, where conceptual understanding builds over time.

### School Processes & Programs

**Problem Statement 1:** Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress. **Root Cause:** The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application.

**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   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Conduct program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.<br><br><b>Actions:</b> 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).<br>b) Develop and implement a system to monitor and ensure compliance requirements of special programs through the use of ARD, 504 and MTSS meetings.<br>d) Implement processes to collect, analyze, and monitor the effectiveness of special programs that support identified students.<br>e) Continue to implement accelerated instruction according to HB1416<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff, Instructional Facilitators<br><br><b>Title I:</b><br>2.51, 2.53, 2.533<br><b>- TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Nov       | Jan | Mar | June      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
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| <b>Strategy 2:</b> 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.<br><b>Actions:</b> a) Provide support, training and coaching in the use of the PDSA process and provide appropriate, tiered professional learning support.<br>b) Provide "Championship goals" for each grade level that align to the grade level standard for mClass and STAAR. Model the use of PDSA through PLCs to ensure alignment to campus expectations.<br>c) Highlight classroom examples of the PDSA process, goal-setting, and data folders during campus PLCs.<br>d) Monitor the following sub groups within our PLCs: White, Emergent Bilingual and Continuously Enrolled<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff, Instructional Facilitators<br><br><b>Title I:</b><br>2.51<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>Problem Statements:</b> Student Learning 1 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
| <b>Strategy 3:</b> Enlist community and business partners to assist in providing support to students and families who are in need.<br><b>Actions:</b> a) Collaborate with PTA to schedule and host school-wide events in order to increase parent involvement, such as parent education classes.<br>b) Identify and communicate the needs of the student population and their families with community partners.<br>c) Develop parent and family engagement policy and offer flexible opportunities for meetings.<br>d) Partner with community partners (Bethesda and Mercy Cares) to provide mentoring to our at risk students.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br><br><b>Title I:</b><br>2.52, 2.531<br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> Family Engagement Resources - 211 - Title I                                                                                                                                                                                                                                     | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Implement the district protocol to ensure identification and accurate coding of all students who qualify to receive special program services.<br><b>Actions:</b> 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.<br>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.<br>c) Ensure that all special services (MTSS, SPED, EB, AI, At risk) are documented in the appropriate programs: Success Ed, Ellevation, Focus<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus staff, Intervention Services department, Special Education staff, 504 coordinator, attendance clerk<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> School Processes & Programs 1                                                                                                                                                                                                     | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 5:</b> Implement the Multi-Tiered Systems of Support (MTSS) framework to facilitate differentiated support and interventions for identified students.<br><b>Actions:</b> a) Hold campus MTSS meetings throughout the year.<br>b) 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.<br>c) Implement SEL curriculum Conscious Discipline (CD) and district provided resources.<br>d) Continue to provide professional learning for CD and tiered behavior interventions.<br>e) Utilize SCE funded crisis counselor to provide support to students in areas of social-emotional learning.<br>f) Create and Implement an Accelerated Intervention Plan to address HB4545.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom teachers and Instructional Facilitators<br><br><b>Title I:</b><br>2.53, 2.533<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

## Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 1:** While there are areas of improvement in student achievement, such as the significant gains in 3rd grade Reading and Math in 2025, student performance across grade levels remains inconsistent, with notable declines in Science and upper-grade Math and Reading. Specifically, 5th grade Science Meets dropped from 32% in 2022 to just 17% in 2025, and 4th grade Reading and Math show a downward trend. **Root Cause:** There has been limited protected time for teacher collaboration within vertical alignment across grade levels. Without consistent opportunities to analyze student data, align curriculum, and plan instruction collectively, teachers face challenges in scaffolding learning effectively from one grade level to the next--especially in Science and Math, where conceptual understanding builds over time.

### School Processes & Programs

**Problem Statement 1:** Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress. **Root Cause:** The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application.

### Perceptions

**Problem Statement 1:** On our Spring survey, Students, staff, and parents report limited opportunities for voice and involvement. Only 59% of students feel their opinions are valued, 12% of staff do not feel engaged in leadership, and 15% of parents feel they lack opportunities to be involved. **Root Cause:** There are limited campus-wide systems in place to consistently promote student voice, shared staff leadership, and meaningful parent involvement. As a result, engagement opportunities are inconsistent across the school 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 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   |     |     |           |
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| <b>Strategy 1:</b> Continue to implement Conscious Discipline campus wide, and implement the campus citizenship plan.<br><b>Actions:</b> a) Train all staff members on Conscious Discipline throughout the year and provide clear implementation expectations.<br>d) Train campus staff on the implementation of Character Strong expectations and begin weekly lessons of 20 minutes.<br>c) Collaborate with our Conscious Discipline Action Team to develop a campus plan to implement CD and revise it throughout the year.<br>d) Continue to use the campus systematic approach to responding to classroom behavior, called the "DES 5 Steps."<br>e) Using the DES 5 steps, students will reflect on their behavior throughout the day and this approach will provide a main line of communicating with families regarding student behavior and progress.<br>e) Utilize title 1 funded Crisis Counselor to provide support to students in areas of social-emotional learning.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff, Counselor<br><br><b>Title I:</b><br>2.53, 2.531<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> Student Learning 1 | Formative |     |     | Summative |
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**Performance Objective 3 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Problem Statement 1:</b> While there are areas of improvement in student achievement, such as the significant gains in 3rd grade Reading and Math in 2025, student performance across grade levels remains inconsistent, with notable declines in Science and upper-grade Math and Reading. Specifically, 5th grade Science Meets dropped from 32% in 2022 to just 17% in 2025, and 4th grade Reading and Math show a downward trend. <b>Root Cause:</b> There has been limited protected time for teacher collaboration within vertical alignment across grade levels. Without consistent opportunities to analyze student data, align curriculum, and plan instruction collectively, teachers face challenges in scaffolding learning effectively from one grade level to the next--especially in Science and Math, where conceptual understanding builds over time. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Implement with fidelity the behavioral MTSS plan.<br><b>Actions:</b> a) Implement the district behavior MTSS plan<br>b) Utilize the DES 5 step plan and Conscious Discipline strategies for all students.<br>c) Differentiate strategies based on individual student behavioral tier.<br>d) Schedule extended behavior MTSS collaborative meetings and utilize Focus to input behavioral MTSS student plans.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, campus staff, Counseling team, Behavior Facilitator<br><br><b>Title I:</b><br>2.53, 2.531<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> Student Learning 1 | Formative |     |     | Summative |
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**Performance Objective 4 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Problem Statement 1:</b> While there are areas of improvement in student achievement, such as the significant gains in 3rd grade Reading and Math in 2025, student performance across grade levels remains inconsistent, with notable declines in Science and upper-grade Math and Reading. Specifically, 5th grade Science Meets dropped from 32% in 2022 to just 17% in 2025, and 4th grade Reading and Math show a downward trend. <b>Root Cause:</b> There has been limited protected time for teacher collaboration within vertical alignment across grade levels. Without consistent opportunities to analyze student data, align curriculum, and plan instruction collectively, teachers face challenges in scaffolding learning effectively from one grade level to the next--especially in Science and Math, where conceptual understanding builds over time. |

**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:** 2024-2025 Campus Attendance

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> 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.</p> <p><b>Actions:</b> a) Develop and communicate campus attendance plan with all stakeholders.<br/>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.<br/>c) Continue to use our campus system to celebrate campus attendance improvement.<br/>d) Provide incentives that encourage student attendance.<br/>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.<br/>f) Communicate monthly with paper flyers, social media, email and parent information events on the importance of attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Attendance clerk, Classroom teachers, Truancy Officer, Counselor and Crisis Intervention Counselor</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</p> |           |     |     |           |
| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>Problem Statement 1:</b> On our Spring survey, Students, staff, and parents report limited opportunities for voice and involvement. Only 59% of students feel their opinions are valued, 12% of staff do not feel engaged in leadership, and 15% of parents feel they lack opportunities to be involved. <b>Root Cause:</b> There are limited campus-wide systems in place to consistently promote student voice, shared staff leadership, and meaningful parent involvement. As a result, engagement opportunities are inconsistent across the school community.</p> |

**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   |     |     |           |
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| <b>Strategy 1:</b> Communicate and implement campus continuous improvement processes at the campus, grade and classroom level.<br><br><b>Actions:</b> 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)<br>b) Each team will identify key measures to track progress and set a goal.<br>c) Conduct the PDSA process at each meeting to track progress.<br><b>Staff Responsible for Monitoring:</b> Campus Administration and campus staff<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Problem Statement 1:</b> Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress. <b>Root Cause:</b> The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.<br><b>Actions:</b> a) Model and communicate to students, staff and families the safety protocols for our campus and district.<br>b) Schedule and monitor safety drills and revise plans as needed. Implement Raptor with all safety drills.<br>c) The logistics committee will identify potential safety threats using survey data for continuous improvement.<br>d) Implement the Anonymous Alerts and Threat Assessment system.<br>e) Conduct monthly safety meetings with the Safety Committee and revise plans as needed.<br>f) Utilize campus Crisis Counselor and District SRO to identify and address safety and social emotional concerns.<br>g) Implement a system where students have the opportunity to get involved into student clubs that are hosted by our staff and community partners.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Campus Staff<br><br><b>Title I:</b><br>2.52<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> On our Spring survey, Students, staff, and parents report limited opportunities for voice and involvement. Only 59% of students feel their opinions are valued, 12% of staff do not feel engaged in leadership, and 15% of parents feel they lack opportunities to be involved. <b>Root Cause:</b> There are limited campus-wide systems in place to consistently promote student voice, shared staff leadership, and meaningful parent involvement. As a result, engagement opportunities are inconsistent across the school 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   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement the district-wide program that promotes an accident-free work environment.<br><b>Actions:</b> a) Require staff to review district plan and safety training sessions.<br>b) Perform campus safety walks and address needs.<br>c) Provide safety equipment as needed.<br>d) Monitor the implementation of safety procedures.<br>e) All employees will complete safe schools.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                      |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Problem Statement 1:</b> Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress. <b>Root Cause:</b> The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application. |



**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   |     |     |           |
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| <b>Strategy 1:</b> Maintain a district-wide coordinated health program.<br><b>Actions:</b> a) Continue to implement health related plans, including: Play it Safe, Health and Vision Screenings, and Fitness Grams.<br>b) Follow district health requirements<br>c) Students participate in regular pacer and fitness grams in physical education classes.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Nurse, Campus Staff<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                 |           |     |     |           |

### Performance Objective 3 Problem Statements:

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Problem Statement 1:</b> Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress. <b>Root Cause:</b> The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application. |

# State Compensatory

## Budget for David E. Smith Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 4.24

**Brief Description of SCE Services and/or Programs**

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## Personnel for David E. Smith Elementary

| <u>Name</u>          | <u>Position</u>           | <u>FTE</u> |
|----------------------|---------------------------|------------|
| 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

# Title I Personnel

| <u>Name</u>        | <u>Position</u>               | <u>Program</u> | <u>FTE</u> |
|--------------------|-------------------------------|----------------|------------|
| Jennifer Kimbrough | Assistant Principal           | Title I        | 0.5        |
| Lisa Wolf          | Crisis Intervention Counselor | Title I        | 0.5        |
| Morgan Martinez    | Instructional Facilitator     | Title I        | 1          |

# Campus Funding Summary

| 211 - Title I               |           |          |                             |              |              |
|-----------------------------|-----------|----------|-----------------------------|--------------|--------------|
| Goal                        | Objective | Strategy | Resources Needed            | Account Code | Amount       |
| 1                           | 1         | 1        | Instructional Facilitator   |              | \$0.00       |
| 1                           | 2         | 3        | Family Engagement Resources |              | \$0.00       |
| Sub-Total                   |           |          |                             |              | \$0.00       |
| Budgeted Fund Source Amount |           |          |                             |              | \$151,324.00 |
| +/- Difference              |           |          |                             |              | \$151,324.00 |
| Grand Total Budgeted        |           |          |                             |              | \$151,324.00 |
| Grand Total Spent           |           |          |                             |              | \$0.00       |
| +/- Difference              |           |          |                             |              | \$151,324.00 |

**Birdville Independent School District**  
**Foster Village Elementary**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

*Preparing young minds to become productive members of society while providing a safe environment for growth and success today.*

# Table of Contents

|                                                                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                     | 4  |
| Demographics .....                                                                                                                                       | 4  |
| Student Learning .....                                                                                                                                   | 5  |
| School Processes & Programs .....                                                                                                                        | 7  |
| Perceptions .....                                                                                                                                        | 8  |
| Priority Problem Statements .....                                                                                                                        | 9  |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                  | 11 |
| Goals .....                                                                                                                                              | 13 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... | 13 |
| Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. ....                                | 25 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                            | 29 |
| State Compensatory .....                                                                                                                                 | 36 |
| Budget for Foster Village Elementary .....                                                                                                               | 36 |
| Personnel for Foster Village Elementary .....                                                                                                            | 36 |
| Title I .....                                                                                                                                            | 37 |
| Title I Personnel .....                                                                                                                                  | 38 |



# Comprehensive Needs Assessment

Revised/Approved: March 26, 2026

## Demographics

### Demographics Summary

Foster Village Elementary serves a diverse student population of 430 students. The campus is primarily composed of White (39%) and Hispanic (33%) students, with smaller populations of Black students (14%), Asian students (6%), and those identifying as Two or More Races (6%). The school supports a range of student needs, including 22% in Special Education, 17% Emergent Bilingual, 6% with Dyslexia, 6% in the GATE program, and 4% receiving 504 services. Additionally, 61% of students are Economically Disadvantaged, and 59% are identified as At Risk, reflecting the challenges and opportunities within the school community. The average attendance for 2024-2025 was 95.2%.

### 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 16.74% in 2024/25. 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 26% meeting grade-level standards in Reading/Language Arts and 29% 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 1.5% 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):*

- **2025 Performance:** 58% of all students met the Grade Level (GL) standard, with the strongest performance in the white group (63%) and lower performance in Asian (40%) and High Focus (49%) groups.

#### *Mathematics:*

- **2025 Performance:** 50% of all students met the GL standard, with the Asian group again performing strongly at 60%, while African American (43%) and High Focus (44%) groups need additional support.

### Academic Growth:

#### *Reading/Language Arts (RLA):*

- **2025 Growth:** 64% overall growth, with the Asian group achieving 80%, but African American growth at 45% highlights the need for focused interventions.

#### *Mathematics:*

- **2025 Growth:** 69% overall growth, with exceptional gains in the Asian group (88%), though African American growth at 61% shows room for improvement.

## Student Learning Strengths

Foster Village Elementary showcases several key strengths in student learning. In Reading/Language Arts (RLA), 58% of all students met the Grade Level (GL) standard, with the White student group excelling at 63%, reflecting a strong foundation in literacy. Academic growth in RLA was also notable, with an overall growth rate of 64% and an impressive 80% growth in the Asian group, indicating the success of targeted instructional strategies. In Mathematics, 50% of students met the GL standard, with the Asian group again demonstrating strong performance at 60%. The school also achieved robust growth in Mathematics, with a 69% overall growth rate and an exceptional 88% 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 34%

of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 33% 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.

**Make Your Day:** At Foster Village Elementary School, this self-regulation program focuses on social-emotional learning, reflection, discipline, and self-regulation. It aims to equip parents and schools with strategies to effectively reach and teach every child. The skills developed through Make Your Day 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 Make Your Day 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 34% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 33% 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 16.74% in 2024/25. 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 26% meeting grade-level standards in Reading/Language Arts and 29% 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 1.5% 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 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:** 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   |     |     |           |
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| <b>Strategy 1:</b> Continue to build capacity to implement the District literacy plan at the campus level.<br><b>Actions:</b> a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plan.<br>b) Provide technical, consulting, and coaching cycles for teachers as they implement the campus plan.<br>c) Infuse literacy-focused discussions into weekly professional learning committee (PLC) meetings.<br>d) Continue quarterly literacy events to promote reading.<br>e) Collect process data to measure the degree of alignment and implementation of district initiatives.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach, Leadership Team Members, Reading Vertical Team<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <b>Strategy 2:</b> 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.<br><b>Actions:</b> a) Teachers will evaluate student progress towards one year's worth of growth after each benchmark.<br>b) Utilizing the PDSA (plan, do, study, act) cycle, they will develop a plan to improve student learning.<br>c) Teachers utilize the District Formative Assessments each nine weeks.<br><b>Staff Responsible for Monitoring:</b> Classroom Teachers<br>Interventionist<br>Administration<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1                                                                                                                                                                                                                                                                                                                                                   | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
| <b>Strategy 3:</b> Implement literacy plan through established priorities for system-wide literacy practices.<br><b>Actions:</b> a) Schedule monthly meetings with leadership team to grow literacy practices. goals and create list of Expectations for FVE classrooms.<br>b) Infuse literacy-focused discussions into monthly campus meetings.<br>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).<br>d) Identify literacy priorities with leadership teams and model with specificity needed for quality implementation.<br><b>Staff Responsible for Monitoring:</b> Campus<br>Administration<br>Team Leaders<br>LOL Team /<br>Instructional<br>Leads<br>Vertical Teams<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1<br><b>Funding Sources:</b> Substitutes for Leadership meeting dates. - 211 - Title I | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.<br><b>Actions:</b> a) Provide Title 1 Tutors to fill administer accelerated instructions and fill learning gaps.<br>b) Provide research-based assessment tools for online learning.<br>c) Provide updated technology devices for classrooms that are not equipped with interactive boards.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Technology Department<br>Instructional Facilitator<br>Classroom Teachers<br><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1<br><b>Funding Sources:</b> Tutors - 211 - Title I |  | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |           |     |     |           |

Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Problem Statement 1:</b> Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 16.74% in 2024/25. 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. <b>Root Cause:</b> 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. |
| <b>Problem Statement 2:</b> Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 26% meeting grade-level standards in Reading/Language Arts and 29% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. <b>Root Cause:</b> 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.                                                   |
| <b>Problem Statement 3:</b> Campus attendance average is 1.5% below attendance target. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Problem Statement 2:</b> Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 34% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 33% met the Mathematics standard, highlighting significant achievement gaps. <b>Root Cause:</b> 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                                                                                     |                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Our campus has random variation in instructional delivery and student expectations. | <b>Root Cause:</b> Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Provide opportunities to develop and train Special Education Teachers in district initiatives and curriculum.<br><b>Actions:</b> a) Purchase curriculum sanctioned by the district that will allow teachers to instruct students at higher levels of comprehension.<br>b) Provide time for Special Education teachers to plan and meet with classroom teachers.<br>c) Utilize instructional facilitators to help mentor and train special education teachers to utilize district initiatives and curriculum.<br><b>Staff Responsible for Monitoring:</b> Resource Teacher<br>Instructional Facilitator<br>Administration<br>District Special Education Department representatives<br><br><b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 2 - School Processes & Programs 1         | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
| <b>Strategy 2:</b> 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.<br><b>Actions:</b> a) Train all teachers of advanced academics classes in the curriculum instructional round process.<br>b) Continue to promote writing through campus wide writing share out.<br>c) Identify and arrange so that students who would benefit from telescoping in Math have the opportunity.<br><b>Staff Responsible for Monitoring:</b> Principal<br>School Secretary<br>Librarian<br>Librarian Educational Assistant<br>Classroom Teachers<br><br><b>Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> Utilize the results of the Response to Intervention task force to implement a multi-tiered system of support (MTSS) for identified students.</p> <p><b>Actions:</b> a) Continue to structure Intervention so that students are pulled during their small group time.<br/> b) Provide additional intervention with Title I tutors for small group intervention for grades Kindergarten - Fifth grade.<br/> c) Procure resources to fill gaps in student learning.<br/> d) Deliver instruction on Conscious Discipline and other social and emotional strategies.<br/> e) Provide ongoing training for all staff to build their capacity to implement MTSS.</p> <p><b>Staff Responsible for Monitoring:</b> Resource Teacher<br/> Reading and Math Interventionist<br/> Title I EAs<br/> Tutors funded through Title I<br/> ARD Committees<br/> 504 Committees<br/> RTI Committees<br/> Campus Administration<br/> Leadership Team<br/> Team Leads</p> <p><b>ESF Levers:</b><br/> Lever 5: Effective Instruction<br/> - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> Personnel - 211 - Title I</p> | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
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| <b>Strategy 4:</b> 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.<br><b>Actions:</b> a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support.<br>b) Monitor the plan, do, study, act (PDSA) development process through professional learning committees to ensure alignment to district expectation<br>c) Collect evidence of successful use of continuous improvement. Share these through weekly staff communication.<br>d) Create and deliver a set of best practices for new-to-district teachers and teachers through faculty meetings and OPL-Optional Professional Learning.<br>e) Support use of curriculum and instruction by modeling use as a campus administration<br><b>Staff Responsible for Monitoring:</b> Campus Administration,<br>Team Leaders,<br>Leadership Team<br>Instructional Facilitator<br><br><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 2 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
| <b>Strategy 5:</b> Provide multiple opportunities for parents and the community to be engaged in the educational process.<br><b>Actions:</b> a) Hold an annual Title 1 meeting to further explain the programs and services offered to FVE students.<br>b) Develop and distribute a Family and Parent Engagement Policy.<br>c) Develop, distribute and review the Parent School Compact.<br>d) Invite families to join the parent teacher association (PTA).<br>e) Hold school community evening events to engage families.<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>Problem Statements:</b> Demographics 3 - School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |

### 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 16.74% in 2024/25. 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 26% meeting grade-level standards in Reading/Language Arts and 29% 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 1.5% 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 34% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 33% 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   |     |     |           |
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| <b>Strategy 1:</b> Implement Make Your Day classroom management throughout the campus.<br><b>Actions:</b> a) Beginning Implementation plan for Make Your Day<br>b) Provide ongoing professional learning to all stakeholders on the Make Your Day program<br>c) Identify Make Your Day champions to model classrooms using Make Your Day strategies.<br>d) Continue to partner with Birdville Elementary to support learning opportunities online and in person.<br>e) Collect data on intervention effectiveness.<br>f) Conduct nine week celebrations recognizing students who exemplify SEL behaviors.<br>g) Utilize Crisis Counselors to provide support to students in areas of social-emotional learning.<br><b>Staff Responsible for Monitoring:</b> Counselor<br>All Classroom Teachers<br>Administration<br><br><b>Problem Statements:</b> Demographics 3 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> Make Your Day Implementation Process Plan - 211 - Title I | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
| <b>Strategy 2:</b> Increase socially appropriate behaviors by teaching replacement behaviors and generalizing those across settings..<br><b>Actions:</b> a) Implement evidence based strategies and interventions for managing behaviors.<br>b) Implement individual behavior charts for students on a behavior tier.<br>c) Provide items for students to purchase using their points.<br><b>Staff Responsible for Monitoring:</b> Behavior Specialist<br>Campus Administration<br><br><b>Problem Statements:</b> Demographics 3 - Student Learning 2 - School Processes & Programs 1                                                                                                                                                                                                                                                                                                                                                                                                                                        | Formative |     |     | Summative |
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### Performance Objective 3 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Problem Statement 3:</b> Campus attendance average is 1.5% below attendance target. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.                                                                                                                                                                                                                                                                                                                                                          |
| <b>Problem Statement 2:</b> Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 34% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 33% met the Mathematics standard, highlighting significant achievement gaps. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 1:</b> Our campus has random variation in instructional delivery and student expectations. <b>Root Cause:</b> Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 1:</b> We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. <b>Root Cause:</b> 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   |     |     |           |
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| <b>Strategy 1:</b> Monitor the fidelity of implementation of the behavioral Response to Intervention plan.<br><b>Actions:</b> a) Provide training on the district behavior Response to Intervention plan.<br>b) Identify needed support systems within the campus and educate faculty and staff on best use of such supports.<br>c) Provide clear expectations and modeling of Behavior and Relationship Management system on campus.<br>d) Communicate the Social Emotional Skills and establish a system for regular integration of these key beliefs<br>e) Generate and display positive well-being "propaganda" throughout the school to encourage positive choices and overall school community building.<br>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.<br><b>Staff Responsible for Monitoring:</b> Assistant Principal<br>Instructional Facilitator<br>Classroom Teachers<br><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 | Formative |     |     | Summative |
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**Performance Objective 4 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Problem Statement 1:</b> Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 16.74% in 2024/25. 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. <b>Root Cause:</b> 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. |
| <b>Problem Statement 2:</b> Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 26% meeting grade-level standards in Reading/Language Arts and 29% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. <b>Root Cause:</b> 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 34% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 33% 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.

**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 and ODS

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <b>Strategy 1:</b> 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.<br><b>Actions:</b> a) Design and implement improvement plan strategies to increase staff and student attendance.<br>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.<br>c) Create a system to celebrate campus attendance.<br>d) Utilize funding from district to provide incentives to improve student attendance.<br>e) Track student attendance and update staff and students in regards to progress on a quarterly basis.<br><b>Staff Responsible for Monitoring:</b> Classroom Teachers<br>Faculty Student Celebration Committee<br>Students<br>Campus Administration<br><br><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 2 - School Processes & Programs 1 | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Problem Statement 2:</b> Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 26% meeting grade-level standards in Reading/Language Arts and 29% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. <b>Root Cause:</b> 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. |
| <b>Problem Statement 3:</b> Campus attendance average is 1.5% below attendance target. <b>Root Cause:</b> 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 2:** Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 34% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 33% 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.

**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   |     |     |           |
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| <b>Strategy 1:</b> Develop and deploy continuous improvement processes at the campus level.<br><b>Actions:</b> a) Establish grade level/team, and personal SMART goals to improve overall academic performance in at least one subject area.<br>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.<br>c) Monitor the use of data folders for all students to aid in individual data tracking.<br>d) Model use of plan, do, study, act (PDSAs) by evaluating effectiveness of campus expectations.<br><b>Staff Responsible for Monitoring:</b> Classroom Teachers<br>Students<br>Campus Administration<br>Instructional Facilitator<br><br><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Problem Statement 1:</b> Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 16.74% in 2024/25. 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. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 2:</b> Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 26% meeting grade-level standards in Reading/Language Arts and 29% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. <b>Root Cause:</b> 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.</p> |



| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Problem Statement 3:</b> Campus attendance average is 1.5% below attendance target. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.                                                                                                                                                                                                                                                                                                                                                          |
| <b>Problem Statement 2:</b> Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 34% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 33% met the Mathematics standard, highlighting significant achievement gaps. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 1:</b> Our campus has random variation in instructional delivery and student expectations. <b>Root Cause:</b> Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**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   |     |     |           |
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| <b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.<br><b>Actions:</b> a) Review perception data from students, staff and parents to identify strategies to improve campus safety.<br>b) Identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being.<br>c) Develop procedures for teachers, students, and parents to follow in any type of campus emergency situation.<br>d) Use campus and crisis counselor to work with teachers and administrators to identify and address safety and social emotional concerns.<br>e) Conduct safety meetings with Campus Leadership members to evaluate and problem solve campus safety concerns.<br>f) Conduct safety audits to identify security issues on campus.<br>g) Identify potential school and safety threats using survey data for continuous improvement.<br>h) Staff members will have identifiable and identical school shirts that designate they are school staff members.<br><b>Staff Responsible for Monitoring:</b> Assigned District Personnel<br>Campus Administration<br>Students<br>Classroom Teachers<br><br><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Reduce the amount of time students are removed from regular classroom due to disciplinary placements.<br><b>Actions:</b> a) Participate in Conscious Discipline book study utilizing Conscious Discipline videos as a staff.<br>b) Implement Conscious Discipline strategies throughout the campus.<br>c) Discuss specific student concerns during weekly administrative meetings and provide input to improve student success.<br>d) Monitor and evaluate the implementation of the behavior RtI plan.<br>e) Review campus disciplinary procedures quarterly and align ourselves in our beliefs and actions.<br>f) Develop positive plans and/or alternative behavior plans for students that need additional support.<br>g) Utilize district general education behavior facilitator to assess needs of students.<br>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.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Classroom teachers<br><br><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2 |  | Formative |     |     | Summative |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |           |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Problem Statement 1:</b> Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 16.74% in 2024/25. 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. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 2:</b> Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 26% meeting grade-level standards in Reading/Language Arts and 29% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 3:</b> Campus attendance average is 1.5% below attendance target. <b>Root Cause:</b> 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.</p> |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Problem Statement 1:</b> 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. <b>Root Cause:</b> District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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 34% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 33% 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.

**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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop and implement a district-wide program that promotes an accident-free work environment.<br><b>Actions:</b> a) Continue to review and update the District accident prevention plan and related department safety plans.<br>b) Require staff to review district plan and related department plans through the SafeSchools platform.<br>c) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments.<br>d) Continue Safety Committee meetings per district plan.<br>e) Review and report claim information per the district plan.<br>f) Perform campus/building safety walk throughs as required by district plan.<br>g) Monitor the website notification system for Safety Hazard reporting.<br>h) Communicate and recommend action plans to campuses and department heads at least annually.<br><b>Staff Responsible for Monitoring:</b> Assigned District Personnel<br>Campus Administration<br>Classroom teachers<br><br><b>Problem Statements:</b> Demographics 3 - Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |
| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 3:</b> Campus attendance average is 1.5% below attendance target. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                           |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity. |

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.

**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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Deliver current and accurate information regarding college admission, financial aid, and the TEXAS grant program opportunities for staff, students, and parents.<br><b>Actions:</b> a) Provide and distribute information and training modules to staff, as received from the district.<br>b) Monitor implementation of training and requirements of the district.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br><br><b>Problem Statements:</b> Demographics 1, 3 - School Processes & Programs 1                                                                    | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
| <b>Strategy 2:</b> Develop and maintain a campus-wide coordinated health program.<br><b>Actions:</b><br>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.<br>b) Monitor participation of students in physical activity and collection of student fitness assessment data.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Team Leaders/<br>LOL group<br><br><b>Problem Statements:</b> Demographics 3 - Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                          |           |     |     |           |

**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 16.74% in 2024/25. 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 3:** Campus attendance average is 1.5% 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.

### 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.



# State Compensatory

## Budget for Foster Village Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 5.29

**Brief Description of SCE Services and/or Programs**

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

## Personnel for Foster Village Elementary

| <u>Name</u>         | <u>Position</u>           | <u>FTE</u> |
|---------------------|---------------------------|------------|
| 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

# Title I Personnel

| <u>Name</u>      | <u>Position</u>         | <u>Program</u> | <u>FTE</u> |
|------------------|-------------------------|----------------|------------|
| Courtney Maxwell | Instructional Facilator | Title I        | 0.5        |

# **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*

# Table of Contents

|                                                                                                                                                            |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Reaching our goals and inspiring others in a safe and student-centered environment where everyone is a valued member of our school family. ....            | 2  |
| Comprehensive Needs Assessment .....                                                                                                                       | 4  |
| Demographics .....                                                                                                                                         | 4  |
| Student Demographics – Grace E. Hardeman Elementary .....                                                                                                  | 4  |
| Student Learning .....                                                                                                                                     | 7  |
| Strengths .....                                                                                                                                            | 8  |
| School Processes & Programs .....                                                                                                                          | 9  |
| Perceptions .....                                                                                                                                          | 11 |
| Student Perceptions .....                                                                                                                                  | 11 |
| Staff Perceptions .....                                                                                                                                    | 11 |
| Parent Perceptions .....                                                                                                                                   | 11 |
| Priority Problem Statements .....                                                                                                                          | 13 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                    | 14 |
| Goals .....                                                                                                                                                | 16 |
| 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. .... | 16 |
| Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. ....                                  | 23 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                              | 27 |
| State Compensatory .....                                                                                                                                   | 29 |
| Budget for Grace E. Hardeman Elementary .....                                                                                                              | 29 |
| Personnel for Grace E. Hardeman Elementary .....                                                                                                           | 29 |
| Title I .....                                                                                                                                              | 30 |
| Title I Personnel .....                                                                                                                                    | 31 |

# 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/Unschooler 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   |     |     |           |
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| <p><b>Strategy 1:</b> Maximize district resources by implement quality Tier 1 instructional priorities for students in grades Pre-K through 5th grade.</p> <p><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, LOL team, campus vertical teams, and Instructional Facilitator</p> <p><b>Title I:</b><br/>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov       | Jan | Mar | June      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <p><b>Strategy 2:</b> Provide professional development to support teachers in effectively developing, administering, and analyzing student performance data to measure growth.</p> <p><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Facilitator</p> <p><b>Title I:</b><br/>2.51</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Tutorials - 211 - Title I, SCE Campus Personnel - 199 - General Funds: SCE</p> | Formative |     |     | Summative |
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### 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   |     |     |           |
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| <p><b>Strategy 1:</b> 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><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Facilitator, LOL team, staff</p> <p><b>Title I:</b><br/>2.51</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> |           |     |     |           |

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

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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 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   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop and implement a campus-wide program to incentivize student and staff attendance.<br><b>Actions:</b> a) Develop and communicate a clear campus attendance plan with all stakeholders (staff, students, and families).<br><br>b) Monitor the attendance plan regularly and make adjustments throughout the year as needed.<br><br>c) Track both student and staff attendance to ensure consistency and accountability.<br><br>d) Provide meaningful incentives to encourage and celebrate strong student attendance.<br><br>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.<br><br>f) Utilize the district tribunal process as needed to address chronic absenteeism.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>IF<br>STAFF<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Nov       | Jan | Mar | June      |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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 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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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.<br><b>Actions:</b> a) Plan: Collaboratively identify focus areas, set measurable goals, and outline specific action steps.<br><br>b) Do: Implement the strategies with fidelity and provide ongoing support.<br><br>c) Study: Monitor progress through data analysis, feedback, and regular reflection cycles.<br><br>d) Act: Adjust and refine strategies based on results to ensure continuous growth and improvement.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 2 | Formative |     |     | Summative |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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. |

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

 Accomplished

 Continue/Modify

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**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> 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. |
| <b>Problem Statement 3:</b> 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. <b>Root Cause:</b> 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.                                                              |

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

**Performance Objective 2 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> 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. |
| <b>Problem Statement 3:</b> 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. <b>Root Cause:</b> 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.                                                              |

# 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        |

**Birdville Independent School District**  
**Green Valley Elementary**  
**2025-2026 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*

Table of Contents

Comprehensive Needs Assessment ..... 4

Demographics ..... 4

Student Learning ..... 6

School Processes & Programs ..... 11

Perceptions ..... 13

Priority Problem Statements ..... 14

Comprehensive Needs Assessment Data Documentation ..... 15

Goals ..... 17

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. .... 17

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. .... 24

Goal 3: All scholars and staff will learn and work in a safe and responsive environment. .... 27

State Compensatory ..... 30

Budget for Green Valley Elementary ..... 30

Personnel for Green Valley Elementary ..... 30

# Comprehensive Needs Assessment

## 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:

406 total students

Male: 52.2%

Female: 47.8%

White: 58.4%

Hispanic/Latino: 21.7%

Black/African American: 6.2%

Asian: 6.9%

American Indian/Alaska Native: .7%

Two or More: 2.6%

### Special Programs:

Economically Disadvantaged: 26.8%

Limited English Proficient: 5%

Dyslexic: 5%

504 Students: 5.9%

Gifted and Talented: 13.7%

Special Education: 17.2%

Average Daily Attendance: 96.3%

**Demographics change of note:**

In the past five years, the total number of students has decreased, and the percentage of economically disadvantaged 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. Green Valley is characterized by a strong and supportive learning environment, bolstered by a low student mobility rate and a favorable 20:1 student-to-teacher ratio, allowing for more personalized instruction and meaningful interactions. A high teacher retention rate reflects a stable and committed staff, contributing to consistent academic support and a sense of continuity for students. The school also places a strong emphasis on building connected relationships with parents and the wider community, fostering collaboration and shared investment in student success. Together, these elements create a warm, family-like culture where students feel valued, supported, and empowered to thrive.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Our special education percentage is high and has increased over the last several years resulting in a need to focus on that sub-group.

**Root Cause:** We added two specialized programs to our campus, and dyslexia students have transitioned from 504 to sped.

## Student Learning

### Student Learning Summary

Historical STAAR Data by subject and Grade Level:

#### 3rd Math:

| Year        | Approaches | Meet      | Mast      |
|-------------|------------|-----------|-----------|
| 2019        | 95         | 77        | 48        |
| 2021        | 88         | 60        | 37        |
| 2022        | 82         | 62        | 38        |
| 2023        | 91         | 69        | 31        |
| <b>2024</b> | <b>82</b>  | <b>47</b> | <b>19</b> |
| <b>2025</b> | <b>86</b>  | <b>60</b> | <b>28</b> |

#### 4th Math:

| Year | Approaches | Meet | Mast |
|------|------------|------|------|
| 2019 | 90         | 68   | 44   |
| 2021 | 93         | 78   | 59   |
| 2022 | 88         | 68   | 43   |
| 2023 | 85         | 62   | 29   |



| Year        | Approaches | Meet      | Mast      |
|-------------|------------|-----------|-----------|
| <b>2024</b> | <b>83</b>  | <b>75</b> | <b>35</b> |
| <b>2025</b> | <b>80</b>  | <b>55</b> | <b>33</b> |

**5th Math:**

| Year        | Approaches | Meet      | Mast      |
|-------------|------------|-----------|-----------|
| 2019        | 100        | 86        | 71        |
| 2021        | 98         | 88        | 67        |
| 2022        | 99         | 85        | 53        |
| 2023        | 93         | 67        | 36        |
| <b>2024</b> | <b>91</b>  | <b>71</b> | <b>36</b> |
| <b>2025</b> | <b>89</b>  | <b>74</b> | <b>41</b> |

**3rd RLA:**

| Year | Approaches | Meet | Mast |
|------|------------|------|------|
| 2019 | 92         | 72   | 61   |
| 2021 | 94         | 77   | 53   |
| 2022 | 89         | 72   | 51   |
| 2023 | 91         | 73   | 43   |

| Year        | Approaches | Meet      | Mast      |
|-------------|------------|-----------|-----------|
| <b>2024</b> | <b>89</b>  | <b>73</b> | <b>34</b> |
| <b>2025</b> | <b>90</b>  | <b>78</b> | <b>42</b> |

**4th RLA:**

| Year        | Approaches | Meet      | Mast      |
|-------------|------------|-----------|-----------|
| 2019        | 92         | 75        | 44        |
| 2021        | 96         | 75        | 54        |
| 2022        | 94         | 79        | 56        |
| 2023        | 97         | 76        | 39        |
| <b>2024</b> | <b>95</b>  | <b>83</b> | <b>55</b> |
| <b>2025</b> | <b>93</b>  | <b>81</b> | <b>47</b> |

**5th RLA:**

| Year | Approaches | Meet | Mast |
|------|------------|------|------|
| 2019 | 98         | 73   | 39   |
| 2021 | 95         | 77   | 64   |
| 2022 | 96         | 82   | 69   |
| 2023 | 94         | 82   | 62   |

| Year | Approaches | Meet | Mast |
|------|------------|------|------|
| 2024 | 91         | 75   | 42   |
| 2025 | 92         | 83   | 62   |

5th Science:

| Year | Approaches | Meet | Mast |
|------|------------|------|------|
| 2019 | 90         | 70   | 35   |
| 2021 | 91         | 69   | 34   |
| 2022 | 97         | 79   | 32   |
| 2023 | 81         | 59   | 37   |
| 2024 | 73         | 47   | 15   |
| 2025 | 90         | 67   | 44   |

Historical Data - Pre-K-2 Percentage of Students on Level at End of Year based on BAS assessment.

| Grade | On level at<br>EOY 2021 | On level at<br>EOY 2022            | On level at EOY<br>2023 | On level at EOY<br>2024 | On level at EOY<br>2025 |
|-------|-------------------------|------------------------------------|-------------------------|-------------------------|-------------------------|
| PK    | -                       | Rapid letter naming<br>Rapid Vocab | 91%/95%                 | 90%/90%                 | 95%/100%                |

| Grade | On level at EOY 2021 | On level at EOY 2022 | On level at EOY 2023 | On level at EOY 2024 | On level at EOY 2025 |
|-------|----------------------|----------------------|----------------------|----------------------|----------------------|
| K     | 73%                  | 75%                  | 72%                  | 64%                  | 66%                  |
| 1     | 58%                  | 64%                  | 56%                  | 56%                  | 75%                  |
| 2     | 64%                  | 59%                  | 63%                  | 53%                  | 68%                  |

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 STAAR math performance has decreased slightly over the last several years.

**Root Cause:** Lack of vertical alignment and professional learning support for teachers as focus has been on RLA.

# 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

Our campus takes on new initiatives and implements them with fidelity such as ST math, Aware testing, having a plan to implement technology and what that looks like each year. Problem solving conversations and vertical teams working together. Having data folders and building them together and everyone being on board to use them. We all as teams work together to do the best for the scholars.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Need to strengthen continuous improvement processes within Professional Learning Communities to strengthen process for analyzing student data and respond to student needs, and apply continuous improvement to all school processes to ensure processes are efficient and effective.

**Root Cause:** We began building capacity in this area last year but are still working to fine tune processes that provided needed time for teachers without losing instruction time.

# Perceptions

## Perceptions Summary

Data based on district safety survey in Spring of 2025:

Student survey shows 92% of students have a trusted adult on campus. That is an increase of 13% from the year prior.

96 percent of students reported feeling safe on campus, which is an increase of 16% from the prior year, and 96% report having a friend they trust which is a 5% increase.

Parent safety survey revealed 97% of parents feel school is safe and orderly and 90% report their student has a trusted adult at school, 92% report respect for all is emphasized.

Staff survey revealed 96% of staff feel this campus is a safe and orderly, and 92% 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.

Our school is guided by passionate, nurturing educators who are trained in early childhood development and committed to helping every child thrive. Students feel safe both physically and emotionally while engaging in a well-rounded curriculum that includes reading, writing, math, science, social studies, the arts, and physical education. We intentionally teach skills like empathy, resilience, cooperation, and emotional regulation, while strong family partnerships and meaningful community connections further enrich learning at home, at school, and beyond.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Although the Student Safety survey shows we increased from 79% of students feel they can talk to a trusted adult on campus to 92%, our goal is for all scholars to have trusting connections with adults on campus.

**Root Cause:** Teachers need to focus on building trusting connections with all scholars.

# Priority Problem Statements

**Problem Statement 1:** Green Valley STAAR math performance has decreased slightly over the last several years.

**Root Cause 1:** Lack of vertical alignment and professional learning support for teachers as focus has been on RLA.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Although the Student Safety survey shows we increased from 79% of students feel they can talk to a trusted adult on campus to 92%, our goal is for all scholars to have trusting connections with adults 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 to strengthen process for analyzing student data and respond to student needs, and apply continuous improvement to all school processes to ensure processes are efficient and effective.

**Root Cause 3:** We began building capacity in this area last year but are still working to fine tune processes that provided needed time for teachers without losing instruction time.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Our special education percentage is high and has increased over the last several years resulting in a need to focus on that sub-group.

**Root Cause 4:** We added two specialized programs to our campus, and dyslexia students have transitioned from 504 to sped.

**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
- 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
- Federal Report Card and accountability data

## Student Data: Assessments

- 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
- 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
- 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
- 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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide quality Tier 1 instruction for every scholar by maximizing district resources especially Bluebonnet math, and implementing Tier 1 priorities in Pre-k through 5th grade.</p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>-Utilize grade level PLCs in collaboration with Instructional Facilitator to implement tier 1 priorities.</li> <li>-Train staff during professional learning sessions after each district LOL (leaders of learners) meeting.</li> <li>-Utilize campus resources including Instructional Facilitator to provide support for campus and classroom implementation of Bluebonnet Math.</li> <li>-Utilize RLA, math and science vertical teams to increase collaboration system-wide on tier 1 priorities and best practices in the classroom including all aspects of Bluebonnet Math curriculum.</li> <li>-Provide additional resources such as ThinkUp mentoring minds to support Tier 1 instruction and continued growth for all students including high-achieving students in RLA and science.</li> <li>-Utilize prekindergarten teachers to provide a foundation to our youngest students by meeting academic, social, and emotional needs.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/>Instructional Staff<br/>Professional Learning Communities - Horizontal by Grade Level &amp; K-5 Vertical Teams</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE</p> | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Nov       | Jan | Mar | June      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Provide and monitor a comprehensive professional learning plan to address the needs of staff members.<br><b>Actions:</b> -Identify needs based on goals of each individual teacher - TTESS<br>-Implement framework that facilitates relevant professional learning for staff.<br>-Allocate resources to support professional learning plan. (including content based professional learning and Professional Conferences addressing Social and Emotional Needs of Scholars)<br>-Utilize district-provided processes to manage evidence of learning. (Walk-throughs, lesson plans, professional learning history in Eduphoria Workshop)<br>-Utilize Instructional Facilitator to provide training to teachers to deliver strategies to increase student performance levels<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Instructional Staff<br>Professional Learning Communities - Grade Level, Leaders of Learners Team<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Nov       | Jan | Mar | June      |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Our special education percentage is high and has increased over the last several years resulting in a need to focus on that sub-group. <b>Root Cause:</b> We added two specialized programs to our campus, and dyslexia students have transitioned from 504 to sped.                                                                                                                                                                                                            |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Problem Statement 1:</b> Green Valley STAAR math performance has decreased slightly over the last several years. <b>Root Cause:</b> Lack of vertical alignment and professional learning support for teachers as focus has been on RLA.                                                                                                                                                                                                                                                                  |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Need to strengthen continuous improvement processes within Professional Learning Communities to strengthen process for analyzing student data and respond to student needs, and apply continuous improvement to all school processes to ensure processes are efficient and effective. <b>Root Cause:</b> We began building capacity in this area last year but are still working to fine tune processes that provided needed time for teachers without losing instruction time. |

**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 collaboratives

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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.<br><br><b>Actions:</b> -Build capacity in the area of continuous improvement through campus professional learning and professional learning communities.<br>-Deliver clear expectations on the implementation of the continuous improvement process throughout the school year based on rubric and campus data.<br>-Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus including student data folders.<br>-Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric.<br>-Utilize Continuous improvement processes to strengthen instruction and assist teachers in supporting learning for all scholars.<br><br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Leaders of Learners Team<br>Instructional Staff<br><br><b>Problem Statements:</b> Demographics 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Nov       | Jan | Mar | June      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Implement PDSA process and data analysis through grade level and vertical PLCs to ensure growth and performance of all students.<br><br><b>Actions:</b> -Review expectations for teachers regarding PDSA process and best practices during campus professional learning and grade level meetings.<br>- 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.<br>- Utilize MTSS collaboratives to review assessment data and create tiered plans for students based on individual needs.<br>- Provide responsive instruction based on scholar data to provide for individual student needs.<br>- Meet regularly in grade level and vertical PLCs to continue the PDSA cycle and data analysis.<br>- Utilize Instructional Facilitator to provide training to teachers to deliver strategies to increase student performance levels.<br>- Implement MTSS (Multi-Tiered System of Supports) processes to ensure alignment with district protocol and make adjustments as needed.<br>- Utilize district resources with tier 1, 2, and 3 scholars during small group instruction.<br>- Build capacity in instructional areas through regular professional learning and professional learning communities to ensure student learning needs are met.<br>- Provide enrichment for tier 1 groups based on individual data.<br><br><b>Staff Responsible for Monitoring:</b> Administration, Instructional Facilitator<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Nov       | Jan | Mar | June      |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Our special education percentage is high and has increased over the last several years resulting in a need to focus on that sub-group. <b>Root Cause:</b> We added two specialized programs to our campus, and dyslexia students have transitioned from 504 to sped.                                                                                                                                                                                                            |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Problem Statement 1:</b> Green Valley STAAR math performance has decreased slightly over the last several years. <b>Root Cause:</b> Lack of vertical alignment and professional learning support for teachers as focus has been on RLA.                                                                                                                                                                                                                                                                  |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Need to strengthen continuous improvement processes within Professional Learning Communities to strengthen process for analyzing student data and respond to student needs, and apply continuous improvement to all school processes to ensure processes are efficient and effective. <b>Root Cause:</b> We began building capacity in this area last year but are still working to fine tune processes that provided needed time for teachers without losing instruction time. |

**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   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Utilize CharacterStrong, guidance lessons, and Conscious Discipline skills, powers, and structures at the campus level to model and teach social-emotional skills.<br><b>Actions:</b> -Provide professional learning for all staff regarding Social-Emotional strategies, structures, and skills.<br>-Utilize the campus team to assist with implementing Conscious Discipline skills and strategies.<br>-Provide support to campus team by providing virtual consultations through Conscious Discipline throughout the school year.<br>-Conduct walk-throughs & follow-up discussions to provide feedback to teachers as they implement skills and strategies.<br>-Counselor will conduct guidance lessons and small groups throughout the school year.<br>-Teachers will utilize the Character Strong program throughout the school year.<br>-Build capacity in Social-Emotional Behavior through campus professional learning, and sending staff to conferences.<br>-Utilize Crisis Counselor to provide support to students in areas of social-emotional behavior.<br>-Provide parent education opportunities to deepen parent understanding of Conscious Discipline.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Counselor<br>Interventionists<br>Academic Coach<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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**Performance Objective 3 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Although the Student Safety survey shows we increased from 79% of students feel they can talk to a trusted adult on campus to 92%, our goal is for all scholars to have trusting connections with adults on campus. <b>Root Cause:</b> 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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement the district behavioral MTSS plan.<br><b>Actions:</b> -Follow district protocols and procedures.<br>-Utilize Social emotional behavior strategies to support scholars through behavior interventions.<br>-Teach all scholars executive skills and strategies.<br>-Utilize Crisis Counselor to provide support to scholars in areas of social-emotional behavior.<br><b>Staff Responsible for Monitoring:</b> Administration, Counselor, instructional staff<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
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**Performance Objective 4 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Although the Student Safety survey shows we increased from 79% of students feel they can talk to a trusted adult on campus to 92%, our goal is for all scholars to have trusting connections with adults on campus. <b>Root Cause:</b> 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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide quality instruction and support for pre-kindergarten scholars, and involve them and their families in school programs.<br><b>Actions:</b> -include pre-k scholars in all campus programs.<br>-track scholar growth and create plans for scholars not meeting targets based on CIRCLE data.<br>-Pre-k teacher will meet with pre-k coordinator and/or coach to review CIRCLE data.<br><b>Staff Responsible for Monitoring:</b> pre-k team, coordinator, coach, and admin<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                         |           |     |     |           |

**Performance Objective 5 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Our special education percentage is high and has increased over the last several years resulting in a need to focus on that sub-group. <b>Root Cause:</b> We added two specialized programs to our campus, and dyslexia students have transitioned from 504 to sped. |
| Student Learning                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Green Valley STAAR math performance has decreased slightly over the last several years. <b>Root Cause:</b> Lack of vertical alignment and professional learning support for teachers as focus has been on RLA.                                                       |

**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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop and implement a campus program to increase scholar and staff attendance.<br><b>Actions:</b> -Review current campus plan for attendance incentives.<br>-Communicate campus attendance plan with all stakeholders.<br>-Monitor and make adjustments to the attendance plan throughout the year as needed.<br>-Track scholar attendance.<br>-Provide incentives that encourage scholar attendance.<br>-Increase parent awareness of attendance policies and procedures through communications - newsletters, website, social media, etc...<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Attendance Clerk<br>Instructional Staff<br>Counselor<br><br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
| <b>Strategy 2:</b> Hire, train, and retain high quality staff members across the campus.<br><b>Actions:</b> a) Utilize grade-level teams to interview and hire new staff.<br>b) Utilize campus professional learning to build connections and build teams.<br>c) Utilize Gallup Strengths during campus Professional Learning to build collaboration and unity.<br>d) Utilize Conscious Discipline strategies to give teachers tools for supporting their own well-being and that of their scholars.<br><b>Staff Responsible for Monitoring:</b> Admin<br>Staff<br><br><b>Problem Statements:</b> Demographics 1 - Perceptions 1                                                                                                                                             | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |

Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Our special education percentage is high and has increased over the last several years resulting in a need to focus on that sub-group. <b>Root Cause:</b> We added two specialized programs to our campus, and dyslexia students have transitioned from 504 to sped.                                                                                                                                                                                                            |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Need to strengthen continuous improvement processes within Professional Learning Communities to strengthen process for analyzing student data and respond to student needs, and apply continuous improvement to all school processes to ensure processes are efficient and effective. <b>Root Cause:</b> We began building capacity in this area last year but are still working to fine tune processes that provided needed time for teachers without losing instruction time. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Although the Student Safety survey shows we increased from 79% of students feel they can talk to a trusted adult on campus to 92%, our goal is for all scholars to have trusting connections with adults on campus. <b>Root Cause:</b> 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   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide opportunities allowing scholars to authentically learn and practice civic responsibility.<br><b>Actions:</b> 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.<br>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.<br>-Induct new members into National Elementary Honor Society and plan service projects<br><b>Staff Responsible for Monitoring:</b> Counselor<br>Instructional Staff<br>Campus Administration<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Although the Student Safety survey shows we increased from 79% of students feel they can talk to a trusted adult on campus to 92%, our goal is for all scholars to have trusting connections with adults on campus. <b>Root Cause:</b> 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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.<br><b>Actions:</b> -Follow all district procedures related to safety and security.<br>-Utilize routines and strategies in all classrooms such as safe-keeper ritual and school family structures.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Counselor<br>Instructional Staff<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                   |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Although the Student Safety survey shows we increased from 79% of students feel they can talk to a trusted adult on campus to 92%, our goal is for all scholars to have trusting connections with adults on campus. <b>Root Cause:</b> 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   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement a district-provided program that promotes an accident-free work environment.<br><b>Actions:</b> -Conduct facility reviews to locate and address facility issues and needs<br>-Provide training for campus staff<br>-Provide safety equipment as needed<br>-Continue to monitor the implementation of safety procedures<br>-All employees will complete Safe Schools Training<br><b>Staff Responsible for Monitoring:</b> campus administration and all staff<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Nov       | Jan | Mar | June      |
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**Performance Objective 2 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Although the Student Safety survey shows we increased from 79% of students feel they can talk to a trusted adult on campus to 92%, our goal is for all scholars to have trusting connections with adults on campus. <b>Root Cause:</b> 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 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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> 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.).</p> <p>2) Staff will participate in regularly scheduled drills to include fire, lock down, shelter in place, and severe weather.</p> <p>3) Campus Administration will debrief staff on overall performance during each type of drill and outline areas for improvement.</p> <p>4) All staff will participate in Safe School training provided by BISD.</p> <p><b>Actions:</b> Record of drills conducted,<br/>After Incident Reports detailing areas of concern and/or areas of strength,<br/>Follow up communication to staff regarding the drills,<br/>Report prepared to send to Student Services/State of Texas<br/>Teach scholars the procedures, locations and expectations for and during all types of drills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration<br/>All Staff Members</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Problem Statement 1:</b> Need to strengthen continuous improvement processes within Professional Learning Communities to strengthen process for analyzing student data and respond to student needs, and apply continuous improvement to all school processes to ensure processes are efficient and effective. <b>Root Cause:</b> We began building capacity in this area last year but are still working to fine tune processes that provided needed time for teachers without losing instruction time.</p> |

# State Compensatory

## Budget for Green Valley Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 2.48

**Brief Description of SCE Services and/or Programs**

## Personnel for Green Valley Elementary

| <u>Name</u>           | <u>Position</u>           | <u>FTE</u> |
|-----------------------|---------------------------|------------|
| Brianna Chalita       | Educational Assistant     | 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       |



# **Birdville Independent School District**

## **Haltom High School**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: C**



# Mission Statement

## Vision

## Value Statement

**AVID=The Buff Way:**

# Table of Contents

|                                                                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                     | 4  |
| Demographics .....                                                                                                                                       | 4  |
| Student Learning .....                                                                                                                                   | 5  |
| School Processes & Programs .....                                                                                                                        | 7  |
| Perceptions .....                                                                                                                                        | 8  |
| Priority Problem Statements .....                                                                                                                        | 9  |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                  | 10 |
| Goals .....                                                                                                                                              | 12 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... | 12 |
| Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. ....                                | 22 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                            | 30 |
| State Compensatory .....                                                                                                                                 | 38 |
| Budget for Haltom High School .....                                                                                                                      | 38 |
| Personnel for Haltom High School .....                                                                                                                   | 38 |
| Title I .....                                                                                                                                            | 39 |
| 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) .....                                                                                    | 39 |
| 1.1: Description of CNA Process .....                                                                                                                    | 39 |
| 1.2: Location for Evidence of Multiple Meetings Held .....                                                                                               | 39 |
| 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) .....                                                                      | 39 |
| 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) .....                                                                                 | 39 |
| 2.2: Stakeholders 1114(b)(2) .....                                                                                                                       | 39 |
| 2.3: Description of Plan Availability, Format, and Language 1114(b)(4) .....                                                                             | 39 |
| 2.4: Description of Plan Coordination (if Applicable) 1114(b)(5) .....                                                                                   | 39 |
| 2.5: Statutorily Required Descriptions 1114(b)(7)(A) .....                                                                                               | 40 |
| 3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) .....                                                                                     | 40 |
| 3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation .....                                                               | 41 |
| Title I Personnel .....                                                                                                                                  | 42 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

At Haltom High School, we have observed a continuous increase in our student population, particularly among English Bilingual (EB) students, Hispanic students, and those who are economically disadvantaged. This demographic shift presents both challenges and opportunities for our educational community, as we strive to meet the diverse needs of our students and provide equitable access to resources and support.

Our current enrollment stands at 2,524 students, with a significant majority of 66.5% identifying as Hispanic. The remainder of our student body is composed of 15.9% White, 8.5% African American, 6.1% Asian, and 2.3% identifying as two or more races. Additionally, we have less than 1% of our population identifying as Asian Pacific Islander and American Indian.

Within our special programs, over 900 students are classified as EB, over 300 students are 504, 250 students are SPED, with a little over 100 students are Gifted and Talented (GT).

Over half, at 68.9% of our students are economically disadvantaged.

Our graduation rate for the class of 2023 is 90.9% and our attendance rate was 92.3%.

### Demographics Strengths

Graduation rate exceeds the state average.

Attendance rates have increased by 3%.

We have multiple opportunities for our at-risk students, which include: TSAI Testing, over 25 dual-credit opportunities, over 25 AP course opportunities, PSAT and SAT Test day, and PSAT and SAT Test prep.

We continue to exceed the state passing rate on EOCs in Algebra I and Biology.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students continue to have disparities in their EOC scores, and our EOC scores have decreased in most areas over the last three years.

**Root Cause:** Haltom HS has a growing population of Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students who need increased opportunities and support for academic growth.

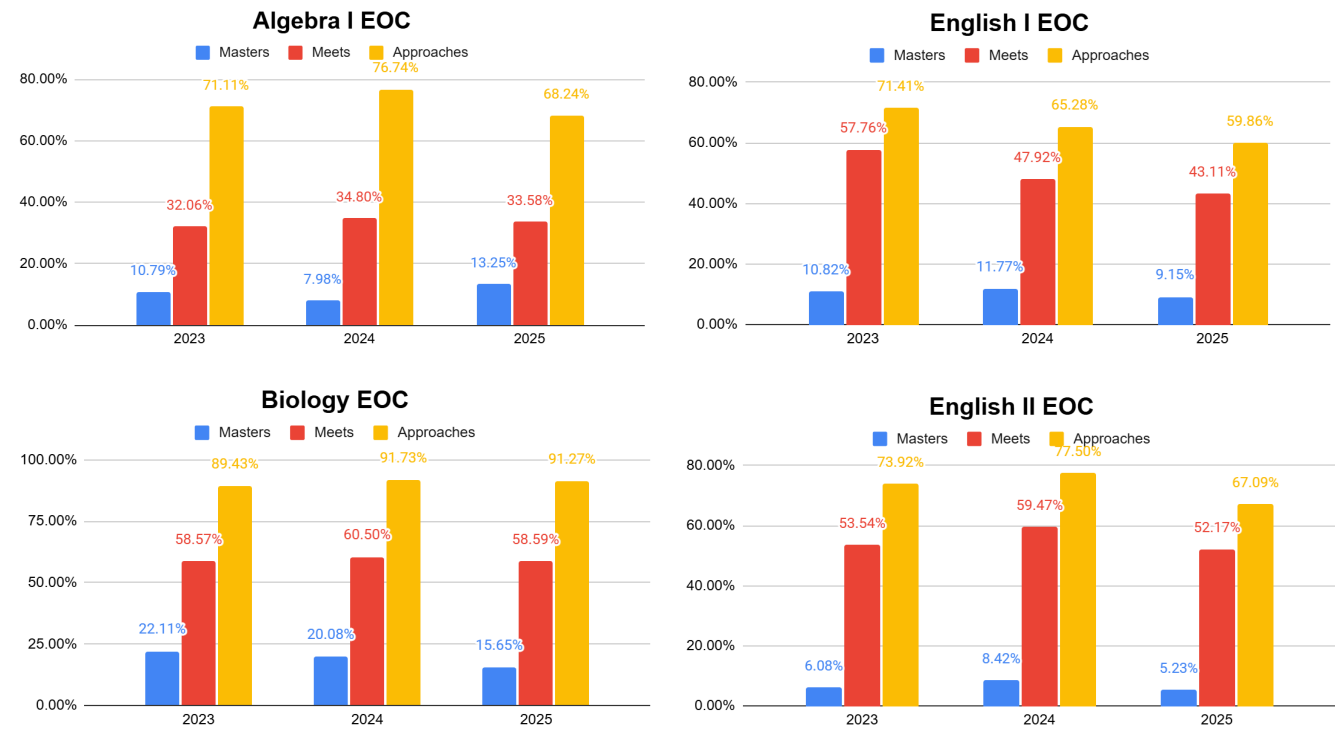
# Student Learning

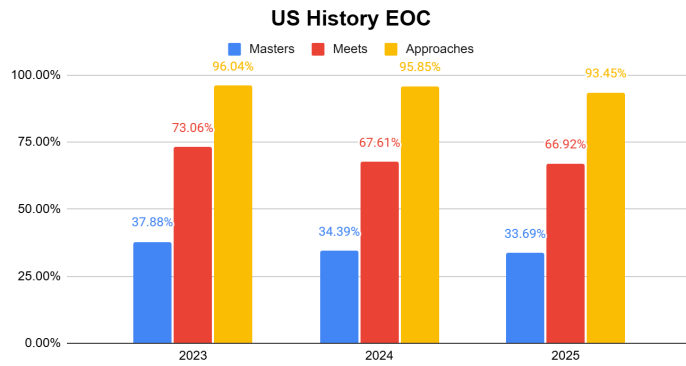
## Student Learning Summary

Haltom HS continues to pay close attention to its end-of-course (EOC) exams. While we trended down in most EOC areas, we significantly increased "Masters" for Algebra I, with a growth of over 5%.

Also, six of our AP courses had the highest scores in the last 5 years.

EOC Test Data is below:





### Student Learning Strengths

Haltom HS hosted an AVID Showcase, exemplifying research-based strategies with a focus on engagement and collaboration. Our AVID program has grown with more student enrollment. 2024-2025 Earned the distinction of best high schools in US News and World Report. We have a large percentage of veteran teachers with a culture of teacher involvement and high-quality relationships and instruction.

After school, tutorials are provided for all EOC subjects, with transportation provided.

PD alignment based on research-based strategies and teacher and student needs on campus.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** We are not showing significant growth in all areas of our EOC assessments, nor are we showing growth in students earning their CCMR point with only 54% earning their point in 2024.

**Root Cause:** Our data indicates we need more targeted and intentional instruction based on student data and a focus on research-based practices and our Tier 1, 2.0 priorities. Our students also have awareness and campus support in completing college entrance exams, dual credit, AP courses, and industry-based certifications.

# School Processes & Programs

## School Processes & Programs Summary

School processes and programs are a top priority for Haltom High School, with student safety being at the forefront of all processes. Student survey results (April 2025) indicate that over 90% of our students feel safe at our school at all times and over 82% feel they have a trusting relationship with at least one adult on campus. This matches our parent survey results (April 2025), where over 85% feel their child is safe at school and over 80% feel their child is in a positive learning environment.

All students and staff wear IDs in school and are checked and monitored as they enter the building, and all doors are locked and secured at all times with frequent safety checks by security. There is a strong administration and staff presence in the hallways throughout the school day.

All staff attend campus professional development where campus instructional expectations are communicated and training is provided over instructional focuses and research-based strategies through AVID.

## School Processes & Programs Strengths

Haltom High School has strong visible leadership and multiple levels of teacher leadership such as department chairs, our Leaders of Learners Committee, and our AVID site team.

We also have PBIS initiatives, such as student celebrations and prizes given throughout the school year for attendance and grades.

Furthermore, we have a strong after-school tutorial program for our EOC subjects as well as strong PLC processes in place for data analysis, collaboration, and student achievement. We also have extension systems in place for Accelerated Instruction (AI), Credit Recovery, IGC, and PSAT/SAT Prep.

PTSA has also grown on our campus, with over a 200% increase in membership and over 84 seniors earning a PTSA cord.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed.

**Root Cause:** The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.

# Perceptions

## Perceptions Summary

Haltom High School conducted staff, student, and parent surveys in the spring of 2025. The results indicated over 90% of our students feel safe at school and over 95% felt their teachers had rigorous instruction and set high expectations for their students. Parents felt the same way, in that over 85% felt their child was in a positive learning environment.

Among the staff, they feel we are all committed to high-quality work, expectations are clear, and the resources needed are available to them. Staff also reported having the opportunities to excel in their roles, grow their capacity, and that they are of value and that their contributions matter. However, we still need to work on relevancy and authenticity in the classroom as well as work more with our outside stakeholders. Staff need to be recognized for their efforts throughout the school year.

We plan on continuing these efforts moving forward and creating more opportunities for staff involvement 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 2024-2025 and is an AVID National Demonstration School campus, further affirming its commitment to excellence.

## Perceptions Strengths

On our campus students and staff feel safe, there are high expectations and students and staff are treated with respect, and all are committed to high quality work. More so, parents feel welcomed on campus and that Haltom High School is a good school giving their child the education they need to be successful.

Also, social media is used to show celebrations of staff and students on campus.

## 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 2025-2026 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 and celebrating individual and campus achievements.



# Priority Problem Statements

**Problem Statement 1:** We are not showing significant growth in all areas of our EOC assessments, nor are we showing growth in students earning their CCMR point with only 54% earning their point in 2024.

**Root Cause 1:** Our data indicates we need more targeted and intentional instruction based on student data and a focus on research-based practices and our Tier 1, 2.0 priorities. Our students also have awareness and campus support in completing college entrance exams, dual credit, AP courses, and industry-based certifications.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students continue to have disparities in their EOC scores, and our EOC scores have decreased in most areas over the last three years.

**Root Cause 2:** Haltom HS has a growing population of Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students who need increased opportunities and support for academic growth.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed.

**Root Cause 3:** The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.

**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 2025-2026 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 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
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- ASPIRE

## **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
- 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.

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance 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

**Support Systems and Other Data**

- Communications 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

**Evaluation Data Sources:** Campus and District summative assessment data

Final STAAR EOC testing data

PLC meeting notes

Individual student monitoring

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Teachers will be trained on the PLC+ model with a focus on the essential questions of PLC+ and data response.<br><b>Actions:</b> Conduct targeted professional development sessions to train teachers on the PLC+ process, emphasizing the importance and structure of effective collaboration and data analysis and response.<br><br>Train activators within each PLC+ to guide discussions and keep the focus on the essential questions and data response.<br><br>Provide teachers with tools, templates, and resources that support the PLC+ process, such as data analysis guides, PLC guide(s), and reflection techniques.<br><br>Implement regular check-ins with PLC teams to monitor progress and ensure that the essential questions are consistently being addressed.<br><b>Staff Responsible for Monitoring:</b> Administration and Instructional Facilitator<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br>-<br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1<br><b>Funding Sources:</b> Instructional Facilitator - 211 - Title I |  | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> 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.<br><b>Actions:</b> Administrator classroom observations with timely and specific feedback<br><br>Development of an annual, campus instructional focus plan<br><br>District learning walks<br><b>Staff Responsible for Monitoring:</b> Administrators, Campus C & I team<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br><b>Problem Statements:</b> Student Learning 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Teachers will utilize formative and district common assessment data, adhering to district and campus protocols, to identify and address learning gaps as part of a continuous improvement process.<br><b>Actions:</b> Teachers will collect and analyze formative data weekly to identify and reteach learning gaps.<br><br>After each DCA, teachers will analyze results to determine overall student performance and pinpoint areas needing intervention.<br><br>Based on data analysis, teachers will plan and implement a targeted response to data utilizing re-teaching strategies to address specific learning gaps.<br><br>Provide ongoing professional development for teachers on best practices for data-driven instruction.<br><br>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.<br><b>Staff Responsible for Monitoring:</b> Administrators, Campus C & I team, PLC Lead Teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Connect high school to career and college<br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
| <b>Strategy 4:</b> Campus instructional leaders (including teachers) will engage in the quarterly review process to ensure campus progress toward accomplishing goals related to improved student performance.<br><b>Actions:</b> Establish goals and benchmarks<br><br>Develop a review schedule<br><br>Collect data and analyze<br><br>Provide targeted support through resource allocation and professional development<br><b>Staff Responsible for Monitoring:</b> Campus C & I team, Administrators, Leader of Learners team<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1<br><b>Funding Sources:</b> Title I Tutors - 211 - Title I, SCE Campus Personnel - 199 - General Funds: SCE                                                                                                                                                                                                                                                                                                                                                                  | Formative |     |     | Summative |
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Performance Objective 1 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Problem Statement 1:</b> We are not showing significant growth in all areas of our EOC assessments, nor are we showing growth in students earning their CCMR point with only 54% earning their point in 2024. <b>Root Cause:</b> Our data indicates we need more targeted and intentional instruction based on student data and a focus on research-based practices and our Tier 1, 2.0 priorities. Our students also have awareness and campus support in completing college entrance exams, dual credit, AP courses, and industry-based certifications. |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. <b>Root Cause:</b> The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.                                                                                                                                                                                          |

**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   |     |     |           |
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| <b>Strategy 1:</b> We will promote and communicate opportunities for all students to participate in PSAT, SAT, and TSAI testing, and we will provide multiple opportunities for all students to practice test content.<br><b>Actions:</b> Communication of PSAT & SAT testing to 10 - 12th students through multiple platforms and PSAT/SAT Test Prep during Buff Time<br><br>Offer TSAI testing.<br><br>Individualized communication for testing to students and parents identified through Collegeboard's AP Potential reports<br><br>PSAT/SAT boot camps<br><br>Offer ASVAB testing for students interested in the military<br><b>Staff Responsible for Monitoring:</b> Administrators, Campus C & I team, Counselors, Graduation Counselor<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Connect high school to career and college<br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <p><b>Strategy 2:</b> 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.</p> <p><b>Actions:</b> 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.</p> <p>AVID seniors will participate in face-to-face or virtual college visits</p> <p>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</p> <p>AVID teachers will ensure that students fulfill all college entry requirements</p> <p>Invite representatives from various colleges, recruiters, business professionals, and Haltom alumni to speak with AVID seniors about post-graduation opportunities</p> <p><b>Staff Responsible for Monitoring:</b> AVID Coordinator &amp; Site Team, Academic Dean, Graduation Counselor, Counselors</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> CAB ECHS Counselor - 211 - Title I</p> | Formative |     |     | Summative |
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| <p><b>Strategy 3:</b> We will identify and provide early interventions for seniors in danger of not graduating and the HHS Student Success Counselor will conduct frequent meetings with all students in the current year's cohort who are credit deficient and counselors will meet with all students who have failed more than 3 courses a quarter.</p> <p><b>Actions:</b> 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.</p> <p>Enroll credit-deficient students in credit recovery programs to help them make up missing credits.</p> <p>Students will be supported and monitored through the Individual Graduation Committee (IGC) process as needed</p> <p>Provide access to tutoring, study sessions, and academic support tailored to the needs of at-risk seniors</p> <p>Offer counseling or social-emotional support services to address non-academic barriers to graduation, such as stress, family issues, or mental health concerns</p> <p>Schedule regular one-on-one meetings between the HHS Student Success Counselor and seniors at risk for not graduating to monitor their progress and adjust their graduation plans as needed</p> <p>Conduct mid-semester reviews of each at-risk senior's progress to determine if additional interventions or changes to their graduation plan are necessary</p> <p><b>Staff Responsible for Monitoring:</b> Student Success Counselor, Dean of Instruction, Assistant Principals, Counselors, Teachers, and Instructional Facilitator</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
| <p><b>Strategy 4:</b> We will provide a TX College Bridge course for students to earn and prepare to earn their CCMR point.</p> <p><b>Actions:</b> Identify students in need of their CCMR point</p> <p>Communicate with students they are in need of their CCMR point</p> <p>Enroll students in the TX College Bridge course in need of CCMR point</p> <p>Track student progress in TX College Bridge course in earning their CCMR point</p> <p><b>Staff Responsible for Monitoring:</b> Lead Counselor, Dean of Instruction, Instructional Facilitator, AVID Coordinator, Teachers</p> <p><b>Problem Statements:</b> Student Learning 1</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 1:** We are not showing significant growth in all areas of our EOC assessments, nor are we showing growth in students earning their CCMR point with only 54% earning their point in 2024. **Root Cause:** Our data indicates we need more targeted and intentional instruction based on student data and a focus on research-based practices and our Tier 1, 2.0 priorities. Our students also have awareness and campus support in completing college entrance exams, dual credit, AP courses, and industry-based certifications.

### School Processes & Programs

**Problem Statement 1:** Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. **Root Cause:** The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.

**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 focus on increasing our student attendance rate for all students.

**Evaluation Data Sources:** Focus on attendance data

Project Education software

Teacher data on attendance

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <b>Strategy 1:</b> We will contact parents/guardians when attendance begins to fall for students.<br><b>Actions:</b> Teacher attendance-contact home when student has multiple absences<br><br>Attendance rate- Admin contact home when student has multiple absences<br><br>Counselor referral for students with multiple absences<br><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Assistant Principals, Counselors<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
| <b>Strategy 2:</b> We will celebrate students with good attendance each quarter.<br><b>Actions:</b> Run quarterly attendance data<br><br>Provide a celebration for students with good attendance<br><b>Staff Responsible for Monitoring:</b> Assistant Principals, PBIS team<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1                                                                                                                                                                                                                                                | Formative |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### School Processes & Programs

**Problem Statement 1:** Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. **Root Cause:** The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.

#### 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 2025-2026 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 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 1:** We will monitor staff using engagement and collaborative 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   |     |     |           |
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| <b>Strategy 1:</b> All teachers will be trained in AVID-focused note-taking in order to guide students on how to effectively organize, process, and retain key information.<br><br><b>Actions:</b> Conduct comprehensive professional development sessions for all teachers on AVID-focused note-taking strategies, emphasizing the connection between effective note-taking and literacy development<br><br>Offer one-on-one coaching and mentorship for teachers who need additional support in implementing AVID note-taking strategies effectively in their classrooms<br><br>Implementation of an artifact upload schedule for all departments requiring submission of focused note artifacts 3x per year<br><br>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<br><b>Staff Responsible for Monitoring:</b> AVID site-based coordinator & AVID site team, Administrators , Department Chairs<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> We will conduct classroom observations with feedback consistently throughout the year to ensure instructional strategies are being implemented campus-wide.<br><b>Actions:</b> Create Tune-in Tuesday collaborative administrative walks as a campus-wide observation schedule that ensures each teacher is observed at consistent intervals throughout the year and all administrators are in alignment<br><br>Develop and adopt observation tools and rubrics that align with instructional strategies<br><br>Ensure that feedback is given promptly after each observation, focusing on specific strengths and areas for improvement related to the instructional strategies<br><br>Conduct student-led WICOR walks to monitor engagement and collaboration and AVID strategies<br><b>Staff Responsible for Monitoring:</b> Administrators, Campus C & I team<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
| <b>Strategy 3:</b> All teachers will engage students in AVID WICOR strategies on a consistent basis throughout the year.<br><b>Actions:</b> Dedicate a portion of each monthly instructional staff meeting to reviewing and discussing AVID WICOR strategies<br><br>Periodically review student work samples to assess the impact of AVID strategies on student data. Use this data to inform further support and professional development for teachers<br><b>Staff Responsible for Monitoring:</b> Administrators, Campus C & I team, Department Chairs<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1                                                                                                                                                                                                                                                                                                                                                                                      | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |     |     |           |

### Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** We are not showing significant growth in all areas of our EOC assessments, nor are we showing growth in students earning their CCMR point with only 54% earning their point in 2024. **Root Cause:** Our data indicates we need more targeted and intentional instruction based on student data and a focus on research-based practices and our Tier 1, 2.0 priorities. Our students also have awareness and campus support in completing college entrance exams, dual credit, AP courses, and industry-based certifications.

### School Processes & Programs

**Problem Statement 1:** Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. **Root Cause:** The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.



**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).

- 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   |     |     |           |
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| <b>Strategy 1:</b> We will collaborate with the Multilingual Services department to ensure all teachers are trained in high-yield, research-based EB instructional strategies.<br><br><b>Actions:</b> 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<br><br>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<br><br>Develop a shared repository of EB literacy resources, including lesson plans and instructional materials that teachers can access and contribute to<br><br><b>Staff Responsible for Monitoring:</b> Administrators, campus teacher leadership, instructional facillitator<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> We will monitor the use of EB instructional strategies and evaluate success through monthly data talks.<br><b>Actions:</b> Conduct regular classroom observations specifically focused on the implementation of EB instructional strategies<br><br>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<br><br>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<br><b>Staff Responsible for Monitoring:</b> Administrators, Campus C & I team<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 |  | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 1:</b> Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students continue to have disparities in their EOC scores, and our EOC scores have decreased in most areas over the last three years. <b>Root Cause:</b> Haltom HS has a growing population of Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students who need increased opportunities and support for academic growth. |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Problem Statement 1:</b> Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. <b>Root Cause:</b> The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.                                                                                                       |

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

**Performance Objective 3:** We will promote and increase after school tutorials to cover more content areas for all all students using multiple platforms in an effort to provide additional academic enrichment opportunities outside of the school day 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   |     |     |           |
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| <b>Strategy 1:</b> 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.<br><br><b>Actions:</b> 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<br><br>Implement a Buff Time plan focusing on academic enrichment and acceleration.<br><br>Encourage teachers to make regular classroom announcements reminding students about the tutorial sessions, particularly the after-school accelerated instruction tutorials and Edgenuity coursework<br><b>Staff Responsible for Monitoring:</b> Administrators and campus C& I team<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> We will provide ongoing, afterschool Homework Help sessions for students who require continuous tutorial support throughout the year.<br><b>Actions:</b> Collaborate with teachers to identify students who would benefit most from Homework Help based on their academic performance and specific areas of need<br><br>Set up Homework Help sessions and transportation for students<br><br>Tailor the Homework Help sessions to address the specific needs of each student, focusing on areas where they struggle most<br><br>Create a monitoring list to assess the growth of students attending Homework Help and their academic achievement<br><b>Staff Responsible for Monitoring:</b> Instructional facilitator, core teachers<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 |  | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 3 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Problem Statement 1:</b> Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students continue to have disparities in their EOC scores, and our EOC scores have decreased in most areas over the last three years. <b>Root Cause:</b> Haltom HS has a growing population of Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students who need increased opportunities and support for academic growth.                                                                                    |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Problem Statement 1:</b> We are not showing significant growth in all areas of our EOC assessments, nor are we showing growth in students earning their CCMR point with only 54% earning their point in 2024. <b>Root Cause:</b> Our data indicates we need more targeted and intentional instruction based on student data and a focus on research-based practices and our Tier 1, 2.0 priorities. Our students also have awareness and campus support in completing college entrance exams, dual credit, AP courses, and industry-based certifications. |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. <b>Root Cause:</b> The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.                                                                                                                                                                                          |

## 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 2025-2026 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 and celebrating individual and campus achievements.

**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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will continuously engage students in social-emotional behavior lessons throughout the year.<br><b>Actions:</b> Teachers will be trained on the use of the Character Strong curriculum<br><br>Teachers will utilize the Character Strong curriculum each Wednesday during Buff Time<br><br>Student groups will help to promote positive social-emotional behavior<br><br>Counselors will track the use of Character Strong throughout the year<br><b>Staff Responsible for Monitoring:</b> Crisis Counselors, Counselors, Administrators<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> Crisis Intervention Counselors - 199 - General Funds: SCE | Formative |     |     | Summative |
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| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 1:</b> Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. <b>Root Cause:</b> The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place. |

## 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 2025-2026 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 and celebrating individual and campus achievements.

**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   |     |     |           |
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| <b>Strategy 1:</b> Regularly use Blackboard as the primary method of communication, ensuring that parents have a reliable source for information about events, announcements, and updates.<br><b>Actions:</b> Establish a schedule for regularly updating Blackboard with the latest information<br><br>Set up automated reminders for key events and deadlines that are sent to parents<br><br>Provide content in Spanish to accommodate parents who speak different languages, ensuring equitable access to information<br><br>QR codes available at all campus events in order for parents/guardians to access campus information<br><b>Staff Responsible for Monitoring:</b> Admin<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> 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.<br><b>Actions:</b> Regularly feature student and staff achievements, school successes, and positive stories to engage the community and build school pride<br><br>Ensure that important announcements and updates are posted promptly, particularly for important events and deadlines<br><br>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<br><br>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<br><b>Staff Responsible for Monitoring:</b> Admin, teachers, club sponsors<br><br><b>Problem Statements:</b> Perceptions 1 |  | Formative |     |     | Summative |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 2 Problem Statements:

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 1:</b> Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2025-2026 school year. <b>Root Cause:</b> 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 and celebrating individual and campus achievements. |

**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   |     |     |           |
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| <p><b>Strategy 1:</b> 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 and celebrate students maintaining strong attendance rates.</p> <p><b>Actions:</b> Implement personalized outreach efforts to build stronger relationships with students and their families, focusing on understanding and addressing the root causes of absenteeism.</p> <p>Continue to implement a positive reinforcement system that recognizes and rewards good attendance, creating a culture where regular attendance is celebrated and valued</p> <p>Utilize an early warning indicators to identify students at risk of chronic absenteeism before it becomes a significant issue, allowing for timely interventions</p> <p>Tailor interventions based on data analysis to provide targeted support to students who need it most, ensuring that resources are allocated effectively</p> <p>Weekly attendance discussions with campus leadership</p> <p>Weekly attendance monitoring through district software</p> <p>Assignment of attendance coordinator at the campus level</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p> |           |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |

Performance Objective 3 Problem Statements:

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 1:</b> Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. <b>Root Cause:</b> The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.                                                                                                                 |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 1:</b> Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2025-2026 school year. <b>Root Cause:</b> 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 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   |     |     |           |
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| <b>Strategy 1:</b> We will expand the student recognition program.<br><b>Actions:</b> Establish a monthly or quarterly recognition program to celebrate students' academic achievements, improvement and behavior.<br><br>Work with the PBIS team to develop ways to celebrate students in classrooms.<br><br>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.<br><br>Regularly feature students on the school's social media platforms, highlighting their successes and contributions to the school community, further promoting a positive culture.<br><b>Staff Responsible for Monitoring:</b> Administrators, PBIS Team<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> We will enhance staff recognition, celebrate achievements, and amplify staff voice.<br><b>Actions:</b> 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<br><br>Amplify staff voice with Herd Group meetings.<br><br>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<br><br>Develop topics and action items through the LOL team to encourage and leverage teacher voice especially in Herd Groups<br><br>Organize quarterly LOL roundtable discussions where staff can openly share their ideas, concerns, and suggestions related to a positive school culture<br><br>Celebrate staff by conducting recognition visits across the campus, providing tokens of appreciation to acknowledge their dedication and contributions<br><b>Staff Responsible for Monitoring:</b> Administrators, LOL Team, Department Chairs, LOL Team<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1 |  | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 4 Problem Statements:

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 1:</b> Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. <b>Root Cause:</b> The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.                                                                                                                 |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 1:</b> Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2025-2026 school year. <b>Root Cause:</b> 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 and celebrating individual and campus achievements. |

# State Compensatory

## Budget for Haltom High School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 12.17

**Brief Description of SCE Services and/or Programs**

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## Personnel for Haltom High School

| <u>Name</u>      | <u>Position</u>              | <u>FTE</u> |
|------------------|------------------------------|------------|
| 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. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

*The Comprehensive Needs Assessment was completed in May 2025 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance, and behavior data compiled in April and May of 2025.*

### 1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

### 2.2: Stakeholders 1114(b)(2)

The Campus Improvement Plan was developed through the input and involvement of the Haltom High School Site-Based Committee, LOL Committee, and Department Chairs.

### 2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

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 Haltom HS front office.

### 2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Throughout the Campus Needs Assessment, 61.5% 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
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: Statutorily Required Descriptions 1114(b)(7)(A)**

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

- AVID
- Workshop Model
- Sheltered Instruction
- Engagement
- Collaboration
- Vocabulary/Word Walls
- Learning Objectives
- PDSA
- Team and relationship building
- CHAMPS
- Intentional Lesson Planning

Increased learning time is also available and provided through pullout intervention programs, targeted tutorials, and after-school Homework Help.

## **3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)**



### **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

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 the programs and processes.

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 the CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

# Title I Personnel

| <u>Name</u>    | <u>Position</u>           | <u>Program</u> | <u>FTE</u> |
|----------------|---------------------------|----------------|------------|
| Emily Ottinger | Instructional Facilitator | Title I        | 1.0        |
| Marissa Diaz   | CAB ECHS Counselor        | Title I        | 1.0        |

**Birdville Independent School District**  
**Haltom Middle School**  
**2025-2026 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*

Table of Contents

Comprehensive Needs Assessment ..... 4

Demographics ..... 4

Student Learning ..... 5

School Processes & Programs ..... 7

Perceptions ..... 8

Priority Problem Statements ..... 9

Goals ..... 10

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... 10

Goal 2: Utilize efficient and effective operations to support and improve the learning organization. .... 24

Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 26

State Compensatory ..... 28

Budget for Haltom Middle School ..... 28

Personnel for Haltom Middle School ..... 28

Title I ..... 29

Title I Personnel ..... 30

# 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 an AVID campus, which means the entire staff is committed to equipping all students with the academic skills, mindsets, and opportunities needed to be college- and career-ready. Haltom staff values collaboration and effective professional learning communities (PLC's).

### Demographics Strengths

The diversity at HMS is one of our greatest strengths. Our students and staff bring unique backgrounds and perspectives that foster a culture of global learning and mutual respect. These differences enrich classroom discussions and allow us to connect instruction to real-world experiences. As an AVID campus, we are committed to building a college- and career-ready culture where all students thrive. Our students consistently show dedication, perseverance, and grit—overcoming challenges and striving for academic success. Their resilience, combined with the support of a committed staff, creates a learning environment focused on growth, equity, and high expectations for all.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students continue to struggle with reading, writing, mathematical reasoning, and critical thinking skills that enable them to perform at or above grade level across all content areas.

**Root Cause:** Students with diverse language backgrounds and experiences take longer to develop strong thinking 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 involvement is in a growing phase after limited activity in recent 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: 68%; 29%; 7%
- 7 grade math: 47%; 26%; 8%
- 8 grade math: 41%; 18%; 112%
- 6 grade reading: 67%; 42%; 18%
- 7 grade reading: 67%; 32%; 15%
- 8 grade reading: 66%; 35%; 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:

- 8th grade science had a 25% in meets/masters increase compared to last year's STAAR test

- AVID classes offered in all three grade levels.
- Honors 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
- 22 straight years making UIL sweepstakes in Band
- Theatre Department excellent ratings in UIL and successful musical
- Over 80% of our art students who participated in the highly-competitive *District Art Show* received 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place awards.
- 14 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 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place ribbons

#### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Our 8th grade STAAR scores in Social Studies, Math, Reading, and Algebra indicate a need for 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:** Inconsistent implementation of high-quality instructional strategies and limited use of data to drive targeted interventions have contributed to low student performance.



# 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 2025-2026 school year will be exciting as our theme is: "**Reflect and Shine 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:** High staff turnover and challenges in attracting and retaining experienced, highly effective teachers have impacted instructional consistency and long-term campus growth.

**Problem Statement 2 (Prioritized):** Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation.

**Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

# 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 a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation.

**Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

# 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 involvement is in a growing phase after limited activity in recent years.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Our 8th grade STAAR scores in Social Studies, Math, Reading, and Algebra indicate a need for 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, mathematical reasoning, and critical thinking skills that enable them to perform at or above grade level across all content areas.

**Root Cause 3:** Students with diverse language backgrounds and experiences take longer to develop strong thinking 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 a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation.

**Root Cause 4:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

**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:** High staff turnover and challenges in attracting and retaining experienced, highly effective teachers have impacted instructional consistency and long-term campus growth.

**Problem Statement 5 Areas:** School Processes & Programs

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

**Root Cause 6:** Inconsistent implementation of high-quality instructional strategies and limited use of data to drive targeted interventions have contributed to low student performance.

**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, Texas Education Agency (TEA) Interims reading/English Language Arts (ELA) and mathematics (grades 6-8, and Algebra)

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Continue to build capacity to implement the District Tier 1 priorities with fidelity at the campus level.<br><b>Actions:</b> a) Provide tiered professional learning focused on PLC internalization work and strengthening Tier 1 instruction.<br>b) Support teacher leaders in facilitating planning and modeling effective practices.<br>c) Establish model classrooms to illustrate high-quality instruction in action.<br>d) Develop a schedule for Instructional Rounds to promote professional growth.<br>e) Continue consistent use of instructional strategies across content areas.<br>f) Conduct regular Instructional Walks with academic coaches and campus leadership.<br>g) Provide training on AVID strategies and support implementation of the new Bluebonnet math curriculum.<br>h) Conduct intentional coaching cycles to propel teacher skills and instruction practices.<br><b>Staff Responsible for Monitoring:</b> Campus administration and Instructional Facilitators<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>Problem Statements:</b> Student Learning 2<br><b>Funding Sources:</b> Instructional Facilitator - 211 - Title I, Instructional Personnel - 211 - Title I, SCE Campus Personnel - 199 - General Funds: SCE |  | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Implement internalization work in math and reading with a focus on responsive teaching and continuous improvement.<br><b>Actions:</b> a) Engage in ongoing internalization work in reading and math through collaboration with content coordinators, daily support from instructional facilitators, and leadership from department heads during PLCs.<br>b) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among campus administration and coordinators.<br>c) Provide intensive content training to teachers to support content across the curriculum.<br>d) Continue to collaborate with the Leaders of Learners (LOL) team each Friday morning to engage in the campus Plan-Do-Study-Act (PDSA) cycle.<br><b>Staff Responsible for Monitoring:</b> department leads, instructional facilitators, assistant principals, principal<br><br><b>TEA Priorities:</b><br>Connect high school to career and college, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals (EBs).<br><b>Actions:</b> a) Collaborate with the district support team on student recommendations and include them in our PLC work.<br>b) Identify trends by conducting data analysis to determine progress in reading and English language development.<br>c) Develop collaborative strategic plans that align with campus improvement plans.<br>d) Continue to provide Sheltered Instruction Observation Protocol (SIOP) training to all new staff members.<br>e) Utilize SCE-funded teachers for language and credit support.<br>f) Train teachers in Professional Learning Communities (PLC) on different strategies to work with EBs.<br>g) Utilize campus in-class support to assist students with language development and academic progress.<br><b>Staff Responsible for Monitoring:</b> HMS Admin Team<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2 - Perceptions 1          |  | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
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| <p><b>Strategy 4:</b> Use professional learning communities to foster teacher collaboration focused on implementing strong Tier 1 instruction that meets individual student needs and increases overall student success.</p> <p><b>Actions:</b> a) Teachers will implement higher-level questioning strategies to increase rigor in Tier I instruction and raise the percentage of students achieving Masters Level scores on the State of Texas Assessment of Academic Readiness (STAAR).<br/> b) Teachers will analyze assessment data to identify individual student strengths and weaknesses and use the data to guide future instruction.<br/> c) Teachers will provide structured, standards-based tutorials for students who do not meet standards on common assessments, including targeted support before school, after school, on Friday evenings, and Saturdays.<br/> d) Each department PLC will conduct one "Positive Pop-in" to another teacher every nine weeks beginning in October, focusing specifically on the positive ways the teacher is implementing Tier I instruction.<br/> e) Continue training for select teachers on the Sheltered Instruction Observation Protocol (SIOP).<br/> f) The use of Advancement Via Individual Determination (AVID) strategies will be evident in classrooms.<br/> g) Embedded, ongoing professional development will be provided throughout the year to help teachers enhance student performance.<br/> h) Implement the Refining a Lesson Protocol and After Action Review Protocol in Science and Social Studies PLCs to improve Tier I instruction and intervention for Tier 2 and 3 students.</p> <p><b>Staff Responsible for Monitoring:</b> department heads, instructional facilitators, assistant principals, principal</p> <p><b>TEA Priorities:</b><br/> Build a foundation of reading and math, Improve low-performing schools<br/> - <b>ESF Levers:</b><br/> Lever 5: Effective Instruction<br/> <b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1<br/> <b>Funding Sources:</b> Instructional Facilitator - 255 - Title II</p> | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
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| <b>Strategy 5:</b> Continue to refine and implement systemic approach to embed literacy instruction in all content areas<br><b>Actions:</b> (A) Continue utilizing literacy strategies in all core content classes.<br>(B) Teachers will be trained to deliver literacy strategies across the curriculum.<br>(C) Utilize coaching model to assist classroom teachers with implementation of strategies (plan, observe, provide feedback, co-teach, repeat)<br>(D) Instructional facilitators 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<br>(E) Campus-wide writing in all content areas<br>(F) Campus-wide use of close reading strategies in all content areas<br>(G) Targeted tutorials before school & after school for specific groups of students who need additional support.<br>(I) Use nonfiction reading strategies such as signpost and vocabulary strategies.<br><b>Staff Responsible for Monitoring:</b> department heads, instructional facilitators, assistant principals, principal<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 | Formative |     |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 6:</b> Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students.<br><b>Actions:</b> a) Disaggregate assessment data to identify student strengths and weaknesses in order to inform planning, instructional delivery, and interventions.<br>b) Support campus staff in using Star 360 Renaissance assessments for ongoing progress monitoring and intervention services.<br>c) Utilize instructional facilitators to support teachers in designing instruction based on progress monitoring data using a student-centered coaching model.<br>d) Use Eduphoria Aware to monitor student progress aligned with the district assessment calendar for all content areas.<br>e) Embed progress monitoring strategies directly into curriculum overviews to ensure consistent implementation.<br>f) Use the district item bank within Aware to support alignment with the STAAR redesign and improve assessment quality.<br><b>Staff Responsible for Monitoring:</b> Campus administration<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2                                                                                     | Formative |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:****Demographics**

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

**Student Learning**

**Problem Statement 1:** Our 8th grade STAAR scores in Social Studies, Math, Reading, and Algebra indicate a need for 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:** Inconsistent implementation of high-quality instructional strategies and limited use of data to drive targeted interventions have contributed to low student performance.

**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:** High staff turnover and challenges in attracting and retaining experienced, highly effective teachers have impacted instructional consistency and long-term campus growth.

**Problem Statement 2:** Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. **Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

**Perceptions**

**Problem Statement 1:** Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. **Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.



**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   |     |     |           |
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| <p><b>Strategy 1:</b> Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p><b>Actions:</b> a) Continue to support and monitor the implementation of the PDSA process, providing appropriate tiered professional learning as needed.<br/> b) Monitor PDSA development and execution through PLCs to ensure alignment with district expectations.<br/> c) Collect examples of PDSA implementation and student progress during campus instructional walk-throughs.<br/> d) Model effective goal setting and the use of digital data folders during Leaders of Learners (LOL) meetings.<br/> e) Ensure students in core subjects utilize data folders to track their progress on campus-designed assessments.<br/> f) Provide teachers with timely, actionable data and support them in using it effectively in classroom instruction.<br/> g) Track assessment data for targeted student groups and provide focused tutorials based on identified needs.<br/> h) Train staff and implement the use of student data folders to monitor progress and increase student success.</p> <p><b>Staff Responsible for Monitoring:</b> instructional facilitators, assistant principals, principal</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 1</p> | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p><b>Actions:</b> a) Continue to utilize full-time instructional facilitators to support both students and staff.<br/> b) Employ an educational assistant to assist Tier II students within classroom settings.<br/> c) Provide professional development opportunities to enhance instructional practices.<br/> d) Offer engagement opportunities for families and community members to participate in campus activities.<br/> e) Purchase a laminator to support the creation of word walls and vocabulary instruction materials.<br/> f) Purchase a color printer and poster maker to enhance instructional displays and provide resources for families.<br/> g) Provide staff with AVID training to support implementation of strategies that promote student success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1<br/> <b>Funding Sources:</b> Tutoring - 211 - Title I</p>                                                                                                                                                                                                                                                                                                                                    | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Implement a multi-tiered system of support (MTSS) for identified students with a targeted focus on closing achievement gaps.<br><b>Actions:</b> a) Follow the district-supported curriculum for MTSS implementation.<br>b) Strengthen the communication and monitoring of the delivery of MTSS services.<br>c) Provide ongoing training for all staff to build capacity through collaborative conferences.<br>d) Support campus leadership teams in leading the implementation of MTSS.<br>e) Provide technical, consulting, and coaching support for campus implementation plans.<br>f) Continue to implement the district's social-emotional learning (SEL) curriculum.<br>g) Provide professional learning and support for SEL and tiered behavior interventions.<br>h) Provide supplemental resources to support SEL implementation.<br>i) Utilize SCE-funded interventionists to support students at risk based on a preponderance of data to decrease learning gaps and increase student performance.<br><b>Staff Responsible for Monitoring:</b> Campus administration<br><br><b>Problem Statements:</b> Demographics 2 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
| <b>Strategy 4:</b> Enlist community and business partners to assist in providing support to students and families.<br><b>Actions:</b> a) Strengthen and coordinate our existing community/business partnership to serve as a central resource for people, time, and contributions that support campus needs.<br>b) Communicate clear roles for all stakeholders to ensure the partnership enhances learning opportunities for students, staff, and families.<br>c) Expand the partnership's impact on academics, attendance, and student success through aligned events, mentorship, and enrichment.<br>d) Involve partners in student celebrations, recognition events, and volunteer efforts to build strong relationships.<br>e) Regularly review the partnership's effectiveness and adjust efforts based on campus priorities and student outcomes.<br><b>Staff Responsible for Monitoring:</b> SRO, crisis counselor, assistant principals, principal<br><br><b>Problem Statements:</b> Demographics 2 - School Processes & Programs 1                                                                                                                                      | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
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| <b>Strategy 5:</b> Implement focused note-taking strategies to help increase 8th Grade Social Studies STAAR scores.<br><b>Actions:</b> a) Share classroom observations, feedback, and resources with the Social Studies team focused on active engagement, vocabulary strategies, focused note-taking, and instructional alignment.<br>b) Collaborate with the content coordinator to provide the Social Studies PLC with professional learning on vocabulary, focused note-taking, document analysis, assessment design, and data-driven instruction.<br>c) Train Social Studies teachers on STAAR 2.0 item types and local item banks, emphasizing alignment to process skills and cognitive demands.<br>d) Monitor student progress through common and interim assessments and facilitate PLC data meetings to guide instruction.<br>e) Provide ongoing support and communication for Social Studies teachers new to Birdville ISD or the curriculum.<br><b>Staff Responsible for Monitoring:</b> instructional facilitators, assistant principals, principal<br><br><b>Problem Statements:</b> Student Learning 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Formative |     |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
| <b>Strategy 6:</b> Utilize targeted instruction to close achievement gaps for the following subgroups: Asian, Hispanic, Economically Disadvantaged, Emergent Bilingual, and current Special Education.<br><b>Actions:</b> a) Data-Driven Decision Making<br>i. Campus and teacher teams will disaggregate assessment and progress monitoring data by subgroup to identify achievement gaps and target areas of need.<br>ii. Teachers will consistently utilize data in PLC meetings to inform instructional decisions, set goals, and monitor progress toward closing achievement gaps.<br>iii. Administrators and instructional facilitators will provide ongoing support to ensure that data analysis directly connects to classroom practices.<br>iv. Administrators and instructional facilitators will provide ongoing support in data analysis and targeted TEK base instruction<br><br>b) Instructional Practices and Student Supports<br>i. Teachers will implement small-group instruction focused on high-frequency TEKS to address specific learning gaps for identified subgroups.<br>ii. Block scheduling will be leveraged to provide targeted intervention through MTSS, ensuring adequate instructional time for student populations in need.<br>iii. Students will have access to specialized support, such as Learning Lab for Special Education and Newcomer RLA classes for Emergent Bilinguals, to address unique academic needs.<br>iv. All students will receive high-quality Tier 1 instruction aligned with grade-level standards to ensure equitable access to rigorous learning.<br>v. Teachers will provide accommodations as outlined in student individual education plans (IEP) to support equitable access to content and learning activities.<br>vi. Academic vocabulary will be explicitly taught and reinforced in all content areas to strengthen language development and comprehension.<br>vii. Instruction will be scaffolded appropriately so that students can access grade-level curriculum while developing skills for independent mastery.<br>viii. Targeted before-school, after-school, and lunch tutorials will be provided by invitation to ensure the most at-risk |  | Formative |     |     | Summative |
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students in identified subgroups receive individualized support.

c) Family and Student Engagement

- i. Teachers and administrators will engage parents in the goal-setting process for academic growth, ensuring families understand expectations and progress.
- ii. Parents will be provided strategies, resources, and tools to support student learning at home in ways that align with classroom instruction.
- iii. Staff will consistently communicate student progress with students and families through progress reports, conferences, and digital communication tools to build partnerships and accountability.
- iv. Students will be included in conversations about their own academic progress and encouraged to set personal learning goals and monitor progress toward goals through the use of data trackers.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitators

**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

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No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:****Demographics**

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

**Problem Statement 2:** Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** PTA involvement is in a growing phase after limited activity in recent years.

**Student Learning**

**Problem Statement 1:** Our 8th grade STAAR scores in Social Studies, Math, Reading, and Algebra indicate a need for 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:** Inconsistent implementation of high-quality instructional strategies and limited use of data to drive targeted interventions have contributed to low student performance.

**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:** High staff turnover and challenges in attracting and retaining experienced, highly effective teachers have impacted instructional consistency and long-term campus growth.

**Problem Statement 2:** Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. **Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

**Perceptions**

**Problem Statement 1:** Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. **Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

**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   |     |     |           |
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| <b>Strategy 1:</b> Utilize the district's curriculum for social-emotional learning (SEL).<br><b>Actions:</b> a) Implementing SEL curriculum<br>b) Utilize the SEL committee to assess and evaluate the effectiveness of the SEL program.<br>c) Provide ongoing professional learning to all stakeholders on the SEL program.<br>d) Use character lessons as the basis for identifying the Outstanding Citizen recipients.<br>e) Utilize district funded Crisis Counselors to provide support to students in areas of social-emotional learning.<br><b>Staff Responsible for Monitoring:</b> Crisis Counselor<br><br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1<br><b>Funding Sources:</b> Professional Learning - 211 - Title I | Formative |     |     | Summative |
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**Performance Objective 3 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Problem Statement 2:</b> Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. <b>Root Cause:</b> A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Problem Statement 1:</b> Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. <b>Root Cause:</b> A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Implement with fidelity the behavioral RtI plan.<br><b>Actions:</b> a) Provide staff training on implementing the campus behavior RtI plan with established procedures.<br>b) Conduct Positive Behavior Instructional Support (PBIS) meetings with agendas and minutes, and share with all campus staff.<br>c) Ensure each classroom consistently implements Conversation Help Activity Movement Participation Success (CHAMPS) with fidelity.<br>d) Train staff on how to effectively use the Discipline Flowchart.<br>e) Implement a campus-wide behavior tracker to guide grade-level collaborative conferences and proactive student-administrator discussions aligned with PBIS.<br>f) Support Tier 1 behaviors during the school day through Positive Office Referrals, Power Cards, Tiger Bucks, and the Tiger Store.<br><b>Staff Responsible for Monitoring:</b> assistant principals, principal<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2 - Perceptions 1 | Formative |     |     | Summative |
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**Performance Objective 4 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Problem Statement 1:</b> Students continue to struggle with reading, writing, mathematical reasoning, and critical thinking skills that enable them to perform at or above grade level across all content areas. <b>Root Cause:</b> Students with diverse language backgrounds and experiences take longer to develop strong thinking skills. Our diverse population of students enters school with different levels of preparedness.      |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Problem Statement 2:</b> Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. <b>Root Cause:</b> A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture. |

## Perceptions

**Problem Statement 1:** Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. **Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.



**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   |     |     |           |
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| <b>Strategy 1:</b> Provide equitable access to career technology education (CTE) courses for students with a focus on at-risk students.<br><br><b>Actions:</b> a) Increase student enrollment in Gateway to Technology and AVID programs.<br>b) Organize field trips to Birdville Career Technology and Advanced Learning (BCTAL) to help students experience the learning environment.<br>c) Plan a "Career Day" featuring business partners who will discuss the importance of careers in Career and Technical Education (CTE).<br>d) Arrange a college visit to expose students to post-secondary opportunities beyond high school.<br><br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 | Formative |     |     | Summative |
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**Performance Objective 5 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Problem Statement 2:</b> Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. <b>Root Cause:</b> A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Problem Statement 1:</b> Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. <b>Root Cause:</b> A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered 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 public education information management system (PEIMS) submission

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
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| <b>Strategy 1:</b> 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.<br><b>Actions:</b> a) Analyze attendance data provided to campus administration by the district truancy officer.<br>b) Develop attendance tracking plans for students based on the data, including daily check-ins and incentives to encourage improved attendance.<br>c) Monitor attendance of at-risk students through Project Education and Focus programs.<br>d) Recognize and celebrate students with perfect attendance during Award Assemblies.<br>e) Implement strategies to identify and address social needs within families that affect attendance, involving key stakeholders to support students.<br>f) Schedule meetings with families of students with poor attendance to develop improvement plans.<br>g) Assign an assistant principal to coordinate efforts among students, families, attendance clerks, and the attendance officer.<br><b>Staff Responsible for Monitoring:</b> attendance clerk, attendance officer, assistant principal, principal<br><br><b>Problem Statements:</b> Demographics 1, 2 | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Problem Statement 1:</b> Students continue to struggle with reading, writing, mathematical reasoning, and critical thinking skills that enable them to perform at or above grade level across all content areas. <b>Root Cause:</b> Students with diverse language backgrounds and experiences take longer to develop strong thinking skills. Our diverse population of students enters school with different levels of preparedness. |
| <b>Problem Statement 2:</b> Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. <b>Root Cause:</b> PTA involvement is in a growing phase after limited activity in recent years.                                                                                                                                                                                     |

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

**Performance Objective 2:** Haltom Middle School will incorporate the foundations of AVID to build a strong culture of student success and college readiness.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Implementation of the exceptional systems with fidelity.<br><b>Actions:</b> a) All teachers will adopt a college or career pathway to share and integrate college readiness concepts into their lessons.<br>b) Teachers will access AVID resources and lesson ideas at least once per month to enhance instructional strategies.<br>c) Upload one exemplary AVID-focused lesson to the shared platform by January 2025.<br>d) The AVID teacher will deliver professional development once per semester to all content teachers.<br>e) Specific AVID strategies will be added to our walkthrough forms to identify campus strengths and weaknesses.<br><b>Staff Responsible for Monitoring:</b> instructional facilitators, assistant principals, principal<br><br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Problem Statement 2:</b> Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. <b>Root Cause:</b> A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Problem Statement 1:</b> Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. <b>Root Cause:</b> A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.<br><b>Actions:</b> a) Identify and address safety and social-emotional concerns.<br>b) Conduct safety meetings to evaluate and problem-solve district safety concerns.<br>c) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.<br>d)Conduct weekly Threat Assessment Meetings<br>f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.<br>g)Campus Security Officer conducts regular interior and exterior door checks and monitors hallways<br>h)Conduct monthly safety drills(shelter in place, inclement weather, evacuation)<br>I)SRO present throughout the day<br>j) Create a Connections Student Group to improve a sense of belonging, security, and well-being for students.<br><b>Staff Responsible for Monitoring:</b> HMS Admin Team<br><br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
| <b>Strategy 2:</b> Enlist community and business partners to assist in providing support to students and families who are in need<br><b>Actions:</b> 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.<br>B) Identify and communicate the needs of the student population and their families with community partners<br>C) Design and implement a Family and Parent Engagement Policy<br>D) Host two Title 1 Meetings<br>E) Apply to the Texas PTA so that our campus in back in good standing.<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>Problem Statements:</b> Demographics 2                                                                                                                                                                                                                                                                                                                                                                                                                           | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Nov       | Jan | Mar | June      |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |     |     |           |

## Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. <b>Root Cause:</b> PTA involvement is in a growing phase after limited activity in recent years.                                                                                                                                                                                          |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Problem Statement 2:</b> Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. <b>Root Cause:</b> A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Problem Statement 1:</b> Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. <b>Root Cause:</b> A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture. |

# State Compensatory

## Budget for Haltom Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 8.3

**Brief Description of SCE Services and/or Programs**

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

## Personnel for Haltom Middle School

| <u>Name</u>              | <u>Position</u>              | <u>FTE</u> |
|--------------------------|------------------------------|------------|
| 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

# Title I Personnel

| <u>Name</u>        | <u>Position</u>           | <u>Program</u> | <u>FTE</u> |
|--------------------|---------------------------|----------------|------------|
| 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        |



**Birdville Independent School District**  
**Holiday Heights Elementary**  
**2025-2026 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.***

Table of Contents

Comprehensive Needs Assessment ..... 4

Demographics ..... 4

Student Learning ..... 5

School Processes & Programs ..... 7

Perceptions ..... 9

Priority Problem Statements ..... 11

Comprehensive Needs Assessment Data Documentation ..... 12

Goals ..... 14

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... 14

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. .... 22

Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 25

State Compensatory ..... 29

Budget for Holiday Heights Elementary ..... 29

Personnel for Holiday Heights Elementary ..... 29

Title I ..... 30

Title I Personnel ..... 31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Holiday Heights Elementary is a Pre-Kindergarten through 5th Grade Title I campus located in North Richland Hills, Texas, within Birdville ISD. The campus serves approximately 463 students and reflects a diverse student population: 38.88% White, 27.43% Hispanic, 17.28% Black/African American, 7.99% Asian American, 7.99% Two or More Races, 0.22% American Indian, and 0.22% Pacific Islander.

As a predominantly neighborhood school, most students live within the surrounding community. With only two district buses serving the campus, the majority of students walk, ride bikes, or are picked up by family members.

Holiday Heights Elementary is proud to have a strong sense of community and a positive relationship between staff and families. Parental involvement is high, and the school enjoys strong support from the community.

Holiday Heights has been recognized as a Capturing Kids' Hearts National Showcase School for both the 2024–2025 and 2025–2026 school years, highlighting the campus's commitment to building strong, supportive relationships and a positive school culture.

### Demographics Strengths

Holiday Heights Elementary is proud to serve a culturally and ethnically diverse student population, creating a rich and inclusive learning environment. This diversity enhances students' educational experience by fostering greater cultural awareness, empathy, and collaboration among peers. The campus community values and embraces this diversity, using it as a strength to support academic and social-emotional growth.

As a neighborhood school, Holiday Heights enjoys strong relationships with families and community members. Most students live nearby and walk, bike, or are picked up by family, allowing for daily interaction between staff and families. This close-knit community contributes to high levels of parent involvement, strong communication, and a positive school culture.

Recognized as a Capturing Kids' Hearts National Showcase School for 2024–2025 and 2025–2026, Holiday Heights is committed to building meaningful connections and maintaining a supportive environment where all students feel valued and empowered to succeed.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The 2024-2025 end-of-year average daily attendance was 94.7%, representing an improvement, yet remaining slightly below the district goal of 95%.

**Root Cause:** While Holiday Heights benefits from strong family and community engagement, student academic performance has not consistently met state standards. Gaps in achievement are influenced by inconsistent attendance and chronic absenteeism, which limit learning opportunities.

# Student Learning

## Student Learning Summary

### 3rd READING

2023-2024 – 62.1%  
24-25 – 64.6%

### 4<sup>th</sup> READING

2023-2024 – 74.4%  
24-25 – 83%

### 5<sup>th</sup> READING

2023-2024 – 84.4%  
24-25 – 71.9%

### 5<sup>th</sup> SCIENCE

2023-2024 – 63.1%  
24-25 – 52.8%

### 3<sup>rd</sup> MATH

2023-2024 – 60.3%  
24-25 – 66.6%

### 4<sup>th</sup> MATH

2023-2024 – 55%  
24-25 – 64.8%

### 5<sup>th</sup> MATH

2023-2024 – 78.6%  
24-25 -67.4%

## Student Learning Strengths

The data shows some positive growth in several areas between the 2023-2024 and 2024-2025 academic years. Notably, 3rd-grade reading scores improved modestly, increasing from 62.1% to 64.6%. Even more significant gains were seen in 4th-grade reading, which rose from 74.4% to 83%, indicating strong progress in literacy at this level. Similarly, math scores for 3rd and 4th grades showed encouraging upward trends. Third-grade math improved from 60.3% to 66.6%, while 4th-grade math experienced a notable increase from 55% to 64.8%. These improvements suggest that early elementary instruction in reading and math is becoming more effective.

However, there are areas of concern, particularly at the 5th-grade level. Fifth-grade reading scores declined significantly, dropping from 84.4% to 71.9%. Similarly, 5th-grade science scores decreased from 63.1% to 52.8%, and 5th-grade math saw a decline from 78.6% to 67.4%. These downward trends indicate that while early grades are making progress, there may be challenges in sustaining or building upon that success as students advance to higher grade levels. Targeted interventions and support may be needed to address these areas and help improve outcomes for 5th graders.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 5th Grade scores, across Reading, Math and Science declined from the 2023-2024 school year.

**Root Cause:** This decline raises concerns about students' ability to maintain and build upon foundational skills as they progress to higher grade levels.

## School Processes & Programs

### School Processes & Programs Summary

Students at Holiday Heights Elementary are served through a variety of programs related to individual student needs. 63.07% (292 students) of our students are served by the free and reduced lunch program. 14.25% (66 students) of our students are considered Emmergent Bilingual, 21.17%% (98 students) special education, 7.34% (34 students) dyslexic, and 5.18% (24 students) gifted and talented.

Holiday Heights Elementary has one Pre-Kindergarten 3 classroom and two Pre-Kindergarten 4 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.

Collaborative teams 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 both before and after school and on Saturdays.

### School Processes & Programs Strengths

Holiday Heights staff utilize Professional Learning Community (PLC) meetings to address student needs through the use of anecdotal records, classroom observations, and data analysis. Both the campus and classroom schedules are designed to maximize instructional time and reflect best practices. The campus employs Vertical Teams to align curriculum, instructional strategies, and common academic vocabulary. Additionally, all staff members are trained in Capturing Kids' Hearts, ensuring a consistent approach across the campus through

social contracts, student greetings, affirmations, and recognition of positive behaviors.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students in the white subpopulation have consistently not demonstrated growth on both Reading and Math STAAR Assessments across grade levels, indicating a need for targeted instructional strategies and interventions to address persistent academic gaps.

**Root Cause:** White students at Holiday Heights have not consistently made progress on reading and math assessments due to a combination of factors, including inconsistent use of data to inform instructional decisions. Additionally, inconsistent attendance and limited parental engagement in academic support have further hindered student growth and achievement.



# Perceptions

## Perceptions Summary

At Holiday Heights Elementary, our top priority is meeting the unique needs of every student. We believe that each child learns differently, and our approach reflects a strong commitment to personalized education. From leadership and curriculum to support services and teaching strategies, every aspect of our school is thoughtfully designed to help students thrive academically, socially, and emotionally.

Our nurturing school environment, combined with active engagement from families and the broader community, creates a strong foundation for student success. We are proud to foster a culture where collaboration, respect, and a love for learning are at the heart of everything we do.

At Holiday Heights, we do not just talk about excellence—we show it. Whether inside the classroom, on the playground, or out in the community, we strive every day to demonstrate what it means to have #HuskyPride.

## Perceptions Strengths

Holiday Heights provides a warm, welcoming, and safe environment where both students and parents feel supported and valued. Students recognize the dedication of their teachers, who consistently prioritize both their academic growth and emotional well-being.

Communication is a key strength of the campus—parents appreciate being kept informed through regular class newsletters and active social media updates.

Families are actively engaged, contributing to the school's strong sense of community.

Students take pride in their school, which is evident in the way they speak about and interact within the campus environment.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Current data indicates inconsistent outcomes in student achievement and engagement across subpopulations.

**Root Cause:** The inconsistent outcomes in student achievement and engagement across subpopulations can be attributed to a lack of vertical alignment in instructional practices and curriculum implementation. Additionally, variations in differentiation strategies, inconsistent use of data to drive instruction, and limited collaboration time for teachers to plan and reflect collectively contribute to uneven support.

**Problem Statement 2 (Prioritized):** There appears to be a gap in the understanding among staff, students and parents regarding the safety protocols established at the district, campus, and classroom levels. Additionally, awareness of the resources available to support safety and well-being within the school community remains limited.

**Root Cause:** A possible lack of clear, accessible, and consistent messaging, limited opportunities for engagement and training, and inadequate dissemination of information through channels that effectively reach all families.

# Priority Problem Statements

**Problem Statement 1:** 5th Grade scores, across Reading, Math and Science declined from the 2023-2024 school year.

**Root Cause 1:** This decline raises concerns about students' ability to maintain and build upon foundational skills as they progress to higher grade levels.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Current data indicates inconsistent outcomes in student achievement and engagement across subpopulations.

**Root Cause 2:** The inconsistent outcomes in student achievement and engagement across subpopulation can be attributed to a lack of vertical alignment in instructional practices and curriculum implementation. Additionally, variations in differentiation strategies, inconsistent use of data to drive instruction, and limited collaboration time for teachers to plan and reflect collectively contribute to uneven support

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Students in the white subpopulation have consistently not demonstrated growth on both Reading and Math STAAR Assessments across grade levels, indicating a need for targeted instructional strategies and interventions to address persistent academic gaps.

**Root Cause 3:** White students at Holiday Heights have not consistently made progress on reading and math assessments due to a combination of factors, including inconsistent use of data to inform instructional decisions. Additionally, inconsistent attendance and limited parental engagement in academic support have further hindered student growth and achievement.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** The 2024-2025 end-of-year average daily attendance was 94.7%, representing an improvement, yet remaining slightly below the district goal of 95%.

**Root Cause 4:** While Holiday Heights benefits from strong family and community engagement, student academic performance has not consistently met state standards. Gaps in achievement are influenced by inconsistent attendance and chronic absenteeism, which limit learning opportunities.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** There appears to be a gap in the understanding among staff, students and parents regarding the safety protocols established at the district, campus, and classroom levels. Additionally, awareness of the resources available to support safety and well-being within the school community remains limited.

**Root Cause 5:** A possible lack of clear, accessible, and consistent messaging, limited opportunities for engagement and training, and inadequate dissemination of information through channels that effectively reach all families.

**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 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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Build capacity and fidelity in the use of the District curriculum and implementation literacy strategies at the campus level.<br><br><b>Actions:</b> a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity to implement campus literacy plans.<br>b) Support campus leadership teams to lead the implementation of the District curriculum, identified resources and literacy strategies.<br>c) Provide coaching support for campus implementation plans.<br>d) Use data to provide targeted support and progress monitoring.<br>e) Provide Saturday Tutoring monthly (and then bi-monthly after January) for students not growing in our targeted subpopulations.<br><br><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitator, Special Education Staff, Leaders of Learners (LOL) Members, Classroom Teachers, Tutors (Before/After School)<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement.<br><b>Actions:</b> 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.<br>b) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements.<br>c) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions.<br>d) Infuse literacy-focused professional learning and discussions into monthly principal meetings.<br>e) Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading.<br>f) Collect process data to measure the degree of alignment and implementation of district initiatives.<br>g) Monitor implementation of the district Reading Language Arts curriculum through ongoing professional learning and coaching.<br>h) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements.<br>i) Use instructional facilitator to support teachers in meeting House Bill 3 (HB3) goals and closing the gap regarding student performance.<br>j) Increase teacher capacity to teach the required Kindergarten -3rd grade phonics program.<br><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitator, Special Education Staff, Classroom Teachers, Central Office Staff<br><br><b>Problem Statements:</b> Perceptions 1 |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Communicate and assist campus staff in implementing data informed instruction and responsive teaching.<br><b>Actions:</b> a) Continue to conduct training on the personalized learning framework for all instructional staff.<br>b) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the Professional Learning Committee (PLC) process, including Super PLCs once a month (extra data/planning time for staff).<br>c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement.<br>d) Use data from multiple assessments (mClass, Star Renaissance) to inform instruction.<br>e) Collect, analyze and use data for progress monitoring.<br>f) Provide Saturday Tutoring monthly (and then bi-monthly after January) for students not growing in our targeted subpopulations.<br><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitator, Special Education Staff, Classroom Teachers, Central Office Staff<br><br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 4:</b> Enhance and support the implementation of system-wide instructional practices to support Emergent Bilinguals.<br><b>Actions:</b> a) Identify trends by conducting data analysis to determine progress in reading, math and English language development.<br>b) Increase effective systems of support for student learning in reading and math.<br>c) Provide Saturday Tutoring monthly (and then bi-monthly after January) for students not growing in our targeted subpopulations.<br><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitator, Multilingual Services, Classroom Teachers, Central Office Staff<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>                                                                                                                                                                                                                                                     |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Current data indicates inconsistent outcomes in student achievement and engagement across subpopulations. <b>Root Cause:</b> The inconsistent outcomes in student achievement and engagement across subpopulatio can be attributed to a lack of vertical alignment in instructional practices and curriculum implementation. Additionally, variations in differentiation strategies, inconsistent use of data to drive instruction, and limited collaboration time for teachers to plan and reflect collectively contribute to uneven 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:** 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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Assist teachers in developing, administering, and collecting student performance data to evaluate student growth.<br><br><b>Actions:</b> 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).<br>b) Track student performance to determine progress toward success on State of Texas Assessments of Academic Readiness (STAAR) assessments.<br>c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction.<br>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 monthly.<br>e) Use Classroom Teachers before/after school to support student learning and growth in both reading and math.<br>f) Provide Saturday Tutoring monthly (and then bi-monthly after January) for students not growing in our targeted subpopulations.<br><br><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitator, Special Education Staff, Classroom Teachers<br><br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> Tutoring - 211 - Title I | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Establish the Plan, Do, Study, Act (PDSA) process as a standard operating procedure on the campus for improving instruction, data analysis, and student growth.<br><b>Actions:</b> a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support.<br>b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation.<br>c) Collect examples during campus walkthroughs.<br>d) Model examples of goal setting and digital data folders during PLCs, Staff Meetings and Newsletters.<br><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Faciliator, Special Education Staff, Classroom Teachers<br><br><b>Problem Statements:</b> Perceptions 1                                                                                                                                                                                                                                                                                                                                                   | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 3:</b> Provide multiple opportunities for parents and the community to be engaged in the educational process and improving student learning.<br><b>Actions:</b> a) Host Meet the Teacher Event.<br>b) Create Information Videos to give parents information on how to support their child in/out of the school .<br>c) Host two Counselor Sessions relevant to current student difficulties.<br>d) Host the Annual Title I Information Meetings to explain programs and services available to our families.<br>e) Develop and distribute a Family and Parent Engagement Policy.<br>f) Host Open House to show parents academic growth<br>g) Conduct fall and spring parent conferences to improve student learning.<br>h) Create campus wide digital binders for families to engage and track updated student data.<br>i) Host a Multicultural Night to promote understanding and learning of different cultures represented in our school,<br><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff<br><br><b>Problem Statements:</b> Demographics 1<br><b>Funding Sources:</b> Family Engagement Resources - 211 - Title I | Formative |     |     | Summative |
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|  No Progress  Accomplished  Continue/Modify  Discontinue                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

## Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Problem Statement 1:</b> The 2024-2025 end-of-year average daily attendance was 94.7%, representing an improvement, yet remaining slightly below the district goal of 95%. <b>Root Cause:</b> While Holiday Heights benefits from strong family and community engagement, student academic performance has not consistently met state standards. Gaps in achievement are influenced by inconsistent attendance and chronic absenteeism, which limit learning opportunities. |

## Perceptions

**Problem Statement 1:** Current data indicates inconsistent outcomes in student achievement and engagement across subpopulations. **Root Cause:** The inconsistent outcomes in student achievement and engagement across subpopulatio can be attributed to a lack of vertical alignment in instructional practices and curriculum implementation. Additionally, variations in differentiation strategies, inconsistent use of data to drive instruction, and limited collaboration time for teachers to plan and reflect collectively contribute to uneven 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 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   |     |     |           |
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| <b>Strategy 1:</b> Create a culture that focuses students' social-emotional behavior well-being.<br><b>Actions:</b> 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.<br>b) Design classroom counseling lessons addressing Social-Emotional Behavior (SEB) well-being.<br>c) Implement a plan to recognize students and staff that demonstrate good citizenship traits.<br>d) Implement activities and programs that will integrate values into school culture.<br>e) Implement a digital citizenship and safety program.<br>f) Provide training to all staff for Capturing Kids' Hearts.<br>g) Utilize Title I Part Time Crisis Counselor to provide support to students in areas of Social-Emotional Behavior (SEB).<br><b>Staff Responsible for Monitoring:</b> Administrators, ,Counselors, SEL Committee, Classroom Teachers<br><br><b>Problem Statements:</b> School Processes & Programs 1<br><b>Funding Sources:</b> Professional Development - 211 - Title I, Crisis Intervention Counselor - 211 - Title I | Formative |     |     | Summative |
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| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Students in the white subpopulation have consistently not demonstrated growth on both Reading and Math STAAR Assessments across grade levels, indicating a need for targeted instructional strategies and interventions to address persistent academic gaps. <b>Root Cause:</b> White students at Holiday Heights have not consistently made progress on reading and math assessments due to a combination of factors, including inconsistent use of data to inform instructional decisions. Additionally, inconsistent attendance and limited parental engagement in academic support have further hindered student growth and achievement. |

**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   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Align campus expectations for behavior with district behavioral RtI Plan.<br><b>Actions:</b> a) Ensure that staff is trained in the implementation of the behavior Response to Intervention (RtI) plan with established procedures.<br>b) Conduct Positive Behavior Intervention Support (PBIS) Meetings with Agendas/Minutes to support campus behavior concerns.<br>c) Continue to implement consistent campus behavioral expectations (The Husky Way) that all stakeholders will follow.<br>d) Use video announcements and short clips to demonstrate appropriate campus behavior.<br>e) All staff will implement strategies learned during Capturing Kids' Hearts training.<br><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff<br><br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 |  | Formative |     |     | Summative |
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 5th Grade scores, across Reading, Math and Science declined from the 2023-2024 school year. <b>Root Cause:</b> This decline raises concerns about students' ability to maintain and build upon foundational skills as they progress to higher grade levels.                                                                                                                                                                                                                                                                                                                                                                                  |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 1:</b> Students in the white subpopulation have consistently not demonstrated growth on both Reading and Math STAAR Assessments across grade levels, indicating a need for targeted instructional strategies and interventions to address persistent academic gaps. <b>Root Cause:</b> White students at Holiday Heights have not consistently made progress on reading and math assessments due to a combination of factors, including inconsistent use of data to inform instructional decisions. Additionally, inconsistent attendance and limited parental engagement in academic support have further hindered student growth and achievement. |

**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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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.<br><b>Actions:</b> a) Grade level attendance data will be displayed and updated routinely.<br>b) Follow truancy guidelines and implement truancy prevention measures (including Open Enrollment Students)<br>c) Use District Weekly Attendance Reports on announcements and Social Media to encourage better attendance.<br>d) Develop Grade Level and Class Incentives, including individual recognition.<br>e) Continue campus wide incentives such as the Attendance Snack Cart and Random Attendance Awards.<br><b>Staff Responsible for Monitoring:</b> Administrators, Attendance Clerk, Counselors, Classroom Teachers, Attendance Officer<br><br><b>Problem Statements:</b> Demographics 1 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> The 2024-2025 end-of-year average daily attendance was 94.7%, representing an improvement, yet remaining slightly below the district goal of 95%. <b>Root Cause:</b> While Holiday Heights benefits from strong family and community engagement, student academic performance has not consistently met state standards. Gaps in achievement are influenced by inconsistent attendance and chronic absenteeism, which limit learning opportunities. |

**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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop and deploy aligned continuous improvement processes vertically and horizontally on campus.<br><b>Actions:</b> a) Establish goals for each team to improve efficiency and effectiveness of operations at all levels of the organization.<br>b) Develop and implement team plans to achieve goals, including identification of strategies and specific actions.<br>c) Identify key measures to track progress toward established goals.<br>d) Collect data on measures throughout the year and chart progress.<br>e) Evaluate the effectiveness of plans in achieving goals.<br>f) Communicate and celebrate team and campus successes through newsletters, staff meeting recognition and peer-to-peer recognition.<br><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff<br><br><b>Problem Statements:</b> Perceptions 1                                                                   | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Recruit, employ and retain quality teaching and professional support staff to attain excellence in student performance.<br><b>Actions:</b> a) Develop a plan to support 0-3 year experience teachers beyond the district mentor program.<br>b) Evaluate staff morale and satisfaction with campus surveys.<br>c) Use campus teams to evaluate programs and procedures to ensure satisfactory support from campus stake holders.<br>d) Continue to utilize the Faculty Advisory Committee (FAC) to address any topics which might need adjustment.<br>e) Provide all staff a uniformed shirt that promotes being a member of our school community.<br><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |

Performance Objective 2 Problem Statements:

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Current data indicates inconsistent outcomes in student achievement and engagement across subpopulations. <b>Root Cause:</b> The inconsistent outcomes in student achievement and engagement across subpopulatio can be attributed to a lack of vertical alignment in instructional practices and curriculum implementation. Additionally, variations in differentiation strategies, inconsistent use of data to drive instruction, and limited collaboration time for teachers to plan and reflect collectively contribute to uneven 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 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   |     |     |           |
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| <p><b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p><b>Actions:</b> 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.<br/>b) Conduct safety meetings Campus Emergency Response Team to evaluate and problem solve district safety concerns.<br/>d) Develop a plan to conduct all safety drills with meetings to assess strengths/weaknesses.<br/>e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.<br/>f) Identify potential school and safety threats using survey data to conduct a process for continuous improvement.<br/>g) Work in collaboration with applicable district staff to ensure and enhance recommended behaviors.<br/>h) Ensure all staff have updated safety trainings throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff</p> <p><b>Problem Statements:</b> Perceptions 2</p> |           |     |     |           |
| <div><div><div></div><div>No Progress</div></div><div><div></div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Problem Statement 2:</b> There appears to be a gap in the understanding among staff, students and parents regarding the safety protocols established at the district, campus, and classroom levels. Additionally, awareness of the resources available to support safety and well-being within the school community remains limited. <b>Root Cause:</b> A possible lack of clear, accessible, and consistent messaging, limited opportunities for engagement and training, and inadequate dissemination of information through channels that effectively reach all families.</p> |

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

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

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement a campus-wide safety awareness program.<br><b>Actions:</b> a) View and complete all components of Safe Schools Training.<br>b) Monitor the implementation of safety procedures throughout the campus (stepladders, extension cords, appliances).<br>c) Review safety procedures and relevant topics during staff meetings.<br><b>Staff Responsible for Monitoring:</b> All Holiday Heights Staff<br><br><b>Problem Statements:</b> Perceptions 2 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Problem Statement 2:</b> There appears to be a gap in the understanding among staff, students and parents regarding the safety protocols established at the district, campus, and classroom levels. Additionally, awareness of the resources available to support safety and well-being within the school community remains limited. <b>Root Cause:</b> A possible lack of clear, accessible, and consistent messaging, limited opportunities for engagement and training, and inadequate dissemination of information through channels that effectively reach all 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   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop a site-based decision making committee to ensure implementation of campus plan.<br><b>Actions:</b> a) Complete all action items.<br>b) Conduct four site-based meetings to review the campus improvement plan.<br>c) Conduct annual Campus Needs Assessment (CNA) and use feedback/data to drive campus improvement.<br>d) Conduct Family Engagement Agreements with annual review to drive campus improvement.<br><b>Staff Responsible for Monitoring:</b> Administration, Site Base Team, Families<br><br><b>Problem Statements:</b> Perceptions 2                                                                                                                                                                                                         | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
| <b>Strategy 2:</b> Implement requirements of the Every Student Succeeds Act (ESSA) regarding family and parental engagement.<br><b>Actions:</b> 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.<br>b) Continue to review and update meaningful ways for parents to be involved in their child's education.<br>c) Design, develop and implement a family, parent, and community engagement program to meet the needs of Emergent Bilingual (EB) students.<br><b>Staff Responsible for Monitoring:</b> Multilingual Services, Federal Programs, Campus Administrative Staff<br><br><b>Problem Statements:</b> Demographics 1 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> The 2024-2025 end-of-year average daily attendance was 94.7%, representing an improvement, yet remaining slightly below the district goal of 95%. <b>Root Cause:</b> While Holiday Heights benefits from strong family and community engagement, student academic performance has not consistently met state standards. Gaps in achievement are influenced by inconsistent attendance and chronic absenteeism, which limit learning opportunities. |

## Perceptions

**Problem Statement 2:** There appears to be a gap in the understanding among staff, students and parents regarding the safety protocols established at the district, campus, and classroom levels. Additionally, awareness of the resources available to support safety and well-being within the school community remains limited. **Root Cause:** A possible lack of clear, accessible, and consistent messaging, limited opportunities for engagement and training, and inadequate dissemination of information through channels that effectively reach all families.

# State Compensatory

## Budget for Holiday Heights Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 2.8**

**Brief Description of SCE Services and/or Programs**

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

## Personnel for Holiday Heights Elementary

| <u>Name</u>         | <u>Position</u>           | <u>FTE</u> |
|---------------------|---------------------------|------------|
| 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

# Title I Personnel

| <u>Name</u>   | <u>Position</u>               | <u>Program</u> | <u>FTE</u> |
|---------------|-------------------------------|----------------|------------|
| Kendal Abbott | Crisis Intervention Counselor | Title I        | 0.5        |

# **Birdville Independent School District**

## **Jack C. Binion Elementary**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: B**





# 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.**

## Value Statement

**\*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.**

# Table of Contents

Comprehensive Needs Assessment ..... 4

Demographics ..... 4

Student Learning ..... 7

Campus-Wide Highlights ..... 9

School Processes & Programs ..... 10

Perceptions ..... 12

Priority Problem Statements ..... 14

Goals ..... 16

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... 16

Goal 2: Utilize efficient and effective operations to support and improve the learning organization. .... 24

Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 26

State Compensatory ..... 31

Budget for Jack C. Binion Elementary ..... 31

Personnel for Jack C. Binion Elementary ..... 31

Title I ..... 32

Title I Personnel ..... 33

# 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 situated within a vibrant community that supports educational development and student growth.

|                                   |     |        |
|-----------------------------------|-----|--------|
| Total Students                    | 693 |        |
| Students by Grade                 |     |        |
| Pre-Kindergarten/EE               | 56  | 8%     |
| KIndergarten                      | 109 | 16%    |
| 1st Grade                         | 111 | 16%    |
| 2nd Grade                         | 94  | 14%    |
| 3rd Grade                         | 109 | 16%    |
| 4th Grade                         | 113 | 16%    |
| 5th Grade                         | 99  | 14%    |
|                                   |     |        |
| Student Demographics              |     |        |
| Female                            | 354 | 51%    |
| Male                              | 339 | 49%    |
| Hispanic-Latino                   | 450 | 65%    |
| American Indian-Alaskan Native    | 1   | 0.14%  |
| Asian                             | 6   | 0.87%  |
| Black- African American           | 81  | 11.70% |
| Native Hawaiian- Pacific Islander | 6   | 0.87%  |
| White                             | 104 | 15%    |
| Two or More Races                 | 45  | 6.40%  |
| Student Programs                  |     |        |
| Dyslexia                          | 20  | 2.80%  |
| Gifted and Talented               | 24  | 3.40%  |
| Section 504                       | 23  | 3%     |
| Special Education                 | 101 | 15%    |
| Emergent Bilingual                | 326 | 47%    |
| Bilingual                         | 257 | 38%    |

|                                           |        |     |
|-------------------------------------------|--------|-----|
| Bilingual                                 | 221    | 20% |
| English as a Second Language              | 28     | 4%  |
| Student Indicators                        |        |     |
| At-Risk                                   | 544    | 79% |
| Immigrant                                 | 58     | 8%  |
| Intervention Indicator                    | 438    | 63% |
| Homeless                                  | 28     | 4%  |
| Economic Disadvantage Total               | 533    | 77% |
| Free Meals                                | 471    | 68% |
| Reduced Price Meals                       | 62     | 9%  |
| Student Mobility                          | 153    | 25% |
| Attendance                                |        |     |
| 2024-2025 School Year                     | 94.60% |     |
| Staff Information                         |        |     |
| Administration and Administrative Support | 20     | 22% |
| Teachers                                  | 52     | 57% |
| Educational Aids                          | 19     | 21% |

### 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):** Student attendance at Jack C. Binion Elementary improved slightly from 94.2% in 2023-2024 to 94.6% in 2024-2025; however, it remains below the district and campus goal of 96%.

**Root Cause:** Inconsistent parent communication regarding the impact of absences on learning, coupled with barriers such as transportation challenges, health-related concerns, and limited engagement in attendance incentive programs, contributes to ongoing gaps in meeting the attendance goal.

**Problem Statement 2:** Achievement gaps exist among student demographic groups, with certain populations not performing at the same level as their peers on state assessments.

**Root Cause:** Inconsistent use of differentiated instructional strategies and limited targeted interventions have not fully addressed the diverse academic and linguistic needs of all student groups.

## Student Learning

### Student Learning Summary

The data presented below includes assessment information for the 2024-2025 school year. Notably, Jack C. Binion Elementary School continues to show consistent improvement in its State of Texas Assessment of Academic Readiness (STAAR) scores from 2024 to 202, demonstrating growth across all subject areas.

| STAAR                      |            |      |      |       |      |      |         |      |      |
|----------------------------|------------|------|------|-------|------|------|---------|------|------|
| Grade                      | Approaches |      |      | Meets |      |      | Masters |      |      |
|                            | 2023       | 2024 | 2025 | 2023  | 2024 | 2025 | 2023    | 2024 | 2025 |
| 3rd Grade Math             | 61         | 61   | 63   | 18    | 24   | 35   | 7       | 7    | 9    |
| 3rd Grade Math- Spanish    | 82         | 82   | 55   | 25    | 47   | 26   | 5       | 9    | 10   |
| 3rd Grade Reading          | 66         | 58   | 75   | 37    | 37   | 44   | 5       | 14   | 20   |
| 3rd Grade Reading- Spanish | 50         | 55   | 45   | 20    | 6    | 23   | 10      | 0    | 6    |
| 4th Grade Math             | 48         | 66   | 69   | 23    | 38   | 43   | 7       | 11   | 13   |
| 4th Grade Math- Spanish    | 6          | 27   | 39   | 0     | 9    | 13   | 0       | 0    | 4    |
| 4th Grade Reading          | 71         | 80   | 84   | 30    | 43   | 43   | 14      | 14   | 18   |
| 4th Grade Reading- Spanish | 29         | 50   | 30   | 16    | 0    | 17   | 3       | 0    | 4    |
| 5th Grade Math             | 63         | 77   | 72   | 26    | 41   | 43   | 5       | 3    | 13   |
| 5th Grade Math- Spanish    | 11         | 53   | 73   | 11    | 18   | 27   | 0       | 0    | 0    |
| 5th Grade Reading          | 83         | 76   | 73   | 51    | 42   | 55   | 19      | 12   | 20   |
| 5th Grade Reading- Spanish | 47         | 58   | 69   | 29    | 21   | 19   | 6       | 5    | 0    |
| 5th Grade Science          | 59         | 53   | 69   | 36    | 18   | 23   | 16      | 1    | 6    |
| 5th Grade Science- Spanish | 22         | 19   | 27   | 0     | 0    | 0    | 0       | 0    | 0    |
| Campus Rating:             | B          |      |      |       |      |      |         |      |      |

### Student Learning Strengths

## 3rd Grade

**Math (English):** Student performance increased at Meets (24 → 35) and Masters (7 → 9), showing more are reaching higher levels of problem-solving.

**Math (Spanish):** While Approaches declined, Meets (26) and Masters (10) held steady or improved, demonstrating

deeper learning for a core group of students.

**Reading (English):** Large jumps at Approaches (58 → 75), Meets (37 → 44), and Masters (14 → 20), showing growth in comprehension and critical thinking.

**Reading (Spanish):** Significant gains at Meets (6 → 23) and Masters (0 → 6), reflecting stronger literacy skills in Spanish testers.

### **4th Grade**

**Math (English):** Approaches (66 → 69), Meets (38 → 43), and Masters (11 → 13) all grew, highlighting consistent math improvement.

**Math (Spanish):** Major progress across the board—Approaches (27 → 39), Meets (9 → 13), Masters (0 → 4). Students are showing stronger math foundations.

**Reading (English):** Approaches improved (80 → 84) and Masters rose (14 → 18), indicating more students are excelling in comprehension.

**Reading (Spanish):** Growth at higher levels with Meets (0 → 17) and Masters (0 → 4), a strong step forward for Spanish readers.

### **5th Grade**

**Math (English):** Meets (41 → 43) and Masters (3 → 13) rose sharply, with Masters scores more than quadrupling.

**Math (Spanish):** Big increase in Approaches (53 → 73) and Meets (18 → 27), showing stronger math achievement among Spanish testers.

**Reading (English):** Growth at Meets (42 → 55) and Masters (12 → 20), signaling more advanced reading comprehension.

**Reading (Spanish):** Approaches (58 → 69) grew, showing stronger baseline reading readiness.

**Science (English):** Approaches (53 → 69), Meets (18 → 23), and Masters (1 → 6) all climbed, with more students excelling in science content.

**Science (Spanish):** Approaches improved (19 → 27), showing a stronger foundation in scientific concepts

## **Campus-Wide Highlights**

Gains across all three grade levels in math, reading, and science, particularly in the Meets and Masters categories.

Spanish testers demonstrated especially strong growth in 3rd-grade reading, 4th-grade math and reading, and 5th-grade math.

5th-grade math and science showed dramatic jumps at the Masters level, highlighting success in advanced problem-solving and critical thinking.

Campus performance supports continued momentum with an overall “B” rating.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** While Jack C. Binion Elementary demonstrated gains in students achieving Meets and Masters on the 2025 STAAR, overall performance at Meets and Masters has not shown consistent growth in Monolingual and Bilingual students, which indicates gaps in foundational skills and overall readiness.

**Root Cause:** Instructional practices may not consistently align with the rigor, depth, and expectations of the grade level standards, specifically in Meets and Masters performance levels.



# School Processes & Programs

## School Processes & Programs Summary

Jack C. Binion Elementary is a Title I school that offers extensive support and programs for students and staff.

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 education curriculum, Jack C. Binion Elementary provides additional support systems for students who are performing above or below grade level, ensuring that all students receive the help they need to succeed.

Staff are supported through weekly professional learning community meetings and targeted professional development. Teacher growth is prioritized through a focus on learning to analyze data, incorporate high-yield instructional strategies, and prioritize continuous improvement. Teachers receive weekly feedback on instruction from their team, Instructional facilitators, and campus administration.

## School Processes & Programs Strengths

A wide variety of support systems are provided for students, which may include:

- Full Day Pre-Kindergarten
- Dyslexia Support
- Strong Bilingual Program
- Emergent Bilingual Support
- Special Education Services
- Gifted and Talented Services
- Accelerated Instruction
- Intervention and Tutorials in Reading, Math, and Science

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 because the curriculum is not being taught with consistent depth and rigor

**Root Cause:** Inconsistent application of lesson internalization when teaching the curriculum leads to gaps in instructional delivery, making it difficult for students to remain engaged in rigorous academic tasks.

# 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

- 76% of students feel safe at school
- 89% of students feel that their teacher believes they will be successful.
- 81% of students feel there is an adult they can talk to at school if they have a problem.
- 74% of students feel they are treated fairly at school.

### Parent Results

- 79% of parents feel that Jack C. Binion students are safe at school.
- 74% of parents feel welcome at Jack C. Binion Elementary.
- 69% of parents feel that Jack C. Binion students show respect for other students.
- 79% 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
- Multicultural Night
- Academy 4 Student Mentorship Program

## Perceptions Strengths

The results from the 2025 Campus Needs Assessment Parent Survey indicate that 79% of parents feel their students are safe at school, indicating parents believe Jack C. Binion Elementary provides a secure, caring, and well-supervised environment for their children. 74% of parents feel welcome at Jack C. Binion Elementary, indicating many parents feel comfortable and accepted when they visit our campus or interact with staff. When parents feel welcome, they are more likely to attend events, communicate with teachers, and support their child's learning at home.

## **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. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus.

**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. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety.

# Priority Problem Statements

**Problem Statement 1:** While Jack C. Binion Elementary demonstrated gains in students achieving Meets and Masters on the 2025 STAAR, overall performance at Meets and Masters has not shown consistent growth in Monolingual and Bilingual students, which indicates gaps in foundational skills and overall readiness.

**Root Cause 1:** Instructional practices may not consistently align with the rigor, depth, and expectations of the grade level standards, specifically in Meets and Masters performance levels.

**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:** Student attendance at Jack C. Binion Elementary improved slightly from 94.2% in 2023-2024 to 94.6% in 2024-2025; however, it remains below the district and campus goal of 96%.

**Root Cause 3:** Inconsistent parent communication regarding the impact of absences on learning, coupled with barriers such as transportation challenges, health-related concerns, and limited engagement in attendance incentive programs, contributes to ongoing gaps in meeting the attendance goal.

**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. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus.

**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. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety.

**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 because the curriculum is not being taught with consistent depth and rigor

**Root Cause 6:** Inconsistent application of lesson internalization when teaching the curriculum leads to gaps in instructional delivery, making it difficult for students to remain

engaged in rigorous academic tasks.

**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 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 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 assessments. This will also increase Domain 1 Student Achievement, which counts the number of students at the various performance levels for state assessments- (Focus Domain 2)

## **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) Campus CFAs (Curriculum Focused Assessment) Historic STAAR (State of Texas Assessment of Academic Readiness) Data, CBA (Curriculum Based Assessment) Data (District Common Assessments)

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> Build teacher capacity by ensuring the consistent implementation of the District curriculum and state-approved resources.</p> <p><b>Actions:</b> a) Conduct walkthroughs using administration, instructional facilitators, and content coordinators to collect data on the implementation of District curriculum and state-approved resources<br/> b) Analyze walkthrough data and offer targeted professional development tailored to the identified needs of teachers.<br/> c) Provide ongoing training, coaching, and lesson modeling to support teachers in effectively implementing the curriculum and resources.<br/> d) Analyze and use data from Universal Screeners, District Assessments, and teacher-created assessments to offer targeted support and progress monitoring.<br/> e) Utilize district common assessments to ensure alignment of pacing and instruction.<br/> f) Utilize curriculum embedded strategies to support Tier 1 instruction.<br/> 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.<br/> <b>Staff Responsible for Monitoring:</b> Administration, Instructional Facilitators, and Content Coordinator</p> <p><b>Title I:</b><br/> 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br/> - <b>TEA Priorities:</b><br/> Build a foundation of reading and math, Improve low-performing schools<br/> - <b>Targeted Support Strategy</b><br/> <b>Problem Statements:</b> School Processes &amp; Programs 1, 2<br/> <b>Funding Sources:</b> Professional Development - 211 - Title I</p> | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Strengthen reading and mathematics instruction by focusing on lesson internalization, the use of best practices, and continuous improvement.<br><b>Actions:</b> a) Utilize Jack C. Binion's Lesson Internalization Plan template to assist teachers in internalizing resources available from the District for explicit instruction.<br>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.<br>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.<br>d) Leverage Instructional Facilitators to assist teachers in achieving instructional goals, offering targeted support to address specific challenges and enhance curriculum implementation.<br>e) Provide ongoing support by coaching, training, professional development, internalization strategies, and lesson modeling utilizing the Bluebonnet math curriculum.<br>f) Implement regular writing activities in all subjects to enhance students' understanding, develop communication skills, and promote critical thinking and creativity.<br>g) Implement the Hand2Mind supplemental science curriculum to provide hands-on, inquiry-based learning experiences that reinforce TEKS-aligned instruction and require students to apply cross-curricular skills in reading and math.<br><b>Staff Responsible for Monitoring:</b> Administration, Instructional Facilitators, Classroom Teachers<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 2<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE, Title I Personnel - 211 - Title I |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Provide training in data-driven decision-making to enhance instructional practices and promote responsive teaching.<br><b>Actions:</b> a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of weekly Professional Learning Communities.<br>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.<br>c) Conduct training on using data from multiple assessments to inform instruction and document student growth.<br>d) Continue to train and require the regular use of continuous improvement processes in the classroom.<br>e) Collect, analyze, and monitor student progress data to close achievement gaps, meet HB3 goals, and address individual student needs, ensuring all students achieve expected growth toward interim targets in the Academic Achievement component of the Closing the Gaps domain as defined by TEA.<br><b>Staff Responsible for Monitoring:</b> Administration, Instructional Facilitators, Classroom Teachers<br><br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Formative |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** While Jack C. Binion Elementary demonstrated gains in students achieving Meets and Masters on the 2025 STAAR, overall performance at Meets and Masters has not shown consistent growth in Monolingual and Bilingual students, which indicates gaps in foundational skills and overall readiness. **Root Cause:** Instructional practices may not consistently align with the rigor, depth, and expectations of the grade level standards, specifically in Meets and Masters performance levels.

#### 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 because the curriculum is not being taught with consistent depth and rigor **Root Cause:** Inconsistent application of lesson internalization when teaching the curriculum leads to gaps in instructional delivery, making it difficult for students to remain engaged in rigorous academic tasks.

**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 for all under-performing student groups, as identified through state and district assessments.

- a) Ensure all identified student groups in grades PreK-3 meet progress monitoring targets in reading and mathematics, as measured by a district-approved assessment tool.
- b) Develop a campus-targeted improvement plan for underperforming student groups and participate in quarterly, data-driven progress monitoring meetings to track and accelerate growth.

**HB3 Goal**

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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Vertical teams meet quarterly to ensure that curriculum and instruction are aligned and cohesive between grade levels.<br><br><b>Actions:</b> a) Align instructional goals and strategies across grade levels, ensuring continuity and coherence in vertical instruction.<br>b) Facilitate the sharing of best practices and successful strategies among team members to enhance the effectiveness of instruction at each level.<br>c) Facilitate collaboration among team members to address challenges, share resources, and develop strategies for improving instructional alignment and effectiveness.<br>d) Track the progress of instructional alignment and effectiveness through regular updates and feedback during weekly Professional Learning Community meetings.<br><br><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitators, Content Coordinators, Teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 2 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Reinforce and strengthen the consistent campuswide implementation of the PDSA process as the standard for improving instruction, analyzing data, and accelerating student growth.<br><b>Actions:</b> a) Provide professional learning on effective implementation of the PDSA process during staff development and PLC meetings.<br>b) Monitor lesson internalization, classroom instruction, and assessment practices to ensure alignment with the PDSA cycle.<br>c) Conduct regular walkthroughs and provide feedback to ensure consistency and fidelity in applying the PDSA process across classrooms.<br>d) Celebrate and share successful practices from grade levels and content areas demonstrating accelerated student growth through PDSA implementation.<br><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitators, Assessment Department. Teachers<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1<br><b>Funding Sources:</b> Title I Tutors - 211 - Title I                                                                                                                                                                                                                                                                                                     |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Provide opportunities for students, parents, and the community to engage in the educational process at Jack C Binion.<br><b>Actions:</b> a) Expand upon the Jack C. Binion reading initiative, Learning with Legends, which utilizes the experience and skills of retired community educators to support early literacy development by meeting weekly with selected students to improve their acquisition of foundational reading skills.<br>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.<br>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.<br>d) Strengthen collaboration with City Point Methodist Church to support school initiatives and community involvement.<br>e) Schedule musical performances for selected grade levels to enrich the educational experience and showcase student talents.<br>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.<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> Family Engagement Resources - 211 - Title I |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Nov       | Jan | Mar | June      |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Implement additional support for students in the lowest-performing subgroup as measured by state and district assessments.<br><b>Actions:</b> a) Analyze state and district assessment data to identify specific areas of need among our two lowest performing subgroups, White and Special Education students.<br>b) Incorporate differentiated instructional strategies and accommodations to address the unique learning needs of Special Education students.<br>c) Weekly Professional Learning Community meetings focused on data talks, planning, strategies, and using the feedback model.<br>d) Monitor progress through common assessments and adjust instruction as needed to ensure mastery of grade-level TEKS.<br><b>Staff Responsible for Monitoring:</b> Administration, Instructional Facilitators, Teachers<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> School Processes & Programs 1, 2 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Nov       | Jan | Mar | June      |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 2 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> While Jack C. Binion Elementary demonstrated gains in students achieving Meets and Masters on the 2025 STAAR, overall performance at Meets and Masters has not shown consistent growth in Monolingual and Bilingual students, which indicates gaps in foundational skills and overall readiness. <b>Root Cause:</b> Instructional practices may not consistently align with the rigor, depth, and expectations of the grade level standards, specifically in Meets and Masters performance levels.                                                                                                                                                                        |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Problem Statement 1:</b> Students are not reaching their potential in academic achievement. <b>Root Cause:</b> Implementing critical instructional strategies such as goal setting and reflection, workshop model, and formative assessments are inconsistent within the classroom and across the campus.<br><b>Problem Statement 2:</b> Students are disengaging from challenging academics because the curriculum is not being taught with consistent depth and rigor <b>Root Cause:</b> Inconsistent application of lesson internalization when teaching the curriculum leads to gaps in instructional delivery, making it difficult for students to remain engaged in rigorous academic tasks. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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:** 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   |     |     |           |
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| <b>Strategy 1:</b> Implement the behavioral MTSS (Multi-Tiered Systems of Support) plan with fidelity.<br><b>Actions:</b> a) Ensure that all instructional staff receive comprehensive training on the implementation of the behavioral MTSS plan and its procedures.<br>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.<br>c). Use the Focus system to input and manage behavioral MTSS student plans, ensuring accurate tracking and monitoring.<br>d) Utilize the behavior interventionist for intervention and classroom strategies.<br>e) Identify students needing intervention by analyzing data to determine students who exhibit persistent and ongoing behaviors of concern.<br>F. Apply effective, evidence-based interventions for students meeting Tier 2 or Tier 3 criteria in small groups to address their specific behavioral needs.<br><b>Staff Responsible for Monitoring:</b> Administration, Counselors, Behavior Specialist, Teachers<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> Perceptions 2 | Formative |     |     | Summative |
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**Performance Objective 3 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus. <b>Root Cause:</b> 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. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety. |

**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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Refine and implement a comprehensive campus plan to improve student attendance by addressing social factors that contribute to absenteeism and consistently monitoring the effectiveness of targeted strategies.<br><b>Actions:</b> a) Use campus funds to provide incentives to improve student attendance.<br>b) Monitor student attendance and review progress weekly to determine the effectiveness of the campus attendance plan.<br>c) Create an attendance incentive plan that recognizes attendance daily, weekly, quarterly, each semester, and annually.<br>d) Implement a coordinated approach to identify and address family and community-based barriers to student attendance, engaging key stakeholders in developing targeted solutions.<br><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Attendance Committe<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> Demographics 1 | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Student attendance at Jack C. Binion Elementary improved slightly from 94.2% in 2023-2024 to 94.6% in 2024-2025; however, it remains below the district and campus goal of 96%. <b>Root Cause:</b> Inconsistent parent communication regarding the impact of absences on learning, coupled with barriers such as transportation challenges, health-related concerns, and limited engagement in attendance incentive programs, contributes to ongoing gaps in meeting the attendance goal. |

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

**Performance Objective 2:** Strengthen campuswide classroom management and positive behavior supports by implementing Love and Logic strategies, resulting in a reduction of discipline referrals by 10% compared to the 2024-2025 school year. + Family engagement.

**Evaluation Data Sources:** Discipline Referrals

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement Love and Logic practices campuswide to reinforce positive teacher-student relationships, provide consistent responses to behavior, and promote a safe and respectful learning environment.<br><b>Actions:</b> a) Provide professional development for all staff on Love and Logic principles and classroom applications.<br>b) Incorporate Love and Logic strategies into classroom management plans and reinforce during PLCs.<br>c) Model effective Love and Logic practices through coaching, peer observations, and administrator walkthroughs.<br>d) Monitor discipline referral data quarterly and adjust implementation support as needed.<br>e) Recognize staff who consistently implement Love and Logic practices to encourage sustainability.<br><b>Staff Responsible for Monitoring:</b> Teachers, Campus Administration<br><br><b>Problem Statements:</b> Perceptions 2 | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Problem Statement 2:</b> 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus. <b>Root Cause:</b> 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. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety. |



**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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.<br><br><b>Actions:</b> a) Recruit campus and community stakeholders to serve on the Campus Safety Committee<br>b) Host monthly meetings to discuss safety policies, review incident reports, and evaluate the effectiveness of current safety measures.<br>c) Review and update existing safety policies and protocols regularly<br>d) Develop and maintain comprehensive emergency response plans, communicating them clearly to all staff, students, and parents.<br>e) Regularly update the school community about safety improvements and ongoing efforts, fostering a sense of shared responsibility.<br>f) Ensure students and staff understand and utilize the Standard Response Protocol.<br>g) Train students on how to effectively use the Anonymous Alerts reporting system, empowering students to voice their concerns safely and anonymously.<br><b>Staff Responsible for Monitoring:</b> Administration, Campus Safety Team, Staff<br><br><b>Problem Statements:</b> Perceptions 2 |  | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Conduct required safety drills and regularly check exterior and interior doors to ensure they meet district and state guidelines.<br><br><b>Actions:</b> a) Conduct all mandated safety drills using Raptor and record their completion in Sentinel.<br>c) Implement a routine schedule for administration and custodial staff to check the security of all exterior and interior doors.<br>e) Maintain detailed logs of all door checks, noting any issues and the actions taken to resolve them in Sentinel.<br>d) Establish clear communication protocols to disseminate information to staff during an emergency, including alerts, updates, and instructions.<br><b>Staff Responsible for Monitoring:</b> Campus administration, Student Services Department<br><br><b>Problem Statements:</b> Perceptions 2                                                                                                                                                                                                                                                                                                               |  | Formative |     |     | Summative |
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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. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus. **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. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety.

**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% and reduce the number of work days lost due to accidents occurring on the job by 10%

**High Priority**  
**Evaluation Data Sources:** Annual worker's compensation claims report

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop and implement a campus program that promotes an accident-free work environment.<br><b>Actions:</b> a) Ensure all campus employees complete Safe Schools training<br>b) Show and discuss quarterly safety videos.<br>b) Ensure all staff know where all step ladders are hanging.<br>Work with custody to ensure all slipping hazards are marked.<br>c) Use campus walks to evaluate areas of needed repair and concern.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Custodian<br><br><b>Problem Statements:</b> Perceptions 2 | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Problem Statement 2:</b> 100% of students and parents do not feel safe at school, even though extensive safety measures and training have been implemented. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus. <b>Root Cause:</b> 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. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety. |

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

**Performance Objective 3:** The campus will provide a safe and supportive learning environment by maintaining a robust counseling and mental health support system.

**Evaluation Data Sources:** Campus Climate Surveys  
Counseling lesson documentation  
Pre and post survey data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> The district will strengthen early identification and support systems for student mental health.<br><b>Actions:</b> a) Implement a multi-tiered system of support (MTSS) to identify students at risk for mental health challenges, suicide, substance use, or trauma-related risks.<br>b) Provide annual training for staff on recognizing early warning signs of mental illness, suicide ideation, and substance use.<br>c) Strengthen school-based referral pathways to counselors and behavioral health services.<br><br><b>Problem Statements:</b> Perceptions 2 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
| <b>Strategy 2:</b> Ensure all students receive developmentally appropriate counseling services aligned with the four components of a comprehensive school counseling program.<br><b>Actions:</b> a) Deliver classroom guidance, in Social Emotional Behavior (SEB), bullying prevention, and career/college readiness across grade levels.<br>b) Increase counselor visibility and outreach through small groups, parent engagement, and faculty collaboration.<br><br><b>Problem Statements:</b> Perceptions 2                                                                          | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
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**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. Students, staff, and parents identified ongoing concerns related to bullying and disruptive behavior that impact the sense of safety on the campus. **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. Inconsistent implementation of behavior expectations, supervision routines, and safety protocols on campus has led to varied experiences with student conduct and campus safety.

# State Compensatory

## Budget for Jack C. Binion Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 2.985

**Brief Description of SCE Services and/or Programs**

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

## Personnel for Jack C. Binion Elementary

| <u>Name</u>      | <u>Position</u>           | <u>FTE</u> |
|------------------|---------------------------|------------|
| 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

# Title I Personnel

| <u>Name</u>  | <u>Position</u>                   | <u>Program</u> | <u>FTE</u> |
|--------------|-----------------------------------|----------------|------------|
| Anai Geyer   | Bilingual Reading Interventionist | Title I        | 0.5        |
| Jamie Norris | Instructional Facilitator         | Title I        | 1.0        |



**Birdville Independent School District**

**John D. Spicer Elementary**

**2025-2026 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.*

# Table of Contents

|                                                                                                                                                         |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                    | 4  |
| Demographics .....                                                                                                                                      | 4  |
| Student Learning .....                                                                                                                                  | 7  |
| School Processes & Programs .....                                                                                                                       | 10 |
| Perceptions .....                                                                                                                                       | 12 |
| Priority Problem Statements .....                                                                                                                       | 22 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                 | 24 |
| Goals .....                                                                                                                                             | 25 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. .... | 25 |
| Goal 2: Utilize efficient and effective operations to support and improve the learning organization. ....                                               | 30 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                           | 36 |
| State Compensatory .....                                                                                                                                | 43 |
| Budget for John D. Spicer Elementary .....                                                                                                              | 43 |
| Personnel for John D. Spicer Elementary .....                                                                                                           | 43 |
| Title I .....                                                                                                                                           | 44 |
| Title I Personnel .....                                                                                                                                 | 45 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

John D. Spicer Elementary served 404 students in grades pre-kindergarten - fifth grade with the following demographics:

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| <p><b>Attendance</b></p> <p><b>94.9%</b></p> <p><b>Student Demographics 2024-2025</b></p> <ul style="list-style-type: none"> <li>• Female: 45.94%</li> <li>• Male: 54.06%</li> <li>• Hispanic - Latino: 26.22%</li> <li>• American Indian-Alaskan Native - 0.23%</li> <li>• Asian: 9.5%</li> <li>• Black - African American: 35.27%</li> <li>• Native Hawaiian-Pacific Islander - 0.46%</li> <li>• White: 22.74%</li> <li>• Two-or-More: 5.57%</li> </ul> <p><b>Student Programs 2023-2024</b></p> <ul style="list-style-type: none"> <li>• 11 Dyslexia - 2.55%</li> <li>• 21 Gifted and Talented - 5.2%</li> <li>• 0 Regional Day school Program for the Deaf - 0%</li> <li>• 9 Section 504 - 2.09%</li> <li>• 87 Special Education Students - 20.19%</li> </ul> <p><b>Bilingual/ESL</b></p> <ul style="list-style-type: none"> <li>• 92 Emergent Bilingual Students - 21.35%</li> <li>• 1 Bilingual - 0.23%</li> <li>• 56 English as a second language - 12.99%</li> <li>• 0 Alternative Bilingual Language Program - 0%</li> <li>• 0 Alternative ESL Language Program - 0%</li> </ul> <p><b>Title I Part A</b></p> <ul style="list-style-type: none"> <li>• 431 School Wide program - 100%</li> <li>• 0 Targeted Assistance -0%</li> <li>• 0 Targeted Assistance Previously Participated - 0%</li> <li>• 0 Title I Homeless - 0%</li> <li>• 0 Neglected - 0%</li> </ul> | <p><b>Student Indicators 2023-2024</b></p> <ul style="list-style-type: none"> <li>• 255 At-risk students - 63.12%</li> <li>• 0 Foster Care - 0%</li> <li>• 0 IEP Continuer - 0%</li> <li>• 24 Immigrant - 5.57%</li> <li>• 244 Intervention Indicator - 56.61%</li> <li>• 0 Migrant - 0%</li> <li>• 6 Military Connected - 1.39%</li> <li>• 28 Transfer In Students - 6.49%</li> <li>• 0 Unschooled Asylee/Refugee - 0%</li> <li>• 83 mobility rate - 23.31%</li> </ul> <p><b>Economic Disadvantage</b></p> <ul style="list-style-type: none"> <li>• 292 Economically Disadvantaged students - 67.75%</li> <li>• 249 Free Meal - 57.77%</li> <li>• 43 Free/Reduced Priced Meals - 9.98%</li> <li>• 0 Other Economic Disadvantage - 0%</li> </ul> <p><b>Homeless and Unaccompanied Youth</b></p> <ul style="list-style-type: none"> <li>• 5 Homeless Status - 1.16%</li> <li>• 2 Shelter - 0.46%</li> <li>• 0 Doubled Up - 0%</li> <li>• 0 Unsheltered - 0%</li> <li>• 3 Hotel/Motel - .74%</li> <li>• 5 Not Unaccompanied Youth - 1.24%</li> <li>• 0 Unaccompanied Youth - 0%</li> </ul> | <p><b>Special Education Services</b></p> <p><b>Primary disabilities</b></p> <ul style="list-style-type: none"> <li>• 0 No disability - 0%</li> <li>• 1 Orthopedic Impairment - 1.15%</li> <li>• 3 Other Health Impairment - 3.45%</li> <li>• 0 Auditory Impairment - 0%</li> <li>• 0 Visual Impairment - 0%</li> <li>• 0 Deaf-Blind - 0%</li> <li>• 0 Intellectual Disability - 0%</li> <li>• 10 Emotional Disturbance - 11.49%</li> <li>• 19 Learning Disability - 21.84%</li> <li>• 22 Speech Impairment - 25.29%</li> <li>• 23 Autism - 26.44%</li> <li>• 0 Developmental Delays - 0%</li> <li>• 0 Traumatic Brain Injuries - 0%</li> <li>• 9 Noncategorical Early Childhood - 10.34%</li> </ul> <p><b>Instructional Settings</b></p> <ul style="list-style-type: none"> <li>• 22 Speech Therapy - 25.29%</li> <li>• 0 Homebound - 0%</li> <li>• 0 Hospital Class - 0%</li> <li>• 6 Mainstream - 6.9%</li> <li>• 28 Resource Room - 32.18%</li> <li>• 0 VAC - 0%</li> <li>• 0 Off Home Campus - 0%</li> <li>• 0 State School - 0%</li> <li>• 0 Residential Care - 0%</li> <li>• 20 Self-Contained - 22.99%</li> <li>• 11 Full-Time Early Childhood - 12.64%</li> <li>• 0 Nonpublic Day School - 0%</li> </ul> <p><b>Staff Information 2023-2024</b></p> <ul style="list-style-type: none"> <li>• 13 Administrative Support - 19.4%</li> <li>• 34 Teacher - 50.75%</li> <li>• 20 Educational Aide - 29.85%</li> <li>• 0 Auxiliary - 0%</li> </ul> |
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In the 2024-2025 academic year, 63.34% of students, or 273 individuals, are considered at-risk. No students are currently in foster care or continuing with an Individualized Education Program (IEP). The student body includes 24 immigrants, representing 5.57%, and 244 students, or 56.61%, who have an intervention indicator. There are no migrant or unschooled asylee/refugee students, but 6 students, or 1.39%, are military-connected. Additionally, 28 students, or 6.49%, transferred into the school this year, and the mobility rate is 23.31%, accounting for 83 students.

Regarding economic disadvantage, 292 students, or 67.75%, fall into this category. Of these, 249 students (57.77%) receive free meals, while 43 students (9.98%) qualify for free or reduced-price meals.

When it comes to homelessness, 1.16% of the student population, or five students, have a homeless status. Of these, three students in a hotel (0.70%), and two are in a shelter (0.46%). 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 53%. Spicer earned 100% in closing the gaps for our ELP status indicator on 2024 Closing the Gap Performance Targets. In the category of Closing the Gaps, our Emergent Bilingual population exceeded the state reading goal by 4 points. Additionally, the high focus group exceeded the state goal for reading by 4 points, economically disadvantaged exceeded by 6 points, African American exceeded by 9 points, and Hispanic exceeded by 10 points.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our campus attendance rate is 94.9%, only a 1.6% increase over four years and below the 96% state target. This gap reduces instructional time, increases chronic absenteeism, and negatively affects student learning and overall performance.

**Root Cause:** Our below-target attendance rate is driven by systemic barriers, including 67.75% of students economically disadvantaged, 63.4% at-risk, and a 25.72% mobility rate. Economic hardship, unstable housing, limited health care and limited transportation contribute to chronic absenteeism, while 50% relying on bus/daycare transport face added challenges, preventing progress toward the 96% state goal.

# Student Learning

## Student Learning Summary

### mClass Data

64% of kindergarteners scored at or above benchmark on the composite mClass score for reading.

71% of first graders scored at or above benchmark on the composite mClass score for reading.

69% of second graders scored at or above benchmark on the composite mClass score for reading.

68% 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 2024-2025 performance data highlights achievement levels across various student groups. Overall, 69% of students scored at or above the "Approaches GL Standard," with 42% meeting or exceeding the "Meets GL Standard," and 20% achieving the "Masters GL Standard."

### Key Insights:

- **African American Students:** 67% scored at or above the "Approaches GL Standard," with 37% meeting the "Meets GL Standard" and 15% reaching the "Masters GL Standard."
- **Hispanic Students:** 65% achieved at or above the "Approaches GL Standard," with 42% meeting the "Meets GL Standard" and 21% 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 65%, with 35% meeting the "Meets GL Standard" and 17% 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 white students.
- **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:** 69% of all students, with varied performance across groups. African American and Hispanic students performed at 67% and 65%, respectively, while the high focus group achieved 65%.
- **Meets GL Standard or Above:** 42% of all students met this standard, with African American students at 37% and Hispanic students at 42%. The high focus group had a lower percentage at 35%.
- **Masters GL Standard:** 20% of all students reached this level. African American students had 15% and Hispanic students 21%, whereas the high focus group achieved 17%.

#### 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 72%. The high focus group had a lower performance rate at 70%.
- **Mathematics:** 70% of students achieved the "Approaches GL Standard or Above," with African American students at 64% and Hispanic students at 67%. The high focus group had a rate of 65%.
- **Science:** 53% of students met the "Approaches GL Standard or Above," with African American students at 55% and Hispanic students at 39%. The high focus group performed at 49%.

#### Action Steps:

1. **Focus on Closing Achievement Gaps:** Address the lower performance among Hispanic 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.

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John D. Spicer Elementary's data highlights current performance and future targets in Reading/Language Arts (RLA) and Mathematics.

#### Reading/Language Arts (RLA):

- **2025 Achievement:** 48% of students met or exceeded the "Meets GL Standard," with African American students at 43% and Hispanic students at 49%.
- **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 82% overall, with African American students at 43% meets and above and Hispanic students at 49% meets and above.

#### Action Steps:

1. **Enhance Instruction:** Focus on strategies to improve achievement in RLA and Mathematics
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 2025. Spicer EB students exceeded the target by scoring 53%. 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 4 points. This group also met the state reading goal of 62%.

Economically disadvantaged students performed higher than the state target by 9 points in reading by 8% in reading and 2% in math.

John D. Spicer Elementary demonstrates notable strengths in student learning, particularly in Reading/Language Arts (RLA) and Mathematics. The school's commitment to targeted interventions and instructional improvements has resulted in solid performance outcomes, including 42% Meeting Grade Level or above in RLA and 46% 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):** Students scored 3% below the performance measure goal in both Reading and Math STAAR assessments, indicating a need for targeted instruction and interventions to improve overall achievement and close the gap to meet state expectations.

**Root Cause:** The campus has a high mobility rate (25.72%). Frequent mobility disrupts learning continuity, complicating skill development. 63.4% of students are at-risk and 67.75% are economically disadvantaged, creating substantial educational gaps in foundational skills. 21.35% of students identified as Emergent Bilingual, language barriers also hinder math and reading comprehension.

**Problem Statement 2 (Prioritized):** Our campus 5th grade Science STAAR scores were well below target, with only 12.3% of students meeting or mastering expectations. All subgroups are performing under state targets, highlighting gaps in content mastery and instructional effectiveness that require targeted support and interventions.

**Root Cause:** Low 5th grade Science STAAR scores stem from gaps in content mastery, limited academic vocabulary, difficulty with constructed responses and academic language, challenges for emergent bilinguals, and struggles interpreting pictures and models, compounded by insufficient hands-on lab experiences.

**Problem Statement 3 (Prioritized):** On the Reading STAAR, 51.3% of students scored 0 and 4.3% scored 1 on the extended constructed response, indicating a critical need for targeted instruction in writing, comprehension, and academic language to improve student performance.

**Root Cause:** Low extended response scores stem from limited cross-curricular writing time, difficulty answering prompts, challenges locating and explaining evidence, underdeveloped academic vocabulary, and inconsistent modeling of constructed responses across content areas.

# 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 has shown a 1.6% increase in attendance rate of 94.9%, 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 92 Emergent Bilingual students and 92 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 than 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):** Only 46% of students met the closing-the-gap target in Math, falling 3% below the campus goal, highlighting the need for strengthening tier 1 instruction and targeted interventions to support student growth and improve overall performance.

**Root Cause:** The gap in Math performance is driven by inconsistent Tier 1 instruction, limited targeted interventions, and gaps in foundational skills, which prevent students from meeting the closing-the-gap target and achieving grade-level proficiency.

**Problem Statement 2 (Prioritized):** Seventeen percent of K-2 students scored well below standard on the end-of-year mClass assessment. Kindergarten had the lowest percentage at or above grade level, first grade met the target, and second grade fell just 1% below the goal, highlighting a need for targeted support in early literacy.

**Root Cause:** High percentages of at-risk (63.4%), economically disadvantaged (67.75%), and Emergent Bilingual students (21.35%), including 18% of K-1 students at risk for dyslexia, have gaps in early literacy. Addressing these needs requires differentiated instruction and targeted interventions to ensure grade-level proficiency.

**Problem Statement 3 (Prioritized):** This campus has 63.4% of students identified at risk that exhibit an increase in social emotional gaps affecting academic performance.

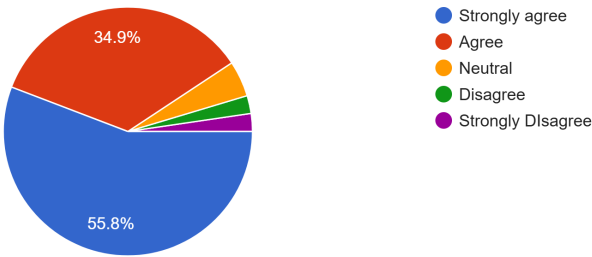
**Root Cause:** The high percentage of at-risk students, combined with insufficient social-emotional support, creates barriers to effective learning and engagement. These gaps hinder students' ability to focus on their studies, resulting in decreased academic performance.

# Perceptions

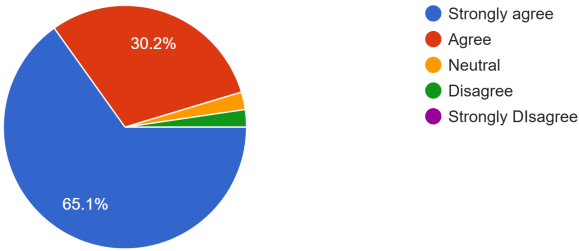
## Perceptions Summary

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:

School Environment: My child feels safe and happy at school.  
43 responses



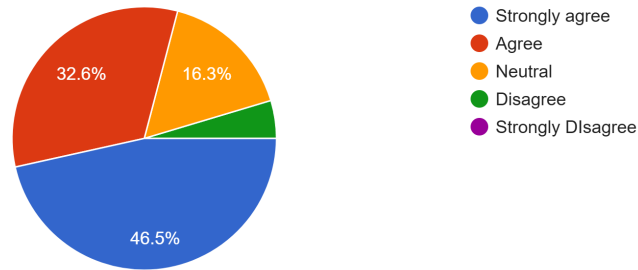
Our dismissal procedures are safe and effective?  
43 responses



The majority of respondents, 55.8%, strongly agree that their child feels safe and happy at school, indicating a high level of satisfaction with the school environment. Additionally, 34.9% of respondents agree, further supporting the positive sentiment. A small percentage, 5%, remain neutral on the topic, while 2.3% disagree and another 2.3% 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, 65.1%, strongly agree that the dismissal procedures are safe and effective, suggesting a generally positive assessment of the process. Another 30.2% agree, reinforcing the overall favorable opinion. A small percentage, 2.3%, remain neutral, while 2.3% disagree and another 0% strongly disagree. Overall, the responses reflect that most participants view the dismissal procedures as safe and effective, with a small minority expressing concerns.

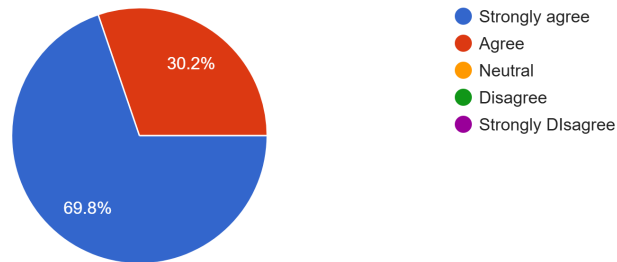
The school has improved my child's social skills.

43 responses



Our building is clean and well maintained.

43 responses

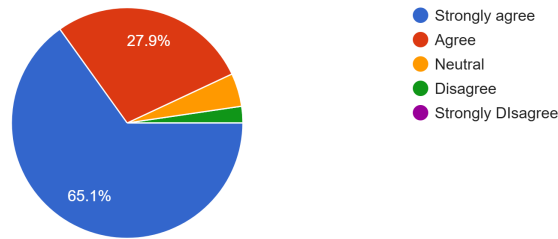


The majority of respondents, 46.5%, strongly agree that the school has improved their child's social skills, indicating a positive impact in this area. Another 32.6% agree, further supporting this view. A smaller portion, 16.3%, remain neutral, while 4.7% disagree and another 0% strongly disagree. Overall, 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, 69.8%, strongly agree that the building is clean and well-maintained, reflecting a positive assessment of the facility's upkeep. An additional 30.2% agree, further supporting this favorable view. 0% 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 school environment is caring and supportive.

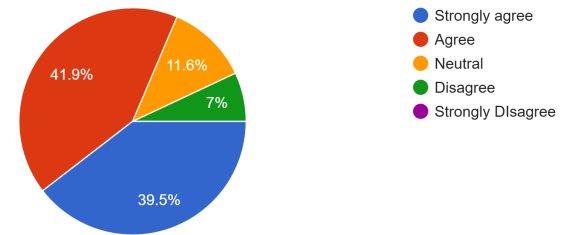
43 responses



The majority of respondents, 65.1%, strongly agree that the school environment is caring and supportive, indicating a highly positive perception. Another 28% agree, further emphasizing the favorable sentiment. A small percentage, 5%, remain neutral, while 2.3% 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.

My child receives the attention he/she needs in the classroom.

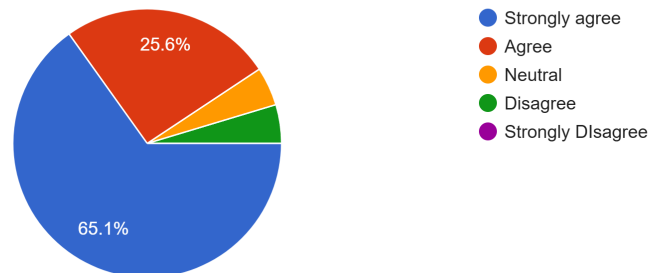
43 responses



The majority of respondents, 39.5%, strongly agree that their child receives the attention needed in the classroom, indicating a strong level of satisfaction. Additionally, 41.9% agree, supporting the positive sentiment. A smaller portion, 11.6%, remain neutral, while 7% disagree and 0% 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.

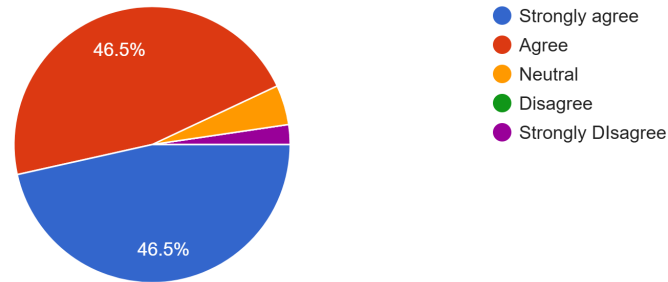
I feel welcome at my child's school.

43 responses



My child is learning a lot in school this year.

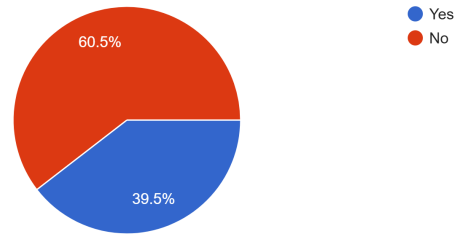
43 responses



The majority of respondents, 65.1%, strongly agree that they feel welcome at their child's school, reflecting a positive and inclusive atmosphere. An additional 25.6% 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.

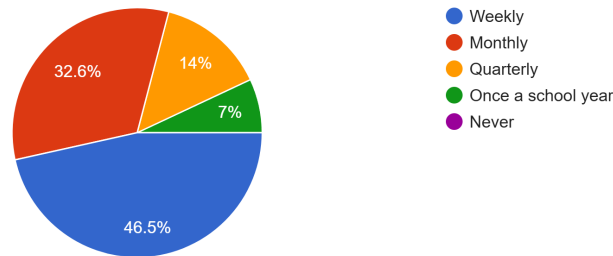
The majority of respondents, 46.5%, strongly agree that their child is learning a lot in school this year, reflecting a strong sense of academic progress. Another 46.5% agree, further supporting this view. A smaller portion, 5%, remain neutral, while 2% strongly disagree. Overall, the responses indicate that most participants believe their child is experiencing significant learning, with only a small minority expressing dissatisfaction.

I would be very interested in after school day care at Spicer provided by Spicer staff for my child/children.  
43 responses

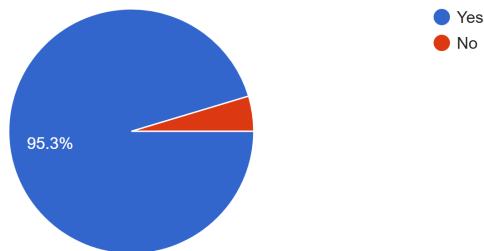


Out of the responses, 39.5% are in favor of after-school daycare at Spicer provided by Spicer staff, indicating a significant level of interest. In contrast, 61% are not interested. Overall, there was not a notable interest in the after-school daycare program, most of our families rely on the bus transportation.

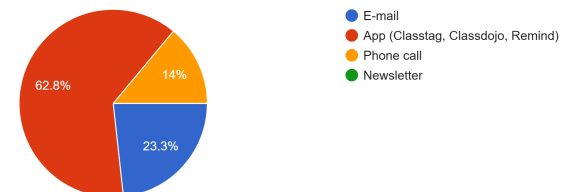
Communication: How often do you communicate with your child teacher.  
43 responses



Does the teacher respond in timely manner  
43 responses



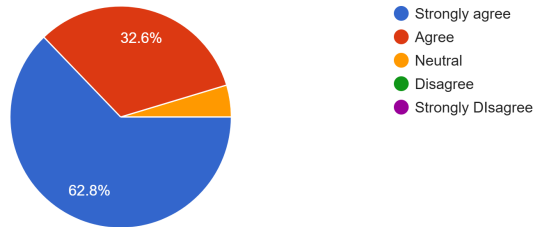
How would you like your child's teacher to communicate with you?  
43 responses



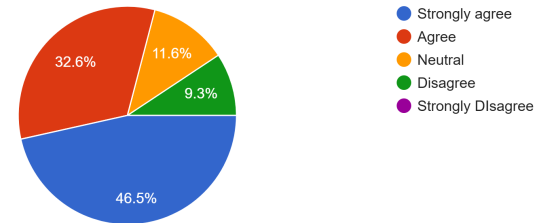


The majority of respondents, 46.5%, communicate with their child’s teacher on a weekly basis, indicating frequent and regular contact. Additionally, 32.6% communicate monthly, reflecting less frequent but still regular interactions. A smaller portion, 14%, communicate quarterly, while 7% either never 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. 95.3%, reported that the teacher responds in a timely manner. This 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 62.8% indicating this preference. E-mail is the second most preferred method, chosen by 23.3% of respondents. Phone calls are the least preferred, with only 14% 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.

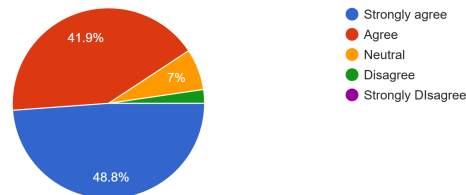
I feel comfortable discussing my child's needs with teachers and staff.  
43 responses



I feel well-informed about what is going on at the school.  
43 responses



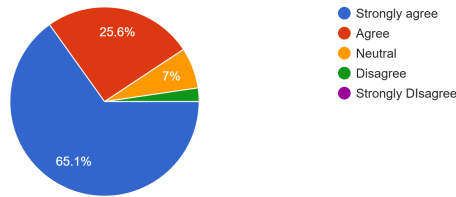
My child can get the resources he/she needs to be successful.  
43 responses



The majority of respondents, 46.5%, 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, 32.6% agree, further supporting this positive view. A smaller portion, 11.6%, are neutral, and 9.3% 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, 62.8%, strongly agree that they feel comfortable discussing their child’s needs with teachers and staff, indicating a high level of confidence in communication. Additionally, 32.6% agree, further supporting this positive sentiment. A smaller portion, 4.7%, remain neutral, and none 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, 48.8%, strongly agree that their child can get the resources needed to be successful, reflecting a strong belief in the availability of necessary support. Additionally, 41.9% agree, further supporting this positive view. A smaller portion, 7%, remain neutral, while 2.3% disagree and none strongly 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.

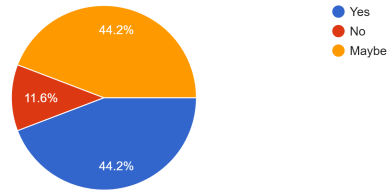
The school encourages parent involvement in school activities.

43 responses



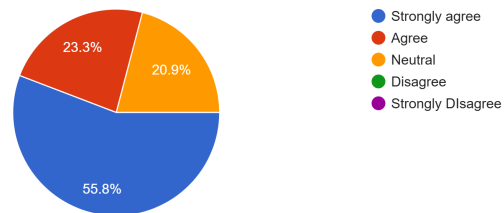
I would be interested in helping in the school.

43 responses



Do you follow our school on fb and is it helpful?

43 responses

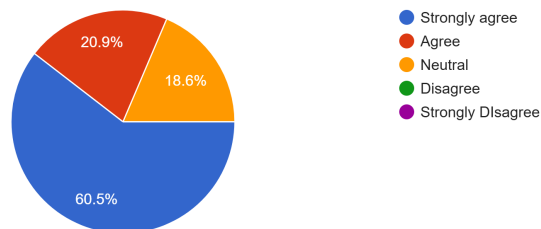


The majority of respondents, 55.8%, strongly agree that they follow the school on Facebook and find it helpful, indicating a high level of satisfaction with the school's social media presence. An additional 23.3% agree, further supporting the positive view. A smaller portion, 20.9%, are neutral, and no disagreement. 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, 65.1%, strongly agree that the school encourages parent involvement in school activities, reflecting a strong perception of support for parental engagement. Additionally, 25.6% agree, further reinforcing this positive view. A smaller portion, 7%, remain neutral, and 2.3% 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, 44.2%, expressed interest in helping at the school, indicating a strong willingness to get involved. Additionally, 44.2% are unsure, reflecting a cautious or uncertain interest. A smaller portion, 11.6%, 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.

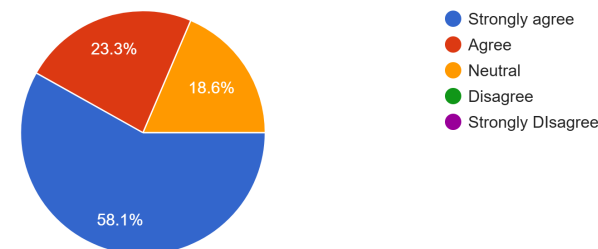
The principal or assistant principal is available to parents and willing to listen.

43 responses



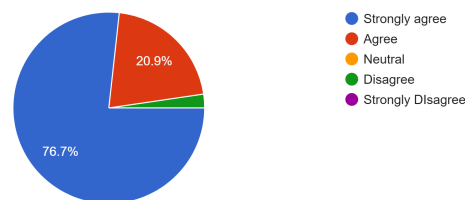
The school counselor provides support to my child when needed.

43 responses



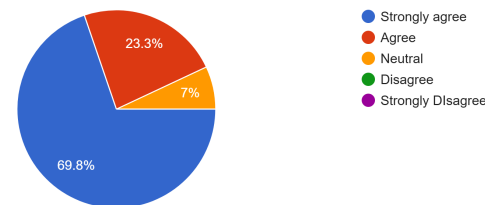
The front office staff is welcoming and helpful.

43 responses



The front office is able to answer my questions and provide me with what I need.

43 responses



The majority of respondents, 60.5%, 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, 20.9% agree, further supporting this positive view. A smaller portion, 18.6%, remain neutral, and there was no disagreement. Overall, the responses suggest that most participants feel that the school leadership is approachable and attentive to parent concerns.

The majority of respondents, 58.1%, strongly agree that the school counselor provides support to their child when needed, indicating a high level of satisfaction with the counseling services. Additionally, 23.3% agree, further supporting this positive view. A smaller portion, 18.6%, remain neutral, and no disagreement. Overall, the responses suggest that most participants feel the school counselor is effective in offering necessary support.

The majority of respondents, 76.7%, strongly agree that the front office staff is welcoming and helpful, indicating a high level of satisfaction with their service. Additionally, 20.9% agree, further reinforcing this positive assessment. A small portion, 0%, remain neutral, with 2.3% 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, 69.8%, 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, 23.3% agree, further supporting this positive view. A small portion, 7%, 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 Reading, Math and Science Night where families can interact with staff and learn games that reinforce learning with their child.

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 culture committee that provides emotional support to our staff, plan events for our campus community, and help build positive culture. 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. Our culture committee works to invite a variety of community helpers to attend at our curriculum night to assist families with needs they might have.

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, Haltom High School Pals, collaboration with community partners such as Mercy Cares and The Tree to provide supports for our families, 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 63.4% 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:** Only 46% of students met the closing-the-gap target in Math, falling 3% below the campus goal, highlighting the need for strengthening tier 1 instruction and targeted interventions to support student growth and improve overall performance.

**Root Cause 2:** The gap in Math performance is driven by inconsistent Tier 1 instruction, limited targeted interventions, and gaps in foundational skills, which prevent students from meeting the closing-the-gap target and achieving grade-level proficiency.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Students scored 3% below the performance measure goal in both Reading and Math STAAR assessments, indicating a need for targeted instruction and interventions to improve overall achievement and close the gap to meet state expectations.

**Root Cause 3:** The campus has a high mobility rate (25.72%). Frequent mobility disrupts learning continuity, complicating skill development. 63.4% of students are at-risk and 67.75% are economically disadvantaged, creating substantial educational gaps in foundational skills. 21.35% of students identified as Emergent Bilingual, language barriers also hinder math and reading comprehension.

**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:** Our campus attendance rate is 94.9%, only a 1.6% increase over four years and below the 96% state target. This gap reduces instructional time, increases chronic absenteeism, and negatively affects student learning and overall performance.

**Root Cause 5:** Our below-target attendance rate is driven by systemic barriers, including 67.75% of students economically disadvantaged, 63.4% at-risk, and a 25.72% mobility rate. Economic hardship, unstable housing, limited health care and limited transportation contribute to chronic absenteeism, while 50% relying on bus/daycare transport face added challenges, preventing progress toward the 96% state goal.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Our campus 5th grade Science STAAR scores were well below target, with only 12.3% of students meeting or mastering expectations. All subgroups are performing under state targets, highlighting gaps in content mastery and instructional effectiveness that require targeted support and interventions.

**Root Cause 6:** Low 5th grade Science STAAR scores stem from gaps in content mastery, limited academic vocabulary, difficulty with constructed responses and academic language, challenges for emergent bilinguals, and struggles interpreting pictures and models, compounded by insufficient hands-on lab experiences.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Seventeen percent of K-2 students scored well below standard on the end-of-year mClass assessment. Kindergarten had the lowest percentage at or above grade level, first grade met the target, and second grade fell just 1% below the goal, highlighting a need for targeted support in early literacy.

**Root Cause 7:** High percentages of at-risk (63.4%), economically disadvantaged (67.75%), and Emergent Bilingual students (21.35%), including 18% of K-1 students at risk for dyslexia, have gaps in early literacy. Addressing these needs requires differentiated instruction and targeted interventions to ensure grade-level proficiency.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** On the Reading STAAR, 51.3% of students scored 0 and 4.3% scored 1 on the extended constructed response, indicating a critical need for targeted instruction in writing, comprehension, and academic language to improve student performance.

**Root Cause 8:** Low extended response scores stem from limited cross-curricular writing time, difficulty answering prompts, challenges locating and explaining evidence, underdeveloped academic vocabulary, and inconsistent modeling of constructed responses across content areas.

**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
- 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:** Reduce the number of students assigned to MTSS Tiers 2 and 3.

**Evaluation Data Sources:** Campus response to intervention records, Focus, parent meetings, counselor and office referrals.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> Implement schoolwide student monitoring and support systems to reduce the number of students requiring MTSS Tier 2 and 3. Use data to identify needs, provide targeted interventions, track progress, and adjust supports through PLCs and leadership team reviews.</p> <p><b>Actions:</b> 1. Keep and monitor school wide behavioral and academic Multi tiered system of support (MTSS) data records and document strategies used.<br/> 2. Implement campus wide strategies, structures, and procedures from Conscious Discipline.<br/> 3. Provide ongoing professional learning to all staff on Conscious Discipline.<br/> 4. Use positive behavior intervention supports (PBIS) strategies to recognize students for positive behavior campus wide.<br/> 5. Provide families with additional supports through various organizations and resources.<br/> 6. RTI collaborative meetings once a quarter to monitor student progress in behavior.<br/> 7. Title I tutor for pulling small groups for tiered students.<br/> 8. Work with teachers to identify gaps in student data to form small groups during RTI and PLC meetings.<br/> 9. 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.<br/> 10. Anchor charts for teaching campus wide expectations for behavior and procedures posted throughout the school.<br/> 11. Implement student data folders and hold regular teacher-student data conferences to review progress, set goals, and empower students to take ownership of their learning and growth.<br/> 12. Before and/or after school tutoring.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, campus conscious discipline team, counselor, and Instructional Facilitator</p> <p><b>TEA Priorities:</b><br/> Recruit, support, retain teachers and principals, Build a foundation of reading and math<br/> - <b>ESF Levers:</b><br/> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1, 2, 3</p> | Formative |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:****Student Learning**

**Problem Statement 1:** Students scored 3% below the performance measure goal in both Reading and Math STAAR assessments, indicating a need for targeted instruction and interventions to improve overall achievement and close the gap to meet state expectations. **Root Cause:** The campus has a high mobility rate (25.72%). Frequent mobility disrupts learning continuity, complicating skill development. 63.4% of students are at-risk and 67.75% are economically disadvantaged, creating substantial educational gaps in foundational skills. 21.35% of students identified as Emergent Bilingual, language barriers also hinder math and reading comprehension.

**Problem Statement 2:** Our campus 5th grade Science STAAR scores were well below target, with only 12.3% of students meeting or mastering expectations. All subgroups are performing under state targets, highlighting gaps in content mastery and instructional effectiveness that require targeted support and interventions. **Root Cause:** Low 5th grade Science STAAR scores stem from gaps in content mastery, limited academic vocabulary, difficulty with constructed responses and academic language, challenges for emergent bilinguals, and struggles interpreting pictures and models, compounded by insufficient hands-on lab experiences.

**Problem Statement 3:** On the Reading STAAR, 51.3% of students scored 0 and 4.3% scored 1 on the extended constructed response, indicating a critical need for targeted instruction in writing, comprehension, and academic language to improve student performance. **Root Cause:** Low extended response scores stem from limited cross-curricular writing time, difficulty answering prompts, challenges locating and explaining evidence, underdeveloped academic vocabulary, and inconsistent modeling of constructed responses across content areas.

**School Processes & Programs**

**Problem Statement 1:** Only 46% of students met the closing-the-gap target in Math, falling 3% below the campus goal, highlighting the need for strengthening tier 1 instruction and targeted interventions to support student growth and improve overall performance. **Root Cause:** The gap in Math performance is driven by inconsistent Tier 1 instruction, limited targeted interventions, and gaps in foundational skills, which prevent students from meeting the closing-the-gap target and achieving grade-level proficiency.

**Problem Statement 2:** Seventeen percent of K-2 students scored well below standard on the end-of-year mClass assessment. Kindergarten had the lowest percentage at or above grade level, first grade met the target, and second grade fell just 1% below the goal, highlighting a need for targeted support in early literacy. **Root Cause:** High percentages of at-risk (63.4%), economically disadvantaged (67.75%), and Emergent Bilingual students (21.35%), including 18% of K-1 students at risk for dyslexia, have gaps in early literacy. Addressing these needs requires differentiated instruction and targeted interventions to ensure grade-level proficiency.

**Problem Statement 3:** This campus has 63.4% 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:** All students will make at least one year's growth in reading and mathematics by the end of the school year. This includes meeting progress monitoring targets in PreK-5 for all demographic groups as measured by district-approved screeners (BOY, MOY, EOY), improving performance in Domain 3 Closing the Gaps, increasing the number of students achieving "meets" and "masters" on STAAR/EOC assessments, and closing achievement gaps for all underperforming student groups.

**Evaluation Data Sources:** CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 2-5 and mathematics, grades 1-5), district reading and math common assessments and mid-module for grades 1-5 and kindergarten module checklists for math.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> Provide professional development that assists teachers in the development, administration, and use of student performance data to evaluate student growth and enhance instructional practices.</p> <p><b>Actions:</b> 1. Ensure teachers attend district curriculum previews and professional development throughout the year.<br/> 2. Provide instructional facilitator support for Blue Bonnet Math, 95 Phonics (K-1), and phonics curriculum (Grades 2-3).<br/> 3. Offer professional development on Tier 2 academic vocabulary, small group instruction, and planning activities that support listening and speaking skills.<br/> 4. Teachers will utilize print and digital literature resources to support literacy across the curriculum.<br/> 5. Conduct instructional walks led by administration and instructional facilitator to observe vertical alignment and peer practices.<br/> 6. Create digital feedback forms for staff to communicate on instructional practices.<br/> 7. Highlight staff mastery by having teachers present best practices in Reading and Math during staff meetings, weekly PLC's and monthly vertical team meetings.<br/> 8. Track student progress using PDSA cycles with unit assessments and district common assessments.<br/> 9. Implement student data folders and hold regular teacher-student data conferences to review progress, set goals, and empower students to take ownership of their learning and growth.<br/> 10. Use PLC and data to plan focused instruction and targeted interventions.<br/> 11. Schedule 2 power planning days a quarter for teachers to internalize and collaborate on math, reading, and science instruction.<br/> 12. Use tier 1 priorities for academic vocabulary instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional facilitator, and Leader of Learners.</p> <p><b>Title I:</b><br/> 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes &amp; Programs 1, 2</p> | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Ensure the consistent implementation of literacy across all content areas by aligning instruction with district Tier 1 priorities, with a targeted focus on student mastery of constructed responses.<br><b>Actions:</b> 1. Collaborate on strategies to integrate literacy components across all subjects during PLC meetings.<br>2. Discuss and implement strategies that build tier 2 academic vocabulary across all content during PLC meetings.<br>3. Integrate writing into cross-curricular content areas to enhance students' skills in constructed response writing.<br>4. Instructional leaders will provide ongoing professional development, monitor implementation through classroom walkthroughs and PLC collaboration.<br>5. Use student work samples to assess progress in literacy integration and constructed response quality.<br>6. Teachers will integrate reading, writing, speaking, and critical thinking opportunities into daily lessons across disciplines to strengthen comprehension, academic vocabulary, and written communication.<br>7. 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.<br><b>Staff Responsible for Monitoring:</b> Assistant principal, principal, instructional facilitator, and teachers<br><br><b>Problem Statements:</b> Student Learning 1, 2, 3 - School Processes & Programs 2 |  | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 2 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Problem Statement 1:</b> Students scored 3% below the performance measure goal in both Reading and Math STAAR assessments, indicating a need for targeted instruction and interventions to improve overall achievement and close the gap to meet state expectations. <b>Root Cause:</b> The campus has a high mobility rate (25.72%). Frequent mobility disrupts learning continuity, complicating skill development. 63.4% of students are at-risk and 67.75% are economically disadvantaged, creating substantial educational gaps in foundational skills. 21.35% of students identified as Emergent Bilingual, language barriers also hinder math and reading comprehension.</p> <p><b>Problem Statement 2:</b> Our campus 5th grade Science STAAR scores were well below target, with only 12.3% of students meeting or mastering expectations. All subgroups are performing under state targets, highlighting gaps in content mastery and instructional effectiveness that require targeted support and interventions. <b>Root Cause:</b> Low 5th grade Science STAAR scores stem from gaps in content mastery, limited academic vocabulary, difficulty with constructed responses and academic language, challenges for emergent bilinguals, and struggles interpreting pictures and models, compounded by insufficient hands-on lab experiences.</p> <p><b>Problem Statement 3:</b> On the Reading STAAR, 51.3% of students scored 0 and 4.3% scored 1 on the extended constructed response, indicating a critical need for targeted instruction in writing, comprehension, and academic language to improve student performance. <b>Root Cause:</b> Low extended response scores stem from limited cross-curricular writing time, difficulty answering prompts, challenges locating and explaining evidence, underdeveloped academic vocabulary, and inconsistent modeling of constructed responses across content areas.</p> |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Problem Statement 1:</b> Only 46% of students met the closing-the-gap target in Math, falling 3% below the campus goal, highlighting the need for strengthening tier 1 instruction and targeted interventions to support student growth and improve overall performance. <b>Root Cause:</b> The gap in Math performance is driven by inconsistent Tier 1 instruction, limited targeted interventions, and gaps in foundational skills, which prevent students from meeting the closing-the-gap target and achieving grade-level proficiency.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

School Processes & Programs

**Problem Statement 2:** Seventeen percent of K-2 students scored well below standard on the end-of-year mClass assessment. Kindergarten had the lowest percentage at or above grade level, first grade met the target, and second grade fell just 1% below the goal, highlighting a need for targeted support in early literacy. **Root Cause:** High percentages of at-risk (63.4%), economically disadvantaged (67.75%), and Emergent Bilingual students (21.35%), including 18% of K-1 students at risk for dyslexia, have gaps in early literacy. Addressing these needs requires differentiated instruction and targeted interventions to ensure grade-level proficiency.

**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) to 96% by improving student retention, supporting consistent daily attendance, and implementing strategies for student recruitment and engagement compared to the prior school year.

**Evaluation Data Sources:** On Data Suite

Focus

Project Education

3 week data attendance tracker organized by classroom

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> Implement a comprehensive approach to increase student attendance that involves students, parents, teachers, and the community.</p> <p><b>Actions:</b> 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.<br/> 2. Provide information to parents at school events regarding importance of attendance and how it is linked to academic success.<br/> 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.<br/> 4. Individual class attendance graphs will be displayed in a centralized location to track progress toward the campus goal of 96% and discussed during announcements.<br/> 5. Implementing Conscious Discipline routines campus wide such as "wish you well".<br/> 6. Teachers will make phone calls to parents/guardians when students are absent.<br/> 7. Monthly newsletters will be sent out to families to communicate school events and promote attending school, including our attendance rate.<br/> 8. Implement rewards for classrooms that accumulate 10 days of 100% attendance.<br/> 9. Administration will collaborate with parents of students with three or more unexcused absences to develop individualized plans that address barriers and support consistent school attendance.<br/> 10. Establish a campus attendance committee of staff members to meet monthly to review attendance data, monitor progress toward the campus goal, and plan or adjust strategies to improve student attendance.<br/> 11. Make plans that specifically target PreK families to strengthen school-home partnerships and promote a culture of learning and consistent attendance through events, education, and regular communication.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, attendance clerk, Counselor, teachers, and campus attendance committee</p> <p><b>TEA Priorities:</b><br/> Recruit, support, retain teachers and principals, Build a foundation of reading and math<br/> - <b>ESF Levers:</b><br/> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1, 2, 3</p> | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Our campus attendance rate is 94.9%, only a 1.6% increase over four years and below the 96% state target. This gap reduces instructional time, increases chronic absenteeism, and negatively affects student learning and overall performance. **Root Cause:** Our below-target attendance rate is driven by systemic barriers, including 67.75% of students economically disadvantaged, 63.4% at-risk, and a 25.72% mobility rate. Economic hardship, unstable housing, limited health care and limited transportation contribute to chronic absenteeism, while 50% relying on bus/daycare transport face added challenges, preventing progress toward the 96% state goal.

### School Processes & Programs

**Problem Statement 1:** Only 46% of students met the closing-the-gap target in Math, falling 3% below the campus goal, highlighting the need for strengthening tier 1 instruction and targeted interventions to support student growth and improve overall performance. **Root Cause:** The gap in Math performance is driven by inconsistent Tier 1 instruction, limited targeted interventions, and gaps in foundational skills, which prevent students from meeting the closing-the-gap target and achieving grade-level proficiency.

**Problem Statement 2:** Seventeen percent of K-2 students scored well below standard on the end-of-year mClass assessment. Kindergarten had the lowest percentage at or above grade level, first grade met the target, and second grade fell just 1% below the goal, highlighting a need for targeted support in early literacy. **Root Cause:** High percentages of at-risk (63.4%), economically disadvantaged (67.75%), and Emergent Bilingual students (21.35%), including 18% of K-1 students at risk for dyslexia, have gaps in early literacy. Addressing these needs requires differentiated instruction and targeted interventions to ensure grade-level proficiency.

**Problem Statement 3:** This campus has 63.4% 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 2:** Utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** Increase family and community involvement by offering engagement opportunities that are accessible to all families, fostering strong school partnerships and supporting student success.

**Evaluation Data Sources:** Event attendance records (sign-in sheets for day and evening activities)

Parent surveys measuring satisfaction, engagement, and perceived accessibility

PTA participation logs and records of collaborative events

Social media metrics (reach, likes, shares, engagement with school posts)

Volunteer hours contributed by families and community members

Feedback from staff regarding family and community involvement

Number and diversity of partnerships with local businesses and organizations

Follow-up participation trends across multiple events to track growth over time

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Increase communication with student families and community.<br><b>Actions:</b> 1. Utilize Spicer's facebook page and Instagram to advertise school events and celebrate good things happening on campus.<br>2. Partner with the district's multilingual service department to facilitate connections with families.<br>3. Recruit community partners to support our students, families, and staff.<br>4. Provide a community newsletter using smore to communicate campus achievements, activities, upcoming events, trainings, etc with all stakeholders.<br>5. Use blackboard and Focus to email out important campus information.<br>6. Provide parent surveys at the beginning and end of school year.<br>7. Send out quarterly calendar of school wide events.<br>8. Utilize sign-in sheets to track participation in events.<br>9. Leverage social media to share activities and build partnerships with community businesses.<br>10. Offer a mix of day and evening events to increase accessibility.<br>11. Partner with local organizations to host family learning nights.<br>12. Provide translation/interpretation and childcare to reduce barriers to involvement.<br>13. Recognize and celebrate family and community contributions at school events.<br>14. Partner with the PTA to strengthen its presence on campus through event collaboration and staff support initiatives.<br>15. Campus leadership will meet monthly with the PTA board to plan schoolwide parent engagement activities and student events<br>16. Host a Reading, Math, and Science Night on campus to engage families, provide resources, and promote at-home practice of student skills across core subjects.<br><b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal, PTA, teachers, campus webmaster, district language specialist, and Counselor<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 3 - Perceptions 1<br><b>Funding Sources:</b> Family Engagement - 211 - Title I | Formative |     |     | Summative |
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## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** Our campus attendance rate is 94.9%, only a 1.6% increase over four years and below the 96% state target. This gap reduces instructional time, increases chronic absenteeism, and negatively affects student learning and overall performance. **Root Cause:** Our below-target attendance rate is driven by systemic barriers, including 67.75% of students economically disadvantaged, 63.4% at-risk, and a 25.72% mobility rate. Economic hardship, unstable housing, limited health care and limited transportation contribute to chronic absenteeism, while 50% relying on bus/daycare transport face added challenges, preventing progress toward the 96% state goal.

### School Processes & Programs

**Problem Statement 3:** This campus has 63.4% 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 1:** Ensure that 100% of students, staff, and families feel safe, supported, and valued at school by fostering a positive school climate, implementing proactive social-emotional learning, and maintaining consistent safety practices.

**Evaluation Data Sources:** As measured by Anonymous Alerts, annual safety survey, Safe Schools, staff and parent surveys from campus.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> Ensure all staff are compliant and current in all state, district, and campus safety procedures.</p> <p><b>Actions:</b> 1. Partner with the SRO to lead safety trainings for staff, students, and families on emergency procedures and crisis response.<br/> 2. Involve the SRO in monthly safety committee meetings to review data and update campus safety plans.<br/> 3. Conduct regular campus safety walk-throughs with the SRO to identify and address potential risks.<br/> 4. Provide student education sessions with the SRO on digital safety, bullying prevention, and conflict resolution.<br/> 5. Collaborate with the SRO to strengthen community partnerships with local law enforcement and emergency services.<br/> 6. Utilize the SRO to support schoolwide safety drills and ensure compliance with district and state requirements.<br/> 7. Conduct an annual review of all state, district, and campus safety procedures with staff.<br/> 8. Maintain a tracking system to monitor staff completion of required safety trainings and certifications in Safe Schools.<br/> 9. Provide regular refresher trainings and updates on changes to safety policies.<br/> 10. Integrate safety procedure reviews into staff meetings and professional development days.<br/> 11. Conduct monthly drills (fire, lockdown, severe weather) to ensure staff readiness and compliance.<br/> 12. Campus safety committee will meet once a month to discuss campus data and collaborate on proactive measures to keep the campus safe.<br/> 13. Communicate reminders and updates via email, teams, and newsletters to ensure awareness.<br/> 14. Substitutes are given a folder with campus safety information when they receive their key from the secretary.<br/> 15. Safety plans and campus maps are updated and included in Raptor.<br/> 16. Each classroom has an emergency backpack that maintains a student roster, campus emergency plan, maps, and emergency supplies.<br/> 17. The nurse will train the campus AED team, monitor the emergency supply bag, and ensure the AED machine is in working order.<br/> 18. The administration team keeps record of staff emergency contacts and information.<br/> 19. Raptor will be used for all drills.<br/> 20. Include school safety procedures in monthly parent newsletters and communication.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant principal, campus safety committee, SRO, and principal.</p> <p><b>TEA Priorities:</b><br/> Recruit, support, retain teachers and principals, Build a foundation of reading and math<br/> - <b>ESF Levers:</b><br/> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 3 - Perceptions 1</p> | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
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| <p><b>Strategy 2:</b> Ensure a safe and supportive learning environment for all staff and students by maintaining compliance with safety procedures, promoting a positive school culture, and implementing proactive prevention and response measures.</p> <p><b>Actions:</b> 1. After each drill staff will receive feedback on drill effectiveness and improvements needed.<br/> 2. Google form for staff to report campus concerns regarding safety concerns and/or procedures.<br/> 3. Educate students and families on Anonymous Alerts.<br/> 4. Maintaining locked doors and completing daily and weekly door checks of inside, outside doors and gates.<br/> 5. Incorporate Conscious Discipline strategies and procedures campus wide.<br/> 6. 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.<br/> 7. Counseling lessons presented monthly by the counselor to all students.<br/> 8. Threat assessment committee meets once a week to review student plans.<br/> 9. Students receive Character Strong lessons in their classrooms each week.<br/> 10. We celebrate Colt with Character every Friday and Strong Students once a quarter.<br/> 11. Implementing Academy 4 to build strong leadership in fourth grade.<br/> 12. Engage the 4th and 5th grade leadership team to support younger students, model the school mission, and promote safety procedures through service and communication across campus.<br/> 13. Bullying committee meets once a quarter.<br/> 14. Each classroom has a safe place for students and our campus has a designated safe place for staff to help with emotional regulation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, counselors, SRO, and campus safety committee.</p> <p><b>TEA Priorities:</b><br/> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 3 - Perceptions 1</p> |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>Problem Statement 1:</b> Our campus attendance rate is 94.9%, only a 1.6% increase over four years and below the 96% state target. This gap reduces instructional time, increases chronic absenteeism, and negatively affects student learning and overall performance. <b>Root Cause:</b> Our below-target attendance rate is driven by systemic barriers, including 67.75% of students economically disadvantaged, 63.4% at-risk, and a 25.72% mobility rate. Economic hardship, unstable housing, limited health care and limited transportation contribute to chronic absenteeism, while 50% relying on bus/daycare transport face added challenges, preventing progress toward the 96% state goal.</p> |

### School Processes & Programs

**Problem Statement 3:** This campus has 63.4% 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, while also fostering an inviting school environment where families and community members feel welcomed, engaged, and eager to participate in the life of the school.

**Evaluation Data Sources:** Staff surveys

TAPR Report

Organizational Health survey

Parent and community surveys



| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> 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.<br><b>Actions:</b> 1. Establish a monthly recognition during staff meetings where staff members are celebrated for their achievements, contributions, birthdays, and dedication.<br>2. Implement peer-nominated awards such as "Staff Member of the week" to highlight individual and team efforts.<br>3. Organize monthly morale-boosting activities, such as staff potlucks, wellness days, or team-building exercises, to foster camaraderie and a positive work environment.<br>4. Introduce a system of incentives, such as extra planning time, school supplies, lunch and learns, and celebrations for reaching specific goals or milestones.<br>5. Regularly solicit feedback from staff through surveys and suggestion boxes to identify areas for improvement in the workplace environment.<br>6. Offer targeted professional development sessions focused on areas identified by staff as important for their personal and professional growth.<br>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.<br>8. Implement a staff wish well board and friends and family board to increase connectedness amongst staff members.<br>9. Implement staff surveys and feedback opportunities to guide campus culture initiatives.<br>10. Host family and community events that encourage active participation and partnerships.<br>11. Strengthen communication with families through multiple platforms to ensure accessibility.<br>12. Partner with the PTA and community organizations to support staff and student initiatives.<br>13. Create opportunities for families and community members to volunteer and serve on campus committees.<br>14. The campus will partner with community churches, businesses, and other organizations such as The Tree, Mercy Cares, Christ Haven, etc. to provide supports for our students and their families.<br>15. Partner with Academy 4 and Haltom City Church to provide mentors and Academy 4 program to our fourth graders and increase volunteers in our school.<br><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, LOL Team, and Counselor.<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 3 - Perceptions 1 |  | Formative |     |     | Summative |
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 No Progress
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## Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Our campus attendance rate is 94.9%, only a 1.6% increase over four years and below the 96% state target. This gap reduces instructional time, increases chronic absenteeism, and negatively affects student learning and overall performance. <b>Root Cause:</b> Our below-target attendance rate is driven by systemic barriers, including 67.75% of students economically disadvantaged, 63.4% at-risk, and a 25.72% mobility rate. Economic hardship, unstable housing, limited health care and limited transportation contribute to chronic absenteeism, while 50% relying on bus/daycare transport face added challenges, preventing progress toward the 96% state goal. |

### School Processes & Programs

**Problem Statement 3:** This campus has 63.4% 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.

# State Compensatory

## Budget for John D. Spicer Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 4.47

**Brief Description of SCE Services and/or Programs**

|  |
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## Personnel for John D. Spicer Elementary

| <u>Name</u>      | <u>Position</u>           | <u>FTE</u> |
|------------------|---------------------------|------------|
| 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

# Title I Personnel

| <u>Name</u> | <u>Position</u>               | <u>Program</u> | <u>FTE</u> |
|-------------|-------------------------------|----------------|------------|
| Lisa Wolf   | Crisis Intervention Counselor | Title I        | 0.5        |

**Birdville Independent School District**  
**North Oaks Middle School**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

*We will engage students in rigorous learning with a foundation of positive relationships and student responsibility.*

# Value Statement

# Table of Contents

|                                                                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                     | 4  |
| Demographics .....                                                                                                                                       | 4  |
| Student Learning .....                                                                                                                                   | 7  |
| School Processes & Programs .....                                                                                                                        | 9  |
| Perceptions .....                                                                                                                                        | 11 |
| Priority Problem Statements .....                                                                                                                        | 13 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                  | 15 |
| Goals .....                                                                                                                                              | 17 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... | 17 |
| Goal 2: Utilize efficient and effective operations to support and improve the learning organization. ....                                                | 27 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                            | 33 |
| State Compensatory .....                                                                                                                                 | 40 |
| Budget for North Oaks Middle School .....                                                                                                                | 40 |
| Personnel for North Oaks Middle School .....                                                                                                             | 40 |
| Title I .....                                                                                                                                            | 41 |



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Current Student Overview:

North Oaks Middle School, served 535 students in grades 6 through 8 during the 2024-2025 school year, before reaching a final enrollment of approximately 480 students in the spring of 2025. The student body is nearly evenly distributed across grade levels, with 6th and 7th grades each comprising approximately 33.6% of enrollment and 8th grade at 32.7%. The campus is culturally diverse, with 47.1% of students identifying as Hispanic/Latino, followed by White (20.0%), Black/African American (18.7%), and Asian (8.4%). Male students slightly outnumber females, making up 53.1% of the population. North Oaks operates as a 100% Title I Schoolwide Program, with 71.96% of students identified as economically disadvantaged, including 59.6% receiving free meals and 12.3% receiving reduced-price meals. The school supports a range of student needs: 26.4% are Emergent Bilinguals, 19.3% receive Special Education services, 8.8% qualify for Section 504, 12.9% receive dyslexia services, and 5.2% are identified as Gifted and Talented. Notably, 62.8% of students are identified for academic intervention, and 20% have Student Accelerated Education Plans. Special education services are primarily delivered through resource (15.2%) and learning lab (7.5%) settings, with a small percentage in self-contained behavior classrooms. The school currently matriculates into an Early College High School, which presents a potential area for growth. Overall, North Oaks Middle School serves a high-need, high-diversity population, and campus improvement efforts must remain focused on equity, academic intervention, differentiated support, and whole-child development.

#### Current Staff Overview:

North Oaks Middle School employs a total of 53.5 staff members, of which 90% are professional staff, including 74.9% classroom teachers. The remaining staff includes 10% educational aides and 6.5% campus administrators. Compared to district and state averages, the campus has a higher proportion of teachers and campus leadership, but slightly fewer professional support staff. The teacher-to-student ratio at North Oaks is 11.7, which is notably better than both the district (14.9) and state (14.7) averages, allowing for more individualized instruction. The teaching staff is predominantly White (70.7%), with Hispanic (16.8%) and African American (5%) teachers representing a smaller portion, resulting in a total minority staff rate of 21.8%—significantly lower than the state average of 54.4%. Gender representation among teachers leans female (62.9%), though the male teacher percentage (37.1%) is above state averages.

Most teachers (72.2%) hold a bachelor's degree, while 25.3% hold a master's, and 2.5% hold a doctorate. In terms of experience, over half of the staff (56.3%) have more than 10 years of experience, and only 5.3% are beginning teachers—well below the district and state percentages. The average teacher has 10.3 years of experience overall and 6.7 years within the district. Campus leadership is stable and experienced, with the principal averaging 8 years of leadership experience, all within the district. Assistant principals average 3.5 years of experience, also with the district.

Overall, North Oaks Middle School is staffed with experienced educators and administrators, maintains a favorable student-to-teacher ratio, and offers solid instructional coverage across most programs. However, the campus may benefit from increased diversity among staff and expanded services in areas such as gifted education and Bilingual/ESL support to better meet the needs of its diverse student population.

### 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 (Prioritized):** Over 60% of students at North Oaks Middle School are identified for academic intervention, indicating significant gaps in foundational skills and consistent academic performance across grade levels, and a need for increased targeted intervention.

**Root Cause:** High percentage of economically disadvantaged students (72%) contributing to learning barriers outside of school. Limited access to enrichment and intervention programs, underrepresentation of students in Gifted and Talented programs (only 5.2%), suggests missed opportunities to identify, challenge and accelerate high-potential learners.

**Problem Statement 2 (Prioritized):** Emergent Bilinguals make up over 26% of the student population, but staffing and programming to support language acquisition are minimal.

**Root Cause:** Lack of certified bilingual/ESL staff or push-in/pull-out support systems, absence of Dual Language Immersion programs on campus, and limited training in sheltered

instruction or SIOP strategies for general education teachers.

**Problem Statement 3 (Prioritized):** The school serves a high-need population with 19.3% in Special Education, 12.9% receiving dyslexia services, and 20% on Accelerated Education Plans, yet behavioral services and self-contained programming are minimal.

**Root Cause:** Understaffing or lack of capacity in special education support roles, inconsistent MTSS/RTI implementation across content areas, and limited training in trauma-informed practices or behavioral interventions may be root causes in this area.

**Problem Statement 4:** While over 75% of students are students of color, only 21.8% of staff identify as minority, which may impact cultural responsiveness and student-staff relationships.

**Root Cause:** Recruitment efforts may not be effectively targeting diverse teacher pipelines.

# Student Learning

## Student Learning Summary

North Oaks Middle School administered a total of 1,163 STAAR assessments across Reading/Language Arts (RLA), Mathematics, Science, and Social Studies. Overall, 63% of tests scored at the *Approaches Grade Level* or above, 38% at the *Meets Grade Level* standard, and 17% reached the *Masters Grade Level*. Reading/Language Arts yielded the strongest overall results, with 69% of students performing at the Approaches level or higher, 49% at Meets, and 25% at Masters. Science followed closely with 73% Approaches, 44% Meets, and 13% Masters. Mathematics and Social Studies presented more significant challenges. In Mathematics, only 57% of students met the Approaches standard, 28% achieved Meets, and 13% reached Masters. Social Studies had the lowest performance, with just 53% at Approaches, 28% at Meets, and 9% at Masters.

Performance varied significantly across student groups. Asian students outperformed all other racial and ethnic groups, with 77% reaching Approaches or higher and 27% at Masters. White students also performed above the school average, while Hispanic and African American students scored below in all performance categories, particularly at the Masters level, where both groups had only 15%. Students identified as Economically Disadvantaged scored lower than their peers, with 59% at Approaches and only 14% at Masters, compared to 72% and 26%, respectively, for Non-Economically Disadvantaged students. Special Education students had the greatest academic challenges, with only 35% meeting the Approaches standard and just 5% at Masters. English Learners (current) also underperformed, with only 54% at Approaches and 7% at Masters. On the other hand, Gifted and Talented students significantly outperformed all groups, with 100% reaching Approaches and 77% at Masters.

The High Focus student group—which includes students who are Economically Disadvantaged, English Learners (current and monitored), Special Education (current), or Highly Mobile—scored below campus averages, with only 60% of their tests at Approaches, 34% at Meets, and 14% at Masters. While this highlights the importance of continued targeted intervention, it also reflects opportunities for growth in closing achievement gaps. The campus received a component score of 39, based on cumulative performance across all tested subjects. This score indicates that while a solid foundation exists at the Approaches level, there is a pressing need to increase the number of students achieving Meets and Masters standards, especially in Mathematics and Social Studies.

In summary, North Oaks Middle School demonstrates strong foundational achievement in RLA and Science, a high-performing Gifted/Talented program, and a favorable student-to-teacher ratio that supports individualized learning. However, challenges remain in improving Math and Social Studies outcomes, as well as addressing achievement disparities among African American, Hispanic, Special Education, and English Learner populations. Focused instructional strategies, data-driven intervention systems, and culturally responsive teaching will be critical in supporting these groups and improving overall academic performance.

## Student Learning Strengths

North Oaks Middle School demonstrates several notable strengths in student learning and academic performance. The campus achieved an overall *Approaches Grade Level* performance rate of 63% across all tested subjects, with especially strong results in Reading/Language Arts (69%) and Science (73%). The component score of 39 reflects a solid foundation of academic achievement at the campus level.

A major strength lies in the performance of Gifted and Talented (G/T) students, with 100% meeting the *Approaches* and *Meets* standards and an impressive 77% reaching the *Masters* level. This indicates that the G/T program is highly effective in meeting the needs of advanced learners. Additionally, Asian students consistently outperformed all other ethnic groups, achieving 77% at *Approaches* and 27% at *Masters*, showcasing strong academic support and outcomes for this subgroup.

The Science department also showed strong results, with 44% of students achieving *Meets* and 13% reaching *Masters*, exceeding or closely aligning with district averages in many subgroups. Notably, White students performed above campus averages in all subject areas, indicating effective instructional strategies within that demographic.

Gender data and teacher-student ratios suggest further instructional advantages. With a student-to-teacher ratio of 11.7, North Oaks is well positioned to provide more personalized, small-group instruction. Additionally, the school's stable and experienced teaching staff, particularly those with over 10 years of experience, enhances instructional consistency and academic support for students.

Finally, the school's Highly Mobile student group performed comparably to other groups, with 60% at *Approaches*, 50% at *Meets*, and 30% at *Masters*, demonstrating the school's ability to support students facing transitional challenges.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Student achievement in Mathematics and Social Studies is significantly below expected levels, with only 57% of students meeting Approaches in Math and 53% in Social Studies. Masters level performance is particularly low in both subjects (13% in Math, 9% in Social Studies).

**Root Cause:** Limited conceptual understanding and gaps in foundational skills from earlier grade levels, inconsistent implementation of rigorous, standards-aligned instruction, lack of targeted intervention systems for struggling students, especially in Social Studies, and possibly underuse of data to inform small-group instruction in these content areas.

**Problem Statement 2 (Prioritized):** African American and Hispanic students consistently perform below campus averages across all subjects. Economically Disadvantaged students (which make up a large portion of the student population) also show significantly lower performance than their peers (e.g., 59% Approaches vs. 72% for non-Econ Disadvantaged).

**Root Cause:** Lack of differentiated instruction and targeted intervention for these specific subgroups, and potentially limited family engagement strategies that support academic development outside of school.

**Problem Statement 3 (Prioritized):** Students receiving Special Education services and current English Learners show the lowest levels of performance, with only 35% (Special Ed) and 54% (EL) at Approaches and even fewer at Meets and Masters.

**Root Cause:** General education instruction may not be sufficiently scaffolded to meet the linguistic or learning needs of these students, inadequate use of the learning lab, professional development for teachers in supporting ELs and students with disabilities, and limited progress monitoring and targeted skill-building opportunities.

**Problem Statement 4 (Prioritized):** While 63% of students are performing at Approaches Grade Level, only 38% meet the Meets standard and 17% reach Masters, indicating a lack of depth in learning.

**Root Cause:** Focus may be primarily on remediation to Approaches, with less emphasis on acceleration to higher levels. Lack of rigorous instruction and higher-order questioning across classrooms. Infrequent use of formative assessment data to push students beyond the minimum proficiency level. Limited opportunities for academic discourse and critical thinking in lessons.

# 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 over 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):** 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 2 (Prioritized):** 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 (Prioritized):** 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 (Prioritized):** 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 number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication.

**Root Cause 1:** 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 1 Areas:** Perceptions

**Problem Statement 2:** Student achievement in Mathematics and Social Studies is significantly below expected levels, with only 57% of students meeting Approaches in Math and 53% in Social Studies. Masters level performance is particularly low in both subjects (13% in Math, 9% in Social Studies).

**Root Cause 2:** Limited conceptual understanding and gaps in foundational skills from earlier grade levels, inconsistent implementation of rigorous, standards-aligned instruction, lack of targeted intervention systems for struggling students, especially in Social Studies, and possibly underuse of data to inform small-group instruction in these content areas.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Over 60% of students at North Oaks Middle School are identified for academic intervention, indicating significant gaps in foundational skills and consistent academic performance across grade levels, and a need for increased targeted intervention.

**Root Cause 3:** High percentage of economically disadvantaged students (72%) contributing to learning barriers outside of school. Limited access to enrichment and intervention programs, underrepresentation of students in Gifted and Talented programs (only 5.2%), suggests missed opportunities to identify, challenge and accelerate high-potential learners.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Emergent Bilinguals make up over 26% of the student population, but staffing and programming to support language acquisition are minimal.

**Root Cause 4:** Lack of certified bilingual/ESL staff or push-in/pull-out support systems, absence of Dual Language Immersion programs on campus, and limited training in sheltered instruction or SIOP strategies for general education teachers.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** The school serves a high-need population with 19.3% in Special Education, 12.9% receiving dyslexia services, and 20% on Accelerated Education Plans, yet behavioral services and self-contained programming are minimal.

**Root Cause 5:** Understaffing or lack of capacity in special education support roles, inconsistent MTSS/RTI implementation across content areas, and limited training in trauma-informed practices or behavioral interventions may be root causes in this area.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** African American and Hispanic students consistently perform below campus averages across all subjects. Economically Disadvantaged students (which make up a large portion of the student population) also show significantly lower performance than their peers (e.g., 59% Approaches vs. 72% for non-Econ Disadvantaged).

**Root Cause 6:** Lack of differentiated instruction and targeted intervention for these specific subgroups, and potentially limited family engagement strategies that support academic development outside of school.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Students receiving Special Education services and current English Learners show the lowest levels of performance, with only 35% (Special Ed) and 54% (EL) at Approaches and even fewer at Meets and Masters.

**Root Cause 7:** General education instruction may not be sufficiently scaffolded to meet the linguistic or learning needs of these students, inadequate use of the learning lab, professional development for teachers in supporting ELs and students with disabilities, and limited progress monitoring and targeted skill-building opportunities.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** While 63% of students are performing at Approaches Grade Level, only 38% meet the Meets standard and 17% reach Masters, indicating a lack of depth in learning.

**Root Cause 8:** Focus may be primarily on remediation to Approaches, with less emphasis on acceleration to higher levels. Lack of rigorous instruction and higher-order questioning across classrooms. Infrequent use of formative assessment data to push students beyond the minimum proficiency level. Limited opportunities for academic discourse and critical thinking in lessons.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** 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 9:** 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 9 Areas:** School Processes & Programs

**Problem Statement 10:** 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 10:** 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.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** Although students understand the PBIS program, there is evidence that full implementation and consistent application may be lacking.

**Root Cause 11:** 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 11 Areas:** Perceptions

**Problem Statement 12:** About 25% of students are unsure about the campus safety and orderliness, suggesting variability in perceptions or experiences.

**Root Cause 12:** The uncertainty reported by a significant portion of students may stem from inconsistent enforcement of safety and orderliness protocols or differences in individual experiences.

**Problem Statement 12 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
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

## **Student Data: Assessments**

- 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
- PSAT
- Student failure and/or retention rates

## **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
- 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

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- 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
- 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
- T-TESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure 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 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 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:** 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   |     |     |           |
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| <p><b>Strategy 1:</b> Fortify the PLC process to support lesson internalization, the instructional delivery system, and provide teachers with job embedded coaching and learning that will positively impact student achievement for all students. The IF and department leaders will work in tandem to be activators of the PLC process where all are responsible for the norms and protocols (including the five questions) needed for a successful PLC.</p> <p><b>Actions:</b> a. Content coordinators will deliver Curriculum Previews during the PLC prior to each grading period and follow-up throughout the year to support ongoing learning.</p> <p>b. Teachers will use District Common Assessments (DCAs) to assess learning. Following DCAs, the Data Analysis Protocol, and Student Work Analysis will be used to analyze the teaching and learning process and make improvements.</p> <p>c. The Fundamental Five Book Study and Walkthrough form will be used to assess, analyze, and improve instruction in each classroom. Additional training will be identified and provided to teachers to improve teaching prowess.</p> <p>d. 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitator, Department Leaders</p> <p><b>Title I:</b><br/>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br/>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE</p> | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
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| <p><b>Strategy 2:</b> Emphasis on reading and mathematics instruction with a focus on the implementation and internalization of the district approved curriculum, the use of best practices, and continuous improvement.</p> <p><b>Actions:</b> 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.</p> <p>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</p> <p>c. Campus administrators and teacher leaders will create and monitor the implementation of a more systemic tutorial system for targeted students and subgroups.</p> <p>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)</p> <p>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.</p> <p>f. Hire and utilize math and reading Title I tutors to push-in, pull-out, and support teachers and students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitator</p> <p><b>Targeted Support Strategy</b><br/> <b>Problem Statements:</b> Student Learning 1<br/> <b>Funding Sources:</b> Instructional Facilitator - 255 - Title II</p> | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Create and implement a system of support for subgroups making minimal progress as measured by the "Closing the Gaps" model (i.e., Emergent Bilinguals)<br><b>Actions:</b> a. Identify students in targeted subpopulations and ensure, through the PLC process, teachers are aware of their baseline data, monitor, and use the plans for intervention with these students for one year's growth.<br><br>b. Use ODS focus groups, Aware monitor groups, and a Pertinent Data Sheet to track student progress, within the MTSS framework.<br><br>c. Assign case managers to students in these groups who will also serve as family contacts.<br><br>d. Host family engagement nights designed to increase knowledge and support of students and families in subpopulations.<br><br>e. Train teachers on the use of sheltered instructional strategies to support emergent bilinguals.<br><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Facilitator<br><br><b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2, 3<br><b>Funding Sources:</b> Tutoring - 211 - Title I | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
| <b>Strategy 4:</b> Provide training in data-driven decision making and continuous improvement to inform instruction and responsive teaching.<br><b>Actions:</b> a. Provide review and initial training for PDSA and its use in the classroom and with individual student goal setting for returning and new teachers.<br><br>b. Provide continuous training on the use of data tools and assessments to make instructional decisions.<br><br>c. Research and conduct professional learning as a PLC on how to write, implement, and analyze formative assessments and purposeful small group talk.<br><br><b>Problem Statements:</b> Student Learning 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <b>Strategy 5:</b> Implement programs that support the ongoing development and enhancement of student character and emotional development and well-being for both staff and students.<br><b>Actions:</b> a. Utilize Camp Connect as a platform for building community, fostering relationships, and reinforcing the PBIS system's behavioral expectations and core values.<br><br>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.<br><br>c. Use identified community resources to provide additional social/emotional growth for students (i. e., Teen Life, Boy Scouts, etc.)<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1                                                                                                                                                      | Formative |     |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
| <b>Strategy 6:</b> 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.<br><b>Actions:</b> a. Trauma-Informed Practices: To better support students with trauma backgrounds.<br><br>b. Implementation Year (of 4) of Leader in Me: Steven Covey's, 7 Habits of Highly Effective People for teachers and students to promote a safe and nurturing learning environment.<br><br>c. Explore Reframing Behavior (CPI Network): To offer strategies for understanding and addressing student behavior effectively.<br><br>d. Gallup's Strengthsfinder for Faculty and Staff to increase collaboration through a shared understanding of strengths.<br><b>Staff Responsible for Monitoring:</b> Administration, Counselors<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 2 | Formative |     |     | Summative |
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### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 1:</b> Over 60% of students at North Oaks Middle School are identified for academic intervention, indicating significant gaps in foundational skills and consistent academic performance across grade levels, and a need for increased targeted intervention. <b>Root Cause:</b> High percentage of economically disadvantaged students (72%) contributing to learning barriers outside of school. Limited access to enrichment and intervention programs, underrepresentation of students in Gifted and Talented programs (only 5.2%), suggests missed opportunities to identify, challenge and accelerate high-potential learners. |

### Demographics

**Problem Statement 2:** Emergent Bilinguals make up over 26% of the student population, but staffing and programming to support language acquisition are minimal. **Root Cause:** Lack of certified bilingual/ESL staff or push-in/pull-out support systems, absence of Dual Language Immersion programs on campus, and limited training in sheltered instruction or SIOP strategies for general education teachers.

### Student Learning

**Problem Statement 1:** Student achievement in Mathematics and Social Studies is significantly below expected levels, with only 57% of students meeting Approaches in Math and 53% in Social Studies. Masters level performance is particularly low in both subjects (13% in Math, 9% in Social Studies). **Root Cause:** Limited conceptual understanding and gaps in foundational skills from earlier grade levels, inconsistent implementation of rigorous, standards-aligned instruction, lack of targeted intervention systems for struggling students, especially in Social Studies, and possibly underuse of data to inform small-group instruction in these content areas.

**Problem Statement 2:** African American and Hispanic students consistently perform below campus averages across all subjects. Economically Disadvantaged students (which make up a large portion of the student population) also show significantly lower performance than their peers (e.g., 59% Approaches vs. 72% for non-Econ Disadvantaged). **Root Cause:** Lack of differentiated instruction and targeted intervention for these specific subgroups, and potentially limited family engagement strategies that support academic development outside of school.

**Problem Statement 3:** Students receiving Special Education services and current English Learners show the lowest levels of performance, with only 35% (Special Ed) and 54% (EL) at Approaches and even fewer at Meets and Masters. **Root Cause:** General education instruction may not be sufficiently scaffolded to meet the linguistic or learning needs of these students, inadequate use of the learning lab, professional development for teachers in supporting ELs and students with disabilities, and limited progress monitoring and targeted skill-building opportunities.

### School Processes & Programs

**Problem Statement 1:** 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.

### Perceptions

**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.

**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 student groups as measured by state and district assessments.

**Evaluation Data Sources:** Focus (Referrals), Safe School Climate Surveys by Staff, Students, and Parents

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Conduct program evaluations targeting special populations, programs, and groups to ensure program quality, coherency, efficiency, and results.<br><b>Actions:</b> a. Track students, numbers, pertinent data and growth for, but not limited to, the following programs/groups: Special education (resource, learning lab, PASS), dyslexia, Newcomers/EBs, GT, and subpops) .<br><br>b. Create a system for monitoring Accelerated Instruction and students who must meet the requirement.<br><br>c. Enlist the help and direction of program coordinators with data collection, analysis, and response.<br><b>Staff Responsible for Monitoring:</b> Administration, IF, Department Leaders, Program Leads<br><br><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 2, 3, 4                                                                                                                                      | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
| <b>Strategy 2:</b> Create, monitor, and improve, a campus system of support for students in need of targeted intervention.<br><b>Actions:</b> a. Develop and monitor a system for targeted intervention in which identified students remain on campus, at least two days per week to strengthen skills. An evening bus would be provided.<br><br>b. Utilize "Super Saturday" interventions, one Saturday per month to bolster specific skills and the confidence of identified students for intervention.<br><br>c. Train students and staff to use the PDSA cycle for intervention and improvement.<br><br>d. Assign "case managers" to help encourage and monitor identified groups of students in need of improvement.<br><br>e. Implement "No Zero Zone" Policy.<br><br>f. Improve communication with parents of students in targeted areas of intervention.<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Reward ceremonies and recognition gatherings.<br><b>Actions:</b> a. Each quarter, celebrate students with A Honor Roll, A/B Honor Roll, Perfect Attendance, Most Improved Academics, Most Improved Decision Making (Behavior), etc. to encourage others to achieve and to increase celebrations on campus.<br><br>b. Provide tokens of celebration and reward for each group of students celebrated.<br><b>Staff Responsible for Monitoring:</b> Administration, Counselors<br><br><b>Problem Statements:</b> Perceptions 2, 3 | Formative |     |     | Summative |
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 No Progress
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 Continue/Modify
 Discontinue

### Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 1:</b> Over 60% of students at North Oaks Middle School are identified for academic intervention, indicating significant gaps in foundational skills and consistent academic performance across grade levels, and a need for increased targeted intervention. <b>Root Cause:</b> High percentage of economically disadvantaged students (72%) contributing to learning barriers outside of school. Limited access to enrichment and intervention programs, underrepresentation of students in Gifted and Talented programs (only 5.2%), suggests missed opportunities to identify, challenge and accelerate high-potential learners. |
| <b>Problem Statement 2:</b> Emergent Bilinguals make up over 26% of the student population, but staffing and programming to support language acquisition are minimal. <b>Root Cause:</b> Lack of certified bilingual/ESL staff or push-in/pull-out support systems, absence of Dual Language Immersion programs on campus, and limited training in sheltered instruction or SIOP strategies for general education teachers.                                                                                                                                                                                                                               |
| <b>Problem Statement 3:</b> The school serves a high-need population with 19.3% in Special Education, 12.9% receiving dyslexia services, and 20% on Accelerated Education Plans, yet behavioral services and self-contained programming are minimal. <b>Root Cause:</b> Understaffing or lack of capacity in special education support roles, inconsistent MTSS/RTI implementation across content areas, and limited training in trauma-informed practices or behavioral interventions may be root causes in this area.                                                                                                                                   |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Problem Statement 2:</b> African American and Hispanic students consistently perform below campus averages across all subjects. Economically Disadvantaged students (which make up a large portion of the student population) also show significantly lower performance than their peers (e.g., 59% Approaches vs. 72% for non-Econ Disadvantaged). <b>Root Cause:</b> Lack of differentiated instruction and targeted intervention for these specific subgroups, and potentially limited family engagement strategies that support academic development outside of school.                                                                            |
| <b>Problem Statement 3:</b> Students receiving Special Education services and current English Learners show the lowest levels of performance, with only 35% (Special Ed) and 54% (EL) at Approaches and even fewer at Meets and Masters. <b>Root Cause:</b> General education instruction may not be sufficiently scaffolded to meet the linguistic or learning needs of these students, inadequate use of the learning lab, professional development for teachers in supporting ELs and students with disabilities, and limited progress monitoring and targeted skill-building opportunities.                                                           |

### Student Learning

**Problem Statement 4:** While 63% of students are performing at Approaches Grade Level, only 38% meet the Meets standard and 17% reach Masters, indicating a lack of depth in learning. **Root Cause:** Focus may be primarily on remediation to Approaches, with less emphasis on acceleration to higher levels. Lack of rigorous instruction and higher-order questioning across classrooms. Infrequent use of formative assessment data to push students beyond the minimum proficiency level. Limited opportunities for academic discourse and critical thinking in lessons.

### School Processes & Programs

**Problem Statement 2:** 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

**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.

**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   |     |     |           |
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| <b>Strategy 1:</b> Continue and create community partnerships with local churches, businesses, community organizations.<br><b>Actions:</b> a. Continue food program with The Hills Church<br>b. Start a Youth in Action Program<br>c. Explore partnerships to phase into involvement in upcoming years.<br><b>Staff Responsible for Monitoring:</b> Counselors, Administrators.<br><br><b>Problem Statements:</b> School Processes & Programs 1, 2 - Perceptions 1                                                                                                                                                                                                 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 2:</b> Increase PTSA membership to 30% of school population by the end of the 2025-2026 school year.<br><b>Actions:</b> a. Work with the newly formed North Oaks PTA Board to increase membership through competitions, advertisement and programming.<br><b>Staff Responsible for Monitoring:</b> Administrators and Counselors, PTSA Board<br><br><b>Problem Statements:</b> School Processes & Programs 1, 2                                                                                                                                                                                                                                        | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 3:</b> Increase family engagement and communication opportunities.<br><b>Actions:</b> a. Plan and execute monthly family engagement activities.<br>b. Begin an All Pro Dads chapter with monthly meetings.<br>c. Principal's monthly coffee or evening chips and salsa events /town halls<br>d. Improved Family Communication <ul style="list-style-type: none"> <li>i. Weekly progress report from teacher</li> <li>ii. Weekly progress report from principal</li> <li>iii. Weekly parent newsletter</li> </ul> <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> Family Engagement - 211 - Title I | Formative |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:

#### School Processes & Programs

**Problem Statement 1:** 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 2:** 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

**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.

**High Priority**

**Evaluation Data Sources:** Overall district ADA as per Summer PEIMS submission

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Incentivize consistent and improved attendance for individuals and groups.<br><b>Actions:</b> a. Individual Student Incentives include drawings for prizes.<br>b. Classroom & Grade-Level Competitions<br>c. Quarterly School-Wide Celebrations<br>d. Organize larger events (e.g., movie day, field day) when the school meets attendance goals.<br>e. Feature student spotlights for attendance improvement stories.<br><b>Staff Responsible for Monitoring:</b> Counselor, Attendance Clerk, Attendance Review Committee<br><br><b>Problem Statements:</b> Perceptions 2, 3                                                                                                                                                                                                                                                                                                           | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
| <b>Strategy 2:</b> Engage and educate families on the importance of regular school attendance.<br><b>Actions:</b> a. Clear and Frequent Communication through updates in the newsletters the importance of daily attendance, attendance procedures, and communicating to parents on a monthly basis their child's attendance record.<br><br>b. Include attendance communication in parent workshops and counseling meetings stressing the academic and social impact of missing school. Distribution of easy to read flyers.<br><br>c. Weekly meetings with the attendance clerk to support her role and student attendance.<br><br>d. Encourage early communication for planned absences or recurring issues.<br><b>Staff Responsible for Monitoring:</b> Administration, attendance clerk, support staff<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 2 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Reviews   |     |     |           |
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| <b>Strategy 3:</b> In addition to district guidelines, implement targeted interventions to avoid and respond to chronic absenteeism.<br><b>Actions:</b> a. Attendance clerk provides real-time attendance checks each period for accuracy.<br><br>b. 2nd Period teachers, track daily attendance and flag students after 2 consecutive absences by providing immediate outreach to families via email or call within 24 hours.<br><br>c. Create student attendance plans for students with 10+ absences, create individualized attendance contracts to make-up time.<br><br>d. Implement "Check-In/Check-Out" for students with poor attendance to build connection.<br><br><b>Problem Statements:</b> School Processes & Programs 1 |  | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 1:</b> Over 60% of students at North Oaks Middle School are identified for academic intervention, indicating significant gaps in foundational skills and consistent academic performance across grade levels, and a need for increased targeted intervention. <b>Root Cause:</b> High percentage of economically disadvantaged students (72%) contributing to learning barriers outside of school. Limited access to enrichment and intervention programs, underrepresentation of students in Gifted and Talented programs (only 5.2%), suggests missed opportunities to identify, challenge and accelerate high-potential learners.                                                                                 |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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.                                                                                                                                                                                                                                                           |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Problem Statement 2:</b> Although students understand the PBIS program, there is evidence that full implementation and consistent application may be lacking. <b>Root Cause:</b> 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.<br><b>Problem Statement 3:</b> About 25% of students are unsure about the campus safety and orderliness, suggesting variability in perceptions or experiences. <b>Root Cause:</b> The uncertainty reported by a significant portion of students may stem from inconsistent enforcement of safety and orderliness protocols or differences in individual experiences. |

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

**Performance Objective 2:** Utilize job descriptions, PDSA, satisfaction surveys, and key results data to assess and improve campus operations, in order to enhance the efficiency, effectiveness, and overall satisfaction of processes and departments.

**Evaluation Data Sources:** Survey data, PDSA, Evaluation of goal attainment.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Clarify and align job descriptions of key roles and use PDSA to set goals and improve outcomes.<br><b>Actions:</b> a. Each staff member will obtain and review job description; update description to reflect current duties, expectations, and performance indicators, and align roles with campus improvement goals and district priorities.<br><br>b. Hold regular team meetings to review job descriptions and ensure each staff member understands how their role contributes to school operations and student outcomes.<br><br>c. Use job descriptions to guide performance evaluations and identify professional development (PD) needs.<br><br>d. Use the PDSA template to create PDSA cycles on key performance measures within their role.<br><br>e. Have individuals and teams present results during team meetings.<br><br>f. Develop targeted surveys for students, staff, and families based on specific operational areas (e.g., communication, safety, support services).<br><br>g. Present survey data to all stakeholders and tie to specific metrics of improvement.<br><b>Staff Responsible for Monitoring:</b> Administrators, Office Staff, Counselors<br><br><b>Problem Statements:</b> Demographics 1, 3 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Implement the PDSA Cycle to begin the evaluative process of determining the effectiveness and efficiency of the processes identified in Strategy 1.<br><b>Actions:</b> a. Integrate survey results into PDSA cycles or annual goal-setting.<br><br>b. Create mini "You Spoke, We Acted" reports to close the feedback loop and boost community trust.<br><br>c. Identify key data points for each department or function (e.g., attendance office, counseling, custodial services).<br><br>d. Gather baseline data at the start of the year or semester.<br><br>e. Set SMART goals for operational improvement (e.g., "Reduce response time to entering parent note").<br><br><b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1, 2 | Formative |     |     | Summative |
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 No Progress
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## Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 1:</b> Over 60% of students at North Oaks Middle School are identified for academic intervention, indicating significant gaps in foundational skills and consistent academic performance across grade levels, and a need for increased targeted intervention. <b>Root Cause:</b> High percentage of economically disadvantaged students (72%) contributing to learning barriers outside of school. Limited access to enrichment and intervention programs, underrepresentation of students in Gifted and Talented programs (only 5.2%), suggests missed opportunities to identify, challenge and accelerate high-potential learners. |
| <b>Problem Statement 3:</b> The school serves a high-need population with 19.3% in Special Education, 12.9% receiving dyslexia services, and 20% on Accelerated Education Plans, yet behavioral services and self-contained programming are minimal. <b>Root Cause:</b> Understaffing or lack of capacity in special education support roles, inconsistent MTSS/RTI implementation across content areas, and limited training in trauma-informed practices or behavioral interventions may be root causes in this area.                                                                                                                                   |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Problem Statement 2:</b> African American and Hispanic students consistently perform below campus averages across all subjects. Economically Disadvantaged students (which make up a large portion of the student population) also show significantly lower performance than their peers (e.g., 59% Approaches vs. 72% for non-Econ Disadvantaged). <b>Root Cause:</b> Lack of differentiated instruction and targeted intervention for these specific subgroups, and potentially limited family engagement strategies that support academic development outside of school.                                                                            |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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.                                                                                                                                                                           |

**School Processes & Programs**

**Problem Statement 2:** 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.

**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 as measured by enrollment report of the number of students in each class section to be greater than 15, less than 28, and have a balance of students in special populations.

**Evaluation Data Sources:** Master schedule, class size

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Improve student to teacher ratio for more balanced classes.<br><b>Actions:</b> a. Identify students in special programs from current and feeder campuses. Check the list with diagnosticians from each campus.<br><br>b. Hand schedule the most vulnerable populations first. Review the schedules of students in special programs prior to finalizing schedules.<br><br>c. Enlist the support of Department Leaders to schedule teaching sections. Final approval from building principal.<br><br>d. 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.<br><br>e. Recruit and encourage teachers to increase certifications to benefit student improvement.<br><b>Staff Responsible for Monitoring:</b> Administrators, Professional Counselor<br><br><b>Problem Statements:</b> School Processes & Programs 1, 2 | Formative |     |     | Summative |
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**Performance Objective 3 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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. |
| <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> 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.                |

**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   |     |     |           |
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| <b>Strategy 1:</b> Provide comprehensive training for staff and students through implementation and evaluation phases.<br><b>Actions:</b> a. Provide regular, comprehensive training for all staff and students, including new hires, on the PBIS program to ensure consistent understanding and application.<br><br>b. Offer periodic refresher courses and workshops to reinforce PBIS practices and address any inconsistencies in implementation.<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 2, 3 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Monitor and support implementation of the PBIS Program.<br><b>Actions:</b> a. Conduct regular audits and observations to assess the consistency of PBIS implementation and identify areas needing additional support or adjustments.<br><br>b. Create PBIS support teams or committees to assist with the ongoing implementation, address challenges, and provide feedback and guidance to staff.<br><br><b>Problem Statements:</b> Perceptions 2                                                                                                                                | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Enhance communication and feedback (PDSA) around the PBIS system for implementation with consistency and fidelity.<br><b>Actions:</b> a. Schedule regular check-ins with staff to discuss PBIS implementation progress, share successes, and address any concerns or challenges.<br><br>b. Establish feedback channels for staff to share their experiences and suggestions related to PBIS implementation and support.<br><br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 2                                                                                                                                                                                                                                                                                                                                                                                                                    | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
| <b>Strategy 4:</b> 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.<br><b>Actions:</b> a. Trauma-Informed Practices: To better support students with trauma backgrounds.<br><br>b. Implementation Year (of 4) of Leader in Me: Steven Covey's, 7 Habits of Highly Effective People for teachers and students to promote a safe and nurturing learning environment.<br><br>c. Explore Reframing Behavior (CPI Network): To offer strategies for understanding and addressing student behavior effectively.<br><br>d. Gallup's Strengthsfinder for Faculty and Staff to increase collaboration through a shared understanding of strengths.<br><b>Staff Responsible for Monitoring:</b> Administration, IF, Department Leaders<br><br><b>Problem Statements:</b> School Processes & Programs 1, 2 - Perceptions 2 | Formative |     |     | Summative |
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### Performance Objective 1 Problem Statements:

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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. |
| <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> 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

**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.



**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   |     |     |           |
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| <b>Strategy 1:</b> Administrators will ensure consistent enforcement of safety protocols.<br><b>Actions:</b> a. Review and reinforce campus safety and orderliness protocols, to include Safe Schools Training, with all staff to ensure consistent application across the school.<br><br>b. Conduct regular safety audits and observations to monitor adherence to protocols and address any inconsistencies or issues.<br><b>Staff Responsible for Monitoring:</b> Administrators<br><br><b>Problem Statements:</b> Perceptions 1, 2, 3                                  | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
| <b>Strategy 2:</b> Administrators, counselors, and teachers will enhance student awareness and communication regarding campus safety.<br><b>Actions:</b> a. Conduct safety education programs for students to increase their understanding of safety procedures and the importance of following them.<br><br>b. Communicate regularly with students about safety protocols and any updates or changes to ensure they are aware and informed.<br><b>Staff Responsible for Monitoring:</b> Administrators,, Counselors<br><br><b>Problem Statements:</b> Perceptions 1, 2, 3 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Administrators, counselors, and teachers will address individual and group concerns on safety topics.<br><b>Actions:</b> a. Continue the use of Incident Reports, Anonymous Alerts, and Threat Assessments to promote feedback mechanisms for individual and group safety concerns.<br><br>b. Address individual and group concerns related to safety promptly and effectively, and provide additional support or resources as needed.<br><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, and Teachers<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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### Performance Objective 2 Problem Statements:

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Problem Statement 1:</b> The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. <b>Root Cause:</b> The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population.</p> <p><b>Problem Statement 2:</b> Although students understand the PBIS program, there is evidence that full implementation and consistent application may be lacking. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 3:</b> About 25% of students are unsure about the campus safety and orderliness, suggesting variability in perceptions or experiences. <b>Root Cause:</b> The uncertainty reported by a significant portion of students may stem from inconsistent enforcement of safety and orderliness protocols or differences in individual experiences.</p> |

**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   |     |     |           |
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| <b>Strategy 1:</b> Enhance outreach and communication to increase stakeholder support of the teaching and learning environment.<br><b>Actions:</b> 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<br><br>b. Organize regular, diverse parent engagement events such as workshops, informational sessions, and family nights to increase parent participation and involvement.<br><b>Staff Responsible for Monitoring:</b> Administrators, Counselors<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
| <b>Strategy 2:</b> Improve survey participation to increase sample size and gain a more comprehensive view of safety among the school community.<br><b>Actions:</b> a. Simplify surveys by ensuring they are short, simple, and accessible, with clear instructions and multiple language options to increase completion rates.<br><br>b. Send follow-up reminders and offer incentives for completing surveys to boost participation rates.<br><br><b>Problem Statements:</b> Perceptions 1, 3                                                                                                                                            | Formative |     |     | Summative |
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**Performance Objective 3 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                            |
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| <b>Problem Statement 1:</b> The number of parents who participated in the survey is limited, indicating a need for increased parent engagement and communication. <b>Root Cause:</b> The small sample size of the parent survey suggests a lack of effective outreach or involvement strategies to engage a broader parent population. |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Perceptions</b>                                                                                                                                                                                                                                                                                                                                                |
| <b>Problem Statement 3:</b> About 25% of students are unsure about the campus safety and orderliness, suggesting variability in perceptions or experiences. <b>Root Cause:</b> The uncertainty reported by a significant portion of students may stem from inconsistent enforcement of safety and orderliness protocols or differences in individual experiences. |

# State Compensatory

## Budget for North Oaks Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 3.94

**Brief Description of SCE Services and/or Programs**

## Personnel for North Oaks Middle School

| <u>Name</u>       | <u>Position</u>              | <u>FTE</u> |
|-------------------|------------------------------|------------|
| Amy Gaston        | Student Assistance Counselor | 1          |
| Jacqlene Johnson  | Reading Intervention         | 0.65       |
| James Snider      | Teacher                      | 0.29       |
| Monica Moreno     | Teacher                      | 1          |
| Nataly Montelongo | Educational Assistant        | 1          |

# Title I

**Birdville Independent School District**  
**North Richland Middle School**  
**2025-2026 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.*

## Value Statement

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.

Table of Contents

Comprehensive Needs Assessment ..... 5

Demographics ..... 5

Student Learning ..... 6

School Processes & Programs ..... 8

Perceptions ..... 10

Priority Problem Statements ..... 12

Comprehensive Needs Assessment Data Documentation ..... 14

Goals ..... 15

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... 15

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. .... 27

Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 29

State Compensatory ..... 33

Budget for North Richland Middle School ..... 33

Personnel for North Richland Middle School ..... 33

Title I ..... 34

Title I Personnel ..... 35

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Richland Middle School serves a diverse student population of 882 students, with 52% male and 48% female. The largest ethnic group is Hispanic-Latino, representing 47% of the student body, followed by White students at 30%, and Black or African American students at 11%. Approximately 24% of students are classified as Emergent Bilinguals, and 66% of the students are economically disadvantaged. Key student programs include Special Education, which serves 17% of the population, and Section 504, supporting 12%. The school is fully Title I, serving a high percentage of at-risk students (61%).

### 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 significantly lower than the overall campus score for the 2025 school year.

**Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

**Problem Statement 2 (Prioritized):** Hispanic students are performing lower than their non-Hispanic peers across all content areas.

**Root Cause:** This performance gap is due to a combination of factors, including gaps in foundational literacy and academic vocabulary, limited access to differentiated instructional strategies that meet language and cultural needs, and inconsistent implementation of targeted interventions. Additionally, family engagement and culturally responsive practices have not been leveraged consistently to build strong c

# Student Learning

## Student Learning Summary

Data projections have indicated that North Richland Middle School is expected to receive a C rating in Domain 1 of the state accountability system for the 2024-2025 school year, with an average passing rate of 67%. This projection highlights the need for targeted interventions and strategic planning to improve student outcomes and elevate our school's performance.

To address these challenges, we are implementing a range of strategies, including the deployment of math, reading, and Limited English Proficiency (LEP) interventionists. These specialists will work closely with students to provide targeted support and ensure that all learners have the opportunity to succeed. Additionally, we are utilizing backwards design for common assessments, which allows us to align our teaching with desired learning outcomes and better prepare our students for success.

Our approach includes intensive data discussions with a particular focus on English Bilingual (EB) and Special Education (Sped) populations. By analyzing data closely, we can identify areas of need and tailor our instruction to support all learners effectively. We are also emphasizing intentional instruction that targets specific learning goals, ensuring that every student receives the support they need to thrive.

The implementation of a STEM curriculum in Math and Science is another key component of our strategy. By integrating Science, Technology, Engineering, and Math into our curriculum, we aim to engage students in hands-on, inquiry-based learning that fosters critical thinking and problem-solving skills.

Professional Learning Communities (PLCs) are collaborating to prioritize Tier 1 instruction, focusing on increasing rigor, relevance, and engagement in the classroom. For students requiring additional support, we are providing Tier 2 and 3 interventions through small group instruction and utilizing STMath for tutorial sessions both during and outside of the school day. These efforts are designed to enrich and remediate all students, ensuring that no learner is left behind.

Our instructional strategies also include the "Talk Read, Talk Write" structure, which promotes active engagement and comprehension. We are incorporating EB strategies, visible learning techniques, and practices that increase student accountability. Interactive vocabulary practice and the use of word walls are being implemented to enhance language acquisition and retention, supporting our students in becoming more confident and capable learners.

|                | Approaches | Meets | Masters |
|----------------|------------|-------|---------|
| Reading        | 72%        | 45%   | 18%     |
| Math           | 70%        | 46%   | 36%     |
| Science        | 75%        | 48%   | 14%     |
| Social Studies | 51%        | 21%   | 9%      |

## Student Learning Strengths

Our school has made significant strides in ensuring that our students approach and meet grade-level standards, which has resulted in increased academic achievement across the board. This progress is a testament to the dedication of our educators and the hard work of our students, who have consistently risen to the challenges set before them.

We are particularly proud of the growth demonstrated by our White, African American, and English Bilingual (EB) students. Their strong performance in reading and math highlights the effectiveness of our tailored instructional strategies and the supportive learning environment we strive to maintain. This growth is a clear indicator of our commitment to fostering an inclusive and equitable educational experience for all students.

In addition to our achievements in reading and math, our students have also shown solid results in science. This success reflects our emphasis on hands-on, inquiry-based learning that encourages students to explore and understand the world around them. Furthermore, our social studies program has reached our "Meets" goal, underscoring our dedication to providing a comprehensive education that prepares students to be informed and engaged citizens.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our students have not shown mastery to level of like campuses.

**Root Cause:** Students have not demonstrated mastery at the level of like campuses because classroom instruction often lacks the appropriate level of rigor needed to meet grade-level expectations. Excessive reliance on scaffolds for struggling learners has limited opportunities for students to engage in productive struggle, apply higher-order thinking, and develop independent problem-solving skills.

**Problem Statement 2 (Prioritized):** Special Education students performed significantly lower than the overall campus score for the 2025 school year.

**Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

# School Processes & Programs

## School Processes & Programs Summary

- NRMS daily schedule consists of 8 classes, with over 45 minutes in each class period. On-level Mathematics is double blocked allowing two class periods with honors moving at a faster pace with only 45 minute 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), DCA's (District Common Assessment), 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.
- 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 nine-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 content and a focus on Read, Write, Think and Discuss.
- The campus professional learning focuses on the continued implementation of the 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 to device usage.
- Classrooms are equipped with newline screens throughout the campus.
- Our students engage in the **Engineering Design Process (EDP)** across grade levels, fostering creativity, collaboration, and problem-solving.
- Cross-curricular **STEM projects** encourage students to apply knowledge in real-world contexts, preparing them for college, career, and beyond.
- **STEM Night** provides families with opportunities to experience hands-on activities that mirror the classroom learning process.

## 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, PLC+ structures and use of district and campus protocols for analyzing assessments and instruction.
- District 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.
- SMART goals are monitored each nine 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.

- Our campus provides students with frequent opportunities to engage in **hands-on STEM learning through the Engineering Design Process (EDP)**, which strengthens problem-solving, collaboration, and critical thinking skills.
- **STEM Night and cross-curricular STEM projects** build excitement for learning, foster family and community engagement, and showcase students' ability to apply classroom knowledge in real-world contexts.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students are not consistently performing at or above grade level because classroom instruction does not regularly provide the rigor necessary to meet state standards..

**Root Cause:** The root cause of low rigor in classroom instruction is inconsistent teacher capacity to design and deliver lessons that balance scaffolding with grade-level expectations. Teachers frequently provide supports that help students access content but unintentionally reduce opportunities for students to engage in challenging, standards-aligned tasks requiring critical thinking, problem-solving, and ind

**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 significantly lower than the overall campus score for the 2025 school year.

**Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

# Perceptions

## Perceptions Summary

At our school, we recognize the importance of effective communication with all families, which is why we offer campus communication in several languages. This initiative ensures that families who do not speak English as their first language can fully engage with the school community and access important information regarding their children's education.

We are proud to offer our students a diverse range of academic and extracurricular activities at NRMS. This variety allows students to explore their interests, develop new skills, and engage in enriching experiences beyond the traditional classroom setting.

Our commitment to character education is exemplified through the Character Strong curriculum, which is supported by the Falcon Way. Additionally, students are encouraged to participate in community service activities throughout the year, fostering a sense of responsibility and empathy towards others.

Addressing bullying is a priority at our school, and we adhere to district protocols to document and investigate incidents, including cyber-bullying, bullying, and harassment. Campus administrators are dedicated to meeting with both victims and perpetrators to resolve issues and promote a safe and supportive environment for all students.

The discipline data indicates a positive trend, with a noticeable improvement in student incidents. It is important to note that most referrals are attributed to a small percentage of students, highlighting the need for targeted interventions to support these individuals.

Each year, we evaluate our Campus Mission Statements and Core Belief statements to ensure they accurately reflect our identity and aspirations as a campus. This ongoing process helps us maintain a clear focus on our goals and values.

This year, we have introduced the NRMS Spirit Club, which is designed to enhance school spirit through student-led initiatives. This club provides students with the opportunity to take an active role in fostering a positive and inclusive school culture.

## Perceptions Strengths

At North Richland Middle School, we prioritize effective communication by offering information in multiple languages, ensuring that non-English speaking families are fully supported and engaged in their children's education. This commitment to inclusivity helps bridge language barriers and fosters a strong partnership between the school and our diverse community.

Our students benefit from a comprehensive array of academic and extracurricular activities, providing them with opportunities to explore their interests and develop new skills. This diverse offering not only enhances their educational experience but also encourages personal growth and a well-rounded development.

The Character Strong curriculum, along with the Falcon Way and community service initiatives, plays a crucial role in cultivating a positive campus culture. These programs emphasize character development and community involvement, which are essential in shaping responsible and empathetic individuals.



We are proud to report that recent discipline data shows significant improvements, with a noticeable decrease in physical altercations. Our focus on resolving conflicts through mediation has been instrumental in creating a more harmonious school environment, where students learn to address issues constructively.

The perception of our staff has improved, reflecting the positive changes in our campus culture. Students consistently report feeling safe at school, which is a testament to the supportive and nurturing environment we strive to maintain.

The implementation of various clubs, such as the Book Club, Game Club, Garden Club, and NRMS Spirit Club, further enriches our students' experience. These clubs provide additional avenues for student support and foster a strong sense of school spirit, contributing to a vibrant and engaged school community.

### **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:** the current systems for student voice and reporting are either unclear, inconsistently implemented, or not perceived as safe and responsive. Students have limited opportunities to practice self-advocacy skills, and communication structures do not consistently ensure that students see follow-up or outcomes after raising concerns.

**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:** Consistent systems for outreach, communication, and collaboration with families and external stakeholders have not been fully developed or implemented. Opportunities for partnerships are often event-based rather than ongoing, and there is limited intentionality in building two-way communication and sustained relationships that connect community resources to student learning and campus culture.

# Priority Problem Statements

**Problem Statement 1:** Special Education students performed significantly lower than the overall campus score for the 2025 school year.

**Root Cause 1:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 2:** Hispanic students are performing lower than their non-Hispanic peers across all content areas.

**Root Cause 2:** This performance gap is due to a combination of factors, including gaps in foundational literacy and academic vocabulary, limited access to differentiated instructional strategies that meet language and cultural needs, and inconsistent implementation of targeted interventions. Additionally, family engagement and culturally responsive practices have not been leveraged consistently to build strong c

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students are not consistently performing at or above grade level because classroom instruction does not regularly provide the rigor necessary to meet state standards..

**Root Cause 3:** The root cause of low rigor in classroom instruction is inconsistent teacher capacity to design and deliver lessons that balance scaffolding with grade-level expectations. Teachers frequently provide supports that help students access content but unintentionally reduce opportunities for students to engage in challenging, standards-aligned tasks requiring critical thinking, problem-solving, and ind

**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:** the current systems for student voice and reporting are either unclear, inconsistently implemented, or not perceived as safe and responsive. Students have limited opportunities to practice self-advocacy skills, and communication structures do not consistently ensure that students see follow-up or outcomes after raising concerns.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Our students have not shown mastery to level of like campuses.

**Root Cause 6:** Students have not demonstrated mastery at the level of like campuses because classroom instruction often lacks the appropriate level of rigor needed to meet grade-level expectations. Excessive reliance on scaffolds for struggling learners has limited opportunities for students to engage in productive struggle, apply higher-order thinking, and develop independent problem-solving skills.

**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 2026 STAAR assessments.

The All Students group will score 56% on "Meets" for the 2025 STAAR Reading Assessment.

The All Students group will score 42% 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   |     |     |           |
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| <p><b>Strategy 1:</b> Build capacity of campus staff to implement the District curriculum and Tier 1 Strategies .</p> <p><b>Actions:</b> a) Oversee the implementation of Tier 1 strategies and the campus coherency documents.<br/> b) Utilize campus facilitators to provide professional learning for Tier 1 and campus strategies.<br/> c) Use walk through data to provide feedback and support teachers on the use of Tier 1 and campus strategies in the classroom.<br/> d) Assist teachers with collecting data and using it to develop lessons and target instruction.<br/> e) Staff were trained to use Myers' Generative Learning SOI instructional framework as they plan and teach.<br/> f) Arrange opportunities for teachers to observe classrooms.<br/> g) Continue to implement strategies and routines from Nancy Motley's Talk Read Talk Write to improve critical thinking through student discourse.<br/> h) Utilize district curriculum coordinators, multilingual services and the DLS team monthly to provide professional learning and collaboration to enhance our Tier 1 instructional practices through PLCs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative<br/> Leadership Team<br/> Facilitators<br/> Department Heads</p> <p><b>Title I:</b><br/> 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p>- <b>TEA Priorities:</b><br/> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,<br/> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Instructional Facilitator - 255 - Title II, Instructional Facilitator - 211 - Title I</p> | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Continue utilizing NRMS system for teachers to routinely observe and reflect on best teaching strategies.<br><b>Actions:</b> A) Continue to utilize Observation Protocols<br>B) Provide Training and Support for new hires<br>C) Implement a Schedule and Rotations<br>D) Facilitate Observation Sessions<br>E) Encourage Peer Feedback and Collaboration<br>F) Promote Reflection and Action Planning<br><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team<br>Facilitators<br>Department Heads<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Provide training on data analysis, progress monitoring, and data-driven decision-making to inform instruction and responsive teaching.<br><b>Actions:</b> a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process.<br>b) Use Campus Protocol and walk throughs that are specific to instruction and program implementation for the purpose of improving student performance.<br>c) Conduct training on using data from multiple assessments (Unit Test, Star Renaissance, and Interims) to inform instruction and document student growth.<br>d) Support teacher training on the implementation of tier-one priorities.<br>f) Continue to train and require the regular use of continuous improvement processes in the classroom.<br>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 .<br>h) Implement and conduct the district Lesson Refinement and After-Action Protocols in PLC to inform instruction and responsive teaching.<br><b>Staff Responsible for Monitoring:</b> Facilitators, Administration,<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 3 | Formative |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:****Demographics**

**Problem Statement 1:** Special Education students performed significantly lower than the overall campus score for the 2025 school year. **Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

**Problem Statement 2:** Hispanic students are performing lower than their non-Hispanic peers across all content areas. **Root Cause:** This performance gap is due to a combination of factors, including gaps in foundational literacy and academic vocabulary, limited access to differentiated instructional strategies that meet language and cultural needs, and inconsistent implementation of targeted interventions. Additionally, family engagement and culturally responsive practices have not been leveraged consistently to build strong c

**Student Learning**

**Problem Statement 1:** Our students have not shown mastery to level of like campuses. **Root Cause:** Students have not demonstrated mastery at the level of like campuses because classroom instruction often lacks the appropriate level of rigor needed to meet grade-level expectations. Excessive reliance on scaffolds for struggling learners has limited opportunities for students to engage in productive struggle, apply higher-order thinking, and develop independent problem-solving skills.

**Problem Statement 2:** Special Education students performed significantly lower than the overall campus score for the 2025 school year. **Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

**School Processes & Programs**

**Problem Statement 1:** Students are not consistently performing at or above grade level because classroom instruction does not regularly provide the rigor necessary to meet state standards.. **Root Cause:** The root cause of low rigor in classroom instruction is inconsistent teacher capacity to design and deliver lessons that balance scaffolding with grade-level expectations. Teachers frequently provide supports that help students access content but unintentionally reduce opportunities for students to engage in challenging, standards-aligned tasks requiring critical thinking, problem-solving, and ind

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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:** 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   |     |     |           |
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| <p><b>Strategy 1:</b> Utilize district resources to close gap in student performance on STAAR Social Studies to achieve the campus goal of 25% at MEETS on all campus, district and state assessments.</p> <p><b>Actions:</b> A) Utilize classroom observations, feedback, and resources from Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment.<br/>           B) Collaborate with district content coordinator/multilingual services 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.<br/>           C) Continue to 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.<br/>           D) Monitor student progress through Social Studies common assessments, CBAs, and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data.<br/>           E) Continue implementation of Nancy Motley's Talk Read Talk Write routines and strategies to increase student critical thinking and discourse.<br/>           F) Train and implement reading strategies to help students synthesize and inference stimuli.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Facilitator, Social Studies Coordinator</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Ensure that students learn course content by providing a schoolwork recovery program, Thursday Night School, for academic achievement.</p> <p><b>Actions:</b> a) Train Staff during August PL and remind during staff meetings, emails, and PLCs throughout the year.<br/>           b) Recruit staff members<br/>           c) Create spreadsheet to provide communication to staff, families, and students.<br/>           d) Communicate with students and parents of missing work and time and date for recovery.<br/>           e) Analyze progress.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>           Classroom Teachers</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2 - School Processes &amp; Programs 1, 2, 3</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Align specialized services to general education Tier 1 instruction to enhance student performance as appropriate to individual student needs.<br><b>Actions:</b> A) Standardize processes for making decisions regarding programming, assessment, supports and accommodations for all students receiving specialized services<br>B) Provide necessary resources to implement Tier 1 priorities for students receiving services in specialized settings as appropriate to individual student need<br>C) Provide training to general education teachers to support the learning of students receiving specialized services during PLCs and individually<br>D) Provide information to staff, parents and community about specialized programs<br>E) Implement coaching cycles with Learning Lab and EB teacher with the Instructional Facilitators.<br><b>Staff Responsible for Monitoring:</b> Administrative Leadership<br>Team, EB Coach, Content Coordinators, SPED Coordinator<br><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 2 - School Processes & Programs 3<br><b>Funding Sources:</b> Professional Development - 211 - Title I |  | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Reviews   |     |     |           |
| <b>Strategy 4:</b> Utilize resources to provide personnel, technology and instructional materials in order to close achievement gaps in core content areas.<br><b>Actions:</b> A) Hire necessary staff to meet HB4545 and RtI of all students<br>B) Provide instructional materials for staff as needed. Assess effectiveness of use.<br>C) Train staff in software used for programming and monitor student progress.<br>D) Collaborate with the district DLS team to provide instructional strategies and technology integration during content PLC.<br><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 2 - School Processes & Programs 1, 2, 3<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE, Tutoring - 211 - Title I                                                                                                                                                                                                 |  | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Reviews   |     |     |           |
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| <b>Strategy 5:</b> Enlist community and business partners to assist in providing support to students and families<br><b>Actions:</b> A) Collaborate with PTA to schedule and host school-wide events in order to increase parent involvement, such as parent education classes.<br>B) Identify and communicate the needs of the student population and their families with community partners<br>C) Design and implement a Family and Parent Engagement Policy<br>D) Host a Title 1 Meeting<br>E) Develop and give a campus parent survey<br><b>Staff Responsible for Monitoring:</b> Administration Leadership Team<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Student Learning 1 - Perceptions 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Formative |     |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Reviews   |     |     |           |
| <b>Strategy 6:</b> Implementation of STEM inquiry and PBL through science classrooms to ensure 51% of NRMS science students meet grade level expectations on all campus, district and state assessments.<br><b>Actions:</b> A) Establish STEM committee and attend TEA STEM training as a team.<br>B) Develop PLC with department heads and facilitators to provide support on areas of need based on data and the district PLC rubric.<br>C) Provide coaching on Tier 1 priorities for teachers.<br>D) Utilize the district Tier 1 rubric to calibrate teacher's implementation of domains within instruction through walk-through data.<br>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.<br>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.<br>G) Train and support teacher's on use of EDP (engineering design protocol) in all classrooms to support higher order thinking skills and collaborative problem solving.<br>H) Develop and implement PBL projects for each grade level to be used in the second semester of the 25-26 school year.<br><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team (includes Department Heads, Admin Instructional Facilitators), Math and Science Teachers, Content Coordinators<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 |  | Formative |     |     | Summative |
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| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Reviews   |     |     |           |
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| <b>Strategy 7:</b> NRMS will build a strong AVID foundation by equipping teachers with consistent instructional strategies, fostering a college- and career-ready culture, and empowering students with organizational and critical thinking skills to ensure academic success.<br><b>Actions:</b> a.) Staff will participate in professional development over AVID strategies.<br>b.) Students selected for AVID will sign contracts and use binders to improve organization.<br>c.) Administrative team will do instructional walks to celebrate WICOR strategies in use in classrooms.<br><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team (Admin & Instructional Facilitators), AVIDTeachers, AVID Coordinator, District AVID coordinator<br><br><b>Title I:</b><br>2.53, 2.532<br>- <b>TEA Priorities:</b><br>Connect high school to career and college, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2, 3 |  | Formative |     |     | Summative |
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## Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Problem Statement 1:</b> Special Education students performed significantly lower than the overall campus score for the 2025 school year. <b>Root Cause:</b> instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add |
| <b>Problem Statement 2:</b> Hispanic students are performing lower than their non-Hispanic peers across all content areas. <b>Root Cause:</b> This performance gap is due to a combination of factors, including gaps in foundational literacy and academic vocabulary, limited access to differentiated instructional strategies that meet language and cultural needs, and inconsistent implementation of targeted interventions. Additionally, family engagement and culturally responsive practices have not been leveraged consistently to build strong c                   |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Our students have not shown mastery to level of like campuses. <b>Root Cause:</b> Students have not demonstrated mastery at the level of like campuses because classroom instruction often lacks the appropriate level of rigor needed to meet grade-level expectations. Excessive reliance on scaffolds for struggling learners has limited opportunities for students to engage in productive struggle, apply higher-order thinking, and develop independent problem-solving skills.                                                               |
| <b>Problem Statement 2:</b> Special Education students performed significantly lower than the overall campus score for the 2025 school year. <b>Root Cause:</b> instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add |

### School Processes & Programs

**Problem Statement 1:** Students are not consistently performing at or above grade level because classroom instruction does not regularly provide the rigor necessary to meet state standards.. **Root Cause:** The root cause of low rigor in classroom instruction is inconsistent teacher capacity to design and deliver lessons that balance scaffolding with grade-level expectations. Teachers frequently provide supports that help students access content but unintentionally reduce opportunities for students to engage in challenging, standards-aligned tasks requiring critical thinking, problem-solving, and ind

**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.

**Problem Statement 3:** Special Education students performed significantly lower than the overall campus score for the 2025 school year. **Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

### Perceptions

**Problem Statement 1:** Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. **Root Cause:** the current systems for student voice and reporting are either unclear, inconsistently implemented, or not perceived as safe and responsive. Students have limited opportunities to practice self-advocacy skills, and communication structures do not consistently ensure that students see follow-up or outcomes after raising concerns.

**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   |     |     |           |
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| <b>Strategy 1:</b> Ensure at-risk students remain engaged in school.<br><b>Actions:</b> A) Provide appropriate interventions and support for students in danger of not completing high school on the recommended or distinguished plan within four years.<br>B) PBIS store moved Falcon Funds to online format, expand the store daily for students to be able to earn & spend points.<br>C) Utilize Tier 3 Behavior Team to develop a plan for student success.<br>D) Campus Counselor will meet with Tier 2 and 3 students who need support for social and emotional needs.<br>E) Provide opportunities to prepare for postsecondary possibilities through college visits.<br>F) Train teachers on De-escalation strategies through the research-based strategies.<br>G) Continue to utilize Doug Lemov's Teach Like a Champion playlist for teachers to reference throughout the year.<br>H) Train and refresh teachers on CHAMPs structures and expectations. Monitor & support use throughout the school year.<br><b>Staff Responsible for Monitoring:</b> Administrative Leadership<br>Team, Teachers, Facilitators<br><br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 |  | Formative |     |     | Summative |
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 No Progress
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### Performance Objective 3 Problem Statements:

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 2:</b> Students are not attending school at required levels. <b>Root Cause:</b> 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.                                                                                                          |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 1:</b> Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. <b>Root Cause:</b> the current systems for student voice and reporting are either unclear, inconsistently implemented, or not perceived as safe and responsive. Students have limited opportunities to practice self-advocacy skills, and communication structures do not consistently ensure that students see follow-up or outcomes after raising concerns. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Implement and monitor Behavior RtI process<br><b>Actions:</b> A) Implement the campus behavior RtI process<br>b) Train staff on Behavior RtI process<br>C) Align campus discipline with PBIS team suggestions<br>D) Implement Campus wide Restorative Discipline plan.<br>E) Train staff in Restorative Practices and Conscious Discipline.<br>F) Monitor students assigned to DAEP and return to campus.<br>G) Develop leadership class for Tier 3 students to learn appropriate school behaviors.<br>H) Train staff in STOIC and CHAMPS strategies.<br>I) Maintain campus store for students to purchase items using Falcon Funds.<br><b>Staff Responsible for Monitoring:</b> Administrative Leadership<br>Team, Classroom Teachers<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 2 - School Processes & Programs 1, 2, 3 | Formative |     |     | Summative |
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**Performance Objective 4 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Problem Statement 1:</b> Special Education students performed significantly lower than the overall campus score for the 2025 school year. <b>Root Cause:</b> instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 2:</b> Special Education students performed significantly lower than the overall campus score for the 2025 school year. <b>Root Cause:</b> instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add |

## School Processes & Programs

**Problem Statement 1:** Students are not consistently performing at or above grade level because classroom instruction does not regularly provide the rigor necessary to meet state standards.. **Root Cause:** The root cause of low rigor in classroom instruction is inconsistent teacher capacity to design and deliver lessons that balance scaffolding with grade-level expectations. Teachers frequently provide supports that help students access content but unintentionally reduce opportunities for students to engage in challenging, standards-aligned tasks requiring critical thinking, problem-solving, and ind

**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.

**Problem Statement 3:** Special Education students performed significantly lower than the overall campus score for the 2025 school year. **Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add



**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   |     |     |           |
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| <b>Strategy 1:</b> Increase student and staff attendance<br><b>Actions:</b> A) Ensure that our campus designs and implements improvement plan strategies to increase student attendance.<br>B) Ensure that our campus designs and implements improvement plan strategies to increase staff attendance.<br>C) Utilize resources to reward students for increased attendance to raise attendance to 96%<br>D) Utilize resources to increase staff morale to increase staff attendance.<br>E) Administration will utilize Project Education to track, monitor and address attendance issues.<br><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team<br><br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 2:</b> Students are not attending school at required levels. <b>Root Cause:</b> 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.                                                                                                          |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 1:</b> Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. <b>Root Cause:</b> the current systems for student voice and reporting are either unclear, inconsistently implemented, or not perceived as safe and responsive. Students have limited opportunities to practice self-advocacy skills, and communication structures do not consistently ensure that students see follow-up or outcomes after raising concerns. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Campus Continuous Improvement<br><b>Actions:</b> A) Expand continuous improvement implementation to include additional elements and tools.<br>B) Utilize PLC to provide professional development on continuous improvement in the classroom through Department Heads.<br>C) Monitor implementation of Continuous Improvement implementation in the classrooms.<br>D) Align PGSLO for teachers with continuous improvement.<br>E) Use PDSA to evaluate campus programs<br>F) Monitor PDSA through intentional data walks and meetings with Admin to monitor growth on reassessment of needed content.<br>G) Implement teacher data binders to track student accomodations and monitor student progress/growth.<br><b>Staff Responsible for Monitoring:</b> Administrative Leadership<br>Team, Content Coordinators, Department<br>Chairs<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Problem Statement 1:</b> Students are not consistently performing at or above grade level because classroom instruction does not regularly provide the rigor necessary to meet state standards.. <b>Root Cause:</b> The root cause of low rigor in classroom instruction is inconsistent teacher capacity to design and deliver lessons that balance scaffolding with grade-level expectations. Teachers frequently provide supports that help students access content but unintentionally reduce opportunities for students to engage in challenging, standards-aligned tasks requiring critical thinking, problem-solving, and ind |

**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   |     |     |           |
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| <b>Strategy 1:</b> Collect perception data from students on safety at school.<br><b>Actions:</b> A) Collect data from students on school safety<br>B) Analyze data to identify areas of improvement<br>C) Implement strategies to address areas of need such as arrival, passing periods and dismissal.<br>D) Communicate safety drill expectations to all students<br>E) Participate in monthly safety drills<br><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team<br><br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 |  | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 2:</b> Students are not attending school at required levels. <b>Root Cause:</b> 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.                                                                                                          |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 1:</b> Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. <b>Root Cause:</b> the current systems for student voice and reporting are either unclear, inconsistently implemented, or not perceived as safe and responsive. Students have limited opportunities to practice self-advocacy skills, and communication structures do not consistently ensure that students see follow-up or outcomes after raising concerns. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Review district data about safety<br><b>Actions:</b> A) Complete safety training as provided by district<br>B) Complete monthly safety walks of campus<br>C) Utilize data from safety walks and safety audits to make improvements<br><b>Staff Responsible for Monitoring:</b> Assistant Principal<br><br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1         |  | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 2:</b> Students are not attending school at required levels. <b>Root Cause:</b> 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.                                                                                                          |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 1:</b> Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. <b>Root Cause:</b> the current systems for student voice and reporting are either unclear, inconsistently implemented, or not perceived as safe and responsive. Students have limited opportunities to practice self-advocacy skills, and communication structures do not consistently ensure that students see follow-up or outcomes after raising concerns. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Utilize CIP to focus campus improvement with students and staff<br><b>Actions:</b> 1. Utilize PDSA to evaluate and communicate programs to student, staff, and community members.<br>2. Monitor growth towards meeting safety goals and academic growth.<br><b>Staff Responsible for Monitoring:</b> Administrative Leadership Team (includes Department Heads, admin, and Academic Coach)<br><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1<br><b>Funding Sources:</b> Family Engagement - 211 - Title I | Formative |     |     | Summative |
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**Performance Objective 3 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Problem Statement 1:</b> Special Education students performed significantly lower than the overall campus score for the 2025 school year. <b>Root Cause:</b> instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add |
| <b>Problem Statement 2:</b> Hispanic students are performing lower than their non-Hispanic peers across all content areas. <b>Root Cause:</b> This performance gap is due to a combination of factors, including gaps in foundational literacy and academic vocabulary, limited access to differentiated instructional strategies that meet language and cultural needs, and inconsistent implementation of targeted interventions. Additionally, family engagement and culturally responsive practices have not been leveraged consistently to build strong c                   |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 1:</b> Our students have not shown mastery to level of like campuses. <b>Root Cause:</b> Students have not demonstrated mastery at the level of like campuses because classroom instruction often lacks the appropriate level of rigor needed to meet grade-level expectations. Excessive reliance on scaffolds for struggling learners has limited opportunities for students to engage in productive struggle, apply higher-order thinking, and develop independent problem-solving skills.                                                               |

### Student Learning

**Problem Statement 2:** Special Education students performed significantly lower than the overall campus score for the 2025 school year. **Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

### School Processes & Programs

**Problem Statement 1:** Students are not consistently performing at or above grade level because classroom instruction does not regularly provide the rigor necessary to meet state standards.. **Root Cause:** The root cause of low rigor in classroom instruction is inconsistent teacher capacity to design and deliver lessons that balance scaffolding with grade-level expectations. Teachers frequently provide supports that help students access content but unintentionally reduce opportunities for students to engage in challenging, standards-aligned tasks requiring critical thinking, problem-solving, and ind

**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.

**Problem Statement 3:** Special Education students performed significantly lower than the overall campus score for the 2025 school year. **Root Cause:** instructional practices and interventions are not consistently differentiated or aligned to students' Individualized Education Plans (IEPs). Teachers need additional support in implementing evidence-based strategies, progress monitoring, and accommodations with fidelity. Furthermore, gaps in foundational skills and limited access to targeted small-group instruction have not been systematically add

### Perceptions

**Problem Statement 1:** Students need increased confidence in reporting their concerns to ensure their voices are heard and addressed. **Root Cause:** the current systems for student voice and reporting are either unclear, inconsistently implemented, or not perceived as safe and responsive. Students have limited opportunities to practice self-advocacy skills, and communication structures do not consistently ensure that students see follow-up or outcomes after raising concerns.

# State Compensatory

## Budget for North Richland Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 3.65

**Brief Description of SCE Services and/or Programs**

## Personnel for North Richland Middle School

| <u>Name</u>       | <u>Position</u>              | <u>FTE</u> |
|-------------------|------------------------------|------------|
| Mirtha Brown      | Teacher                      | 1          |
| Sandra Orta       | Student Assistance Counselor | 1          |
| Sherry Grosenbach | Reading Intervention         | 0.65       |
| Yannis Espino     | Educational Assistant        | 1          |

# Title I



# Title I Personnel

| <u>Name</u>      | <u>Position</u>           | <u>Program</u> | <u>FTE</u> |
|------------------|---------------------------|----------------|------------|
| Aubrey Steinbeck | Instructional Facilitator | Title I        | 1.0        |

# **Birdville Independent School District**

## **North Ridge Elementary**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designation**

Academic Achievement in Science  
Postsecondary Readiness



# 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*

Table of Contents

Comprehensive Needs Assessment ..... 4

Demographics ..... 4

Student Learning ..... 6

School Processes & Programs ..... 9

Perceptions ..... 11

Priority Problem Statements ..... 12

Goals ..... 14

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. .... 14

Goal 2: Utilize efficient and effective operations to support and improve the learning organization. .... 25

Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 29

Goal 4: North Ridge Elementary will build a strong relationship with all stakeholders. .... 32

State Compensatory ..... 35

Budget for North Ridge Elementary ..... 35

Personnel for North Ridge Elementary ..... 35

Title I ..... 36

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Ridge Elementary is located in North Richland Hills, Texas, Northeast Tarrant County. North Ridge serves 510 students in pre-kindergarten through fifth grade based on the Fall 2024 PEIMS report. North Ridge has two special education self-contained classrooms, serving a total of 20 Kindergarten-5th grade students. North Ridge Elementary has been identified as a Title 1 campus for the 2025-2026 school year.

Student ethnicity distribution includes 6.86% (35) African American, 27.84% (142) Hispanic, 55.49% (283) White, 3.14% (16) Asian, .39% (2) Native Hawaiian- Pacific Islander and 6.08% (31) Two or More Races. A total of 36.67% (187) North Ridge Elementary students qualify as Economically Disadvantaged. 4.51% (23) are Emergent Bilingual and 49.22% (251) of the students have met the criteria for a Student At-Risk. 7.65% (39) of students qualify to receive Gifted and Talented services and 19.80% (101) of the student population is served through Special Education. Data is collected from the 2024-25 Texas Academic Performance Report.

Of the 78 faculty members, 8.5% are White, 1.3% are Asian and 6.4% are African American. Of the 51 faculty members, the average years of experience is 18 years.

Student average attendance rate for the 2023-2024 school year was 95.74%. The mobility rate of our students is 8.82%.

### Demographics Strengths

Our school has consistently demonstrated a commitment to nurturing the potential of our students, as evidenced by our gifted and talented program. Although the percentage of students identified as gifted and talented has seen a slight decrease from 8.8% to 7.65%, we remain dedicated to providing challenging and enriching opportunities for all students. This shift encourages us to refine our identification processes and support systems to ensure that we are recognizing and fostering the abilities of every student who can benefit from advanced learning experiences.

In terms of attendance, our school has maintained a strong attendance rate, which recently adjusted from 96.1% to 95.74%. This slight decline serves as a reminder of the importance of our ongoing efforts to engage students and families in the educational process. We are committed to understanding and addressing the factors that influence attendance, ensuring that our school environment remains welcoming and supportive, and that students are motivated to attend regularly. Our focus will continue to be on creating a positive school culture that values and promotes consistent attendance as a key component of academic success.

### 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):** TELPAS data indicates that only 12.5% (5) 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.

**Problem Statement 3 (Prioritized):** Female students in fifth grade are underperforming in math as evidenced by 14 of the 20 students not meeting grade level on the STAAR being girls.

**Root Cause:** Instructional practices and supports are not sufficiently addressing the learning needs, confidence and engagement of female students in mathematics.

# Student Learning

## Student Learning Summary

### 2024-2025 State of Texas Assessments of Academic Achievement (STAAR) Data

#### Third Grade State Assessment

STAAR Reading Language Arts: 96% Approaches, 71% Meets and 28% Masters

STAAR Math: 85% Approaches, 64% Meets and 26% Masters

STAAR Alternate 2 Reading: 100% Satisfactory and 20% Accomplished

STAAR Alternate 2 Math: 100% Satisfactory and 60% Accomplished

#### Fourth Grade State Assessment

STAAR Reading Language Arts: 94% Approaches, 74% Meets and 35% Masters

STAAR Math: 86% Approaches, 54% Meets and 24% Masters

STAAR Alternate 2 Reading: No data reported for less than 5 students

STAAR Alternate 2 Math: No data reported for less than 5 students

#### Fifth Grade State Assessment

STAAR Reading Language Arts: 84% Approaches, 60% Meets and 29% Masters

STAAR Math: 73% Approaches, 40% Meets and 23% Masters

STAAR Science: 79% Approaches, 64% Meets and 30% Masters

STAAR Alternate 2 Reading: No data reported for students less than 5 students

STAAR Alternate 2 Math: No data reported for students less than 5 students

STAAR Alternate 2 Science: No data reported for students less than 5 students

#### MClass Reading

Kindergarten: 26 Above Benchmark, 31 At Benchmark, 4 Below benchmark, 8 Well below benchmark

First Grade: 35 Above Benchmark, 21 At Benchmark, 8 Below Benchmark, 9 Well below benchmark

Second Grade: 17 Above Benchmark, 31At Benchmark, 13 Below Benchmark, 11 Well below benchmark

## **MClass Math**

Kindergarten: 44 At Benchmark, 21 Below, 8 Well Below

## **Renaissance Math**

First Grade: 7 Did Not Meet 21 Approaches, 20 Meets, 23 Masters

Second Grade: 12 Did Not Meet, 21 Approaches, 22 Meets, 15 Masters

Third Grade: 6 Did Not Meet, 18 Approaches, 24 Meets, 25 Masters

Fourth Grade: 9 Did Not Meet, 17 Approaches, 25 Meets, 27 Masters

Fifth Grade: 14 Did Not Meet, 11 Approaches, 26 Meets, 20 Masters

## **Renaissance Reading**

Third Grade: 5 Did Not Meet, 8 Approaches, 38 Meets, 22 Masters

Fourth Grade: 3 Did Not Meet, 14 Approaches, 22 Meets, 30 Masters

Fifth Grade: 9 Did Not Meet, 14 Approaches, 24 Meets, 23 Masters

## **Student Learning Strengths**

In third grade, our students have shown remarkable progress in their STAR Renaissance Math assessments. At the beginning of the year, 17 students did not meet the expected standards, but this number has impressively decreased to just 6 students. Furthermore, the number of students mastering the content has increased from 18 to 25, indicating a significant improvement in their mathematical understanding and skills.

Our first-grade students have also demonstrated commendable growth in their STAR Renaissance Math data. Initially, 17 students did not meet the expected standards, but through targeted interventions and support, this number has been reduced to 7. This progress reflects the effectiveness of our teaching strategies and the dedication of our educators in fostering a strong mathematical foundation for our young learners.

In terms of the STAAR assessments, our third-grade students have shown a notable increase in the percentage of students achieving the mastered level, growing from 21% to 26%. This improvement highlights the success of our curriculum and instructional methods in preparing students to excel in their academic pursuits.

Our fourth-grade students have also made significant strides on the STAAR assessments, with the percentage of students approaching grade level increasing from



74% to 86%. This growth is a testament to the hard work of both our students and teachers in striving for academic excellence and ensuring that all students are on the path to success.

In the area of reading and language arts, our third-grade students have achieved an impressive rise in the percentage of those approaching grade level, from 84% to 96%. Similarly, our fourth-grade students have shown substantial progress, with their percentage increasing from 87% to 94%. These achievements underscore the effectiveness of our literacy programs and the commitment of our educators to developing strong reading and language skills in our students.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** STAAR scores for Fifth Grade Math student dropped 10 percentage points.

**Root Cause:** The ten point decline is likely due to gaps in consistent math fluency, limited opportunities for problem solving practice and uneven alignment of instruction to tested standards.

**Problem Statement 2 (Prioritized):** Kindergarten Reading M-Class data indicates little growth from the beginning of the year assessment to the middle of the year assessment with Well Below numbers at a high percentage.

**Root Cause:** Instruction and interventions may not have provided enough targeted, differentiated practice in early reading skills to accelerate growth.

# School Processes & Programs

## School Processes & Programs Summary

North Ridge Elementary implements a variety of processes and programs to ensure academic success, student growth, and a safe, supportive learning environment. Instructional planning is guided by the Texas Essential Knowledge and Skills (TEKS), district curriculum frameworks, and regular analysis of student performance data. Teachers collaborate in Professional Learning Communities (PLCs) to design lessons, monitor progress, and adjust instruction to meet diverse learner needs.

Student learning is supported by intervention and enrichment programs, including small-group instruction, targeted RTI support, and accelerated learning opportunities. Assessment are built into the curriculum to address both remediation and enrichment needs.

Technology integration is emphasized through the use of digital tools, learning platforms, and 1:1 device access, equipping students with 21st-century skills. Positive school culture is strengthened by programs such as Capturing Kids Hearts, Longhorn Leaders, and social-emotional learning initiatives.

Ongoing professional development for teachers is provided in alignment with campus goals, focusing on effective instructional strategies, classroom management, and data-driven decision making. Systems for family and community engagement include parent nights, newsletters, and partnerships with local organizations to increase support and collaboration.

Overall, our school processes and programs are designed to create a data-informed, collaborative, and student-centered approach that supports high levels of achievement and growth for all learners.

## School Processes & Programs Strengths

North Ridge Elementary demonstrates several strengths in the area of school processes and programs. Teachers collaborate regularly in Professional Learning Communities (PLCs) to align instruction with the TEKS, analyze assessment data, and make adjustments to meet the needs of all learners. Decision making is data-driven, with clear processes in place for monitoring student progress and implementing timely interventions. The Response to Intervention (RTI) system provides structured supports for struggling learners while enrichment opportunities challenge advanced students. Teachers are lead and supported by a full time Instructional Facilitator.

Our positive school culture is reinforced through consistent behavior expectations through the implementation of Capturing Kids Hearts, which foster a safe and supportive learning environment. Technology is effectively integrated into instruction, equipping students with 21st-century skills and engaging them in digital learning platforms. Teachers benefit from ongoing professional development aligned with campus and district goals, which strengthens instructional practices and supports continuous growth.

Family engagement remains a strong area, with parent nights, newsletters, and outreach programs that encourage collaboration between home and school. The NRE PTA assists in planning events throughout the school year that encourages a strong home-school connection. Students also have opportunities to develop leadership skills through After School Clubs and Longhorn Leaders/ Peer Mentoring. Finally, strong communication systems ensure that staff, parents, and community members are informed and actively involved in supporting student success.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities.

**Root Cause:** There are inconsistencies in our school process for implementing and monitoring instructional practices.

**Problem Statement 2 (Prioritized):** Targeted interventions are inconsistently applied and do not attain expected results.

**Root Cause:** Planning for interventions has not been a focus in our RTI process for all grade levels.

# 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 Fifth Grade Math student dropped 10 percentage points.

**Root Cause 2:** The ten point decline is likely due to gaps in consistent math fluency, limited opportunities for problem solving practice and uneven alignment of instruction to tested standards.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Kindergarten Reading M-Class data indicates little growth from the beginning of the year assessment to the middle of the year assessment with Well Below numbers at a high percentage.

**Root Cause 3:** Instruction and interventions may not have provided enough targeted, differentiated practice in early reading skills to accelerate growth.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Targeted interventions are inconsistently applied and do not attain expected results.

**Root Cause 4:** Planning for interventions has not been a focus in our RTI process for all grade levels.

**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 12.5% (5) 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:** Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities.

**Root Cause 7:** There are inconsistencies in our school process for implementing and monitoring instructional practices.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Female students in fifth grade are underperforming in math as evidenced by 14 of the 20 students not meeting grade level on the STAAR being girls.

**Root Cause 8:** Instructional practices and supports are not sufficiently addressing the learning needs, confidence and engagement of female students in mathematics.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** Survey results reveal inadequate communication between classroom teachers and home.

**Root Cause 9:** The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

**Problem Statement 9 Areas:** Perceptions

# Goals

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

**Performance Objective 1:** All students will make at least one year's 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. 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 Assessments (Pre K)

M-Class Reading and Math

Student Data Folders

Individual Education Plan (IEP) Progress Data

Report Cards

Writing Composition Student Portfolio

Bluebonnet Math Module Assessments

CogAT

RLA Composition

RLA DCAs

Released Practice STAAR Math and Reading

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> 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.<br><b>Actions:</b> A) Teachers will follow district curriculum and pacing guides.<br>B) Vertical Math Team will use the district's expectations rubric and fish bone model to align and guide instruction.<br>C) Grade level teams will meet in a Professional Learning Community (PLC) weekly to monitor student progress and plan for learning.<br>D) Teachers will utilize the Instructional Facilitator and Digital Learning Specialist for support of the implementation of Tier 1 priorities and district curriculum.<br>E) Teachers will meet in Super PLC meetings before each quarter to align instruction and design assessments.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Leaders of Learners<br>Vertical Team Members<br>Instructional Facilitator<br>Digital Learning Specialist<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 2<br><b>Funding Sources:</b> Instructional Facilitator - 211 - Title I, Brain Pop - 199 - General Funds: SCE |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Nov       | Jan | Mar | June      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> 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.<br><b>Actions:</b> A) Complete a needs assessment to identify professional learning needs of teachers and paraprofessionals.<br>B) Provide professional development opportunities to meet the needs of all teachers and educational paraprofessionals.<br>C) Utilize District Content Coordinators, Digital Learning Specialist and Academic Coach as an instructional support.<br>D) Utilize our Instructional Facilitator to provide professional learning and instructional support.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Instructional Facilitator<br>Teaching Staff<br><br><b>Title I:</b><br>2.534<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2 - Perceptions 1, 2                                                                                                                                                                                                                                                                                |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p><b>Strategy 3:</b> Enhance and support the implementation of system-wide instructional practices to support specialized programs.</p> <p><b>Actions:</b> A) Special Education Teachers will receive instructional support from the Instructional Facilitator.<br/> B) The Special Education Team will attend grade level Response to Intervention (RTI) Collaboratives.<br/> C) Provide specialized training for teachers and educational assistants through professional learning.<br/> D) Include the Special Education Teachers on Vertical Teams and Leaders of Learners (LOL) Team.<br/> E) Provide additional tutoring before and after school for the special education population.<br/> F) Special Education Teachers will meet in PLCs with like programs from other Birdville Independent School District (BISD) campuses to plan for learning.<br/> G) Resource Staff will hold RTI Collaboratives after each benchmark testing window to monitor student and plan for instructional support.<br/> H) Students in specialized programs will receive modified Tier 1 priority structures and strategies.<br/> I) Students in specialized programs will receive inclusion services based on their IEP goals to participate in the general education learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/> Assistant Principal<br/> Instructional Facilitator<br/> Special Education Lead Teacher<br/> Campus Special Education Team Leader</p> <p><b>Title I:</b><br/> 2.51, 2.53</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2 - Perceptions 2</p> | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nov       | Jan | Mar | June      |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 4:</b> 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.<br><b>Actions:</b> A) Teachers will collect data on students, meet in PLCs to analyze the data and plan for interventions.<br>B) Grade level teams will work in PLCs to analyze demographic data and determine plan for interventions.<br>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.<br>D) Response to Intervention meetings will be held five times during the school year to monitor student progress and plan for intervention.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Counselor<br>Classroom Teachers<br>Dyslexia Specialist<br>Resource Teachers<br>Instructional Facilitator<br><br><b>Title I:</b><br>2.53, 2.533<br><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov       | Jan | Mar | June      |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
| <b>Strategy 5:</b> Establish Target Vertical Teams to strengthen alignment and student achievement in the areas of math, continuous improvement and campus culture.<br><b>Actions:</b> A) The Target Math Team will meet during the year, using the district expectations rubrics and the system process fish bone model for teaching and learning to guide and align their work.<br>B) The Target Continuous Improvement Team will meet during the year to align our Student Data Folder practices and expectations.<br>C) The Target Campus Culture Team will meet during the year to measure and plan events to strengthen student and staff campus culture.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Vertical Target Team Leads<br>Teaching Staff<br><br><b>Title I:</b><br>2.531<br><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 1                                                                                                                                                                                                            | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |

## Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>Problem Statement 1:</b> The Gifted and Talented population percentage has not shown adequate growth. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 2:</b> TELPAS data indicates that only 12.5% (5) of Emergent Bilingual students grew 2 or more instructional levels within a single year. <b>Root Cause:</b> There is a need for enhanced monitoring and support to ensure that Emergent Bilingual students are making adequate progress in their language development.</p> <p><b>Problem Statement 3:</b> Female students in fifth grade are underperforming in math as evidenced by 14 of the 20 students not meeting grade level on the STAAR being girls. <b>Root Cause:</b> Instructional practices and supports are not sufficiently addressing the learning needs, confidence and engagement of female students in mathematics.</p> |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Problem Statement 1:</b> STAAR scores for Fifth Grade Math student dropped 10 percentage points. <b>Root Cause:</b> The ten point decline is likely due to gaps in consistent math fluency, limited opportunities for problem solving practice and uneven alignment of instruction to tested standards.</p> <p><b>Problem Statement 2:</b> Kindergarten Reading M-Class data indicates little growth from the beginning of the year assessment to the middle of the year assessment with Well Below numbers at a high percentage. <b>Root Cause:</b> Instruction and interventions may not have provided enough targeted, differentiated practice in early reading skills to accelerate growth.</p>                                                                                                                                                                                                                                                                                                                                                                                             |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Problem Statement 1:</b> Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities. <b>Root Cause:</b> There are inconsistencies in our school process for implementing and monitoring instructional practices.</p> <p><b>Problem Statement 2:</b> Targeted interventions are inconsistently applied and do not attain expected results. <b>Root Cause:</b> Planning for interventions has not been a focus in our RTI process for all grade levels.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Problem Statement 1:</b> Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 2:</b> Survey results reveal inadequate communication between classroom teachers and home. <b>Root Cause:</b> The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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

**Performance Objective 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  
DCA Data  
Benchmark Data  
Report Cards  
Student Data Folder  
On Data Suite (ODS) Reports  
STAAR (State of Texas Assessments of Academic Readiness) Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b><br>All teachers will implement continuous improvement strategies to monitor student progress of identified under-performing groups.<br><b>Actions:</b> A) Administrators, Instructional Facilitator, and Teachers will identify and monitor progress of under-performing groups during RTI Collaboratives .<br>B) Teachers will implement student data folders to track learning progress and utilize the recorded data to plan intervention.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Instructional Facilitator<br>Teaching Staff<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.533, 2.535<br><b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 1 |  | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                              |  |           |     |     |           |

**Performance Objective 2 Problem Statements:**

### Student Learning

**Problem Statement 1:** STAAR scores for Fifth Grade Math student dropped 10 percentage points. **Root Cause:** The ten point decline is likely due to gaps in consistent math fluency, limited opportunities for problem solving practice and uneven alignment of instruction to tested standards.

**Problem Statement 2:** Kindergarten Reading M-Class data indicates little growth from the beginning of the year assessment to the middle of the year assessment with Well Below numbers at a high percentage. **Root Cause:** Instruction and interventions may not have provided enough targeted, differentiated practice in early reading skills to accelerate growth.

### School Processes & Programs

**Problem Statement 2:** Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause:** Planning for interventions has not been a focus in our RTI process for all grade levels.

### 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 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  
District Student Survey Data  
Capturing Kids Hearts Survey Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
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| <b>Strategy 1:</b> The School Counselor and all teachers will implement district curriculum for social - emotional learning.<br><b>Actions:</b> A) Identify areas in need of improvement as shown from student surveys and Behavior RTI Collaboratives.<br>B) Develop interventions and strategies to implement using the perception data.<br>C) Counselor classroom guidance lessons will be delivered each month.<br>D) Award Longhorn Pride Tickets to students displaying positive behavior and good character.<br>E) Recognize Longhorn Pride Ticket winners each Friday on the morning announcements.<br>F) Implement Character Strong lessons weekly in the classroom.<br>G) Capturing Kids Hearts processes will be implemented in all classrooms.<br>H) Utilize State Compensatory Education (SCE)-funded Crisis Counselors to provide support to students in areas of social-emotional learning.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Counselor<br>Crisis Counselor<br>Classroom Teachers<br><br><b>Title I:</b><br>2.531, 2.532<br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1, 2 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Campus-wide implementation of The Ridge Way Campus Behavior Plan.<br><b>Actions:</b> A) Hold monthly meetings to monitor and adjust campus behavior system.<br>B) Assistant Principal will conference with students moving from a conduct grade of Satisfactory (S) to Needs Improvement (N) and "N" to Unsatisfactory C) Develop a behavior support plan.<br><b>Staff Responsible for Monitoring:</b> Assistant Principal<br>Principal<br>Campus Safety/Discipline Committee<br>Teachers<br><br><b>Title I:</b><br>2.533<br><b>Problem Statements:</b> School Processes & Programs 1, 2 - Perceptions 1, 2 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
| <b>Strategy 3:</b> Campus-wide implementation of Capturing Kids Hearts.<br><b>Actions:</b> A) Provide training and support for new staff members.<br>B) The CKH Process Champions Team will meet during the year to design an implementation plan and monitor campus effectiveness.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Counselor<br>CKH Process Champions Team<br>Classroom Teachers<br><br><b>Title I:</b><br>2.533<br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 2                                                                                  | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                          |           |     |     |           |

### Performance Objective 3 Problem Statements:

| School Processes & Programs                                                                                                                                                                                                                                                                           |
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| <b>Problem Statement 1:</b> Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities. <b>Root Cause:</b> There are inconsistencies in our school process for implementing and monitoring instructional practices. |
| <b>Problem Statement 2:</b> Targeted interventions are inconsistently applied and do not attain expected results. <b>Root Cause:</b> Planning for interventions has not been a focus in our RTI process for all grade levels.                                                                         |

### 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.

**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 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   |     |     |           |
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| <b>Strategy 1:</b><br>Review, monitor data and plan interventions for identified Tier 2 and 3 behavioral students during the PLC/RTI/MTSS process.<br><br><b>Actions:</b> A) Review student's conducts sheets and conduct grades and determine Tier placement.<br>B) Design interventions to support each student on a behavioral Tier 2 or 3.<br>C) Assign a mentor to all Tier 3 students.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Counselor<br>Crisis Counselor<br>Classroom Teachers<br><br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1 | Formative |     |     | Summative |
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No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 4 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 2:</b> Targeted interventions are inconsistently applied and do not attain expected results. <b>Root Cause:</b> Planning for interventions has not been a focus in our RTI process for all grade levels.                                                                                                       |
| Perceptions                                                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 1:</b> Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. <b>Root Cause:</b> 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 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:** 2024-2025 ADA: 95.74%  
Nine Week Attendance Reports  
District Weekly Attendance Reports  
Campus Attendance Graph  
FOCUS

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Implement Attendance Incentive Plan.<br><b>Actions:</b> A) Communicate the importance of attendance and share the attendance plan with parents.<br>B) Monitor attendance through nine week attendance reports.<br>C) Plan and implement monthly attendance contests.<br>D) Track, post and celebrate grade level attendance percentages in Longhorn Celebrations each nine weeks.<br>E) Recognize Perfect Attendance in Longhorn Celebrations each nine weeks.<br>F) Send truancy documentation home per district attendance procedures.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Attendance Clerk<br>Truancy Officer<br><br><b>Problem Statements:</b> School Processes & Programs 1, 2 - Perceptions 1, 2 | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                           |
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| <b>Problem Statement 1:</b> Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities. <b>Root Cause:</b> There are inconsistencies in our school process for implementing and monitoring instructional practices. |
| <b>Problem Statement 2:</b> Targeted interventions are inconsistently applied and do not attain expected results. <b>Root Cause:</b> Planning for interventions has not been a focus in our RTI process for all grade levels.                                                                         |

### 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.

**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:** Raptor Alert  
Discipline Referral Data  
Threat Assessment Meeting Data  
Plan 4 Learning - Campus Improvement Plan (CIP)  
Site Based Committee Meeting Notes

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

**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Problem Statement 1:</b> The Gifted and Talented population percentage has not shown adequate growth. <b>Root Cause:</b> 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. |
| <b>Problem Statement 2:</b> TELPAS data indicates that only 12.5% (5) of Emergent Bilingual students grew 2 or more instructional levels within a single year. <b>Root Cause:</b> 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

**Problem Statement 1:** STAAR scores for Fifth Grade Math student dropped 10 percentage points. **Root Cause:** The ten point decline is likely due to gaps in consistent math fluency, limited opportunities for problem solving practice and uneven alignment of instruction to tested standards.

**Problem Statement 2:** Kindergarten Reading M-Class data indicates little growth from the beginning of the year assessment to the middle of the year assessment with Well Below numbers at a high percentage. **Root Cause:** Instruction and interventions may not have provided enough targeted, differentiated practice in early reading skills to accelerate growth.

### School Processes & Programs

**Problem Statement 1:** Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities. **Root Cause:** There are inconsistencies in our school process for implementing and monitoring instructional practices.

**Problem Statement 2:** Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause:** Planning for interventions has not been a focus in our RTI process for all grade levels.

### 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.

**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 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:** District Survey Results  
Counseling Referrals  
Capturing Kids Hearts Survey Results

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security and well-being.<br><b>Actions:</b> A) Survey families once each quarter on campus safety.<br>B) Identify areas in need of improvement as shown on the campus surveys.<br>C) Conduct training and distribute materials provided by the district on campus safety.<br>D) Conduct safety drills in compliance of district expectations.<br>E) Nurse will lead regular meetings with the Emergency Response Team.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Counselor<br>Nurse<br><br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1, 2 | Formative |     |     | Summative |
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| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 1:</b> Not all teaching staff consistently use data with the same depth to drive instructional decisions, intervention and enrichment opportunities. <b>Root Cause:</b> There are inconsistencies in our school process for implementing and monitoring instructional practices.                               |
| Perceptions                                                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 1:</b> Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. <b>Root Cause:</b> 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. |
| <b>Problem Statement 2:</b> Survey results reveal inadequate communication between classroom teachers and home. <b>Root Cause:</b> The school needs to refine and improve its process of teacher/parent communication to foster better engagement 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%.

**Evaluation Data Sources:** District Workers' Comp Reports  
Campus Safety Walks  
Campus Workers' Comp Reports

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Comply with all training provided by the district addressing employee safety.<br><b>Actions:</b> A) All staff will complete the required Safe Schools training.<br>B) Principal will conduct monthly safety training.<br><b>Staff Responsible for Monitoring:</b> Principal<br><br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1                                                                       | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 2:</b> Targeted interventions are inconsistently applied and do not attain expected results. <b>Root Cause:</b> Planning for interventions has not been a focus in our RTI process for all grade levels.                                                                                                       |
| Perceptions                                                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 1:</b> Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. <b>Root Cause:</b> 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   |     |     |           |
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| <b>Strategy 1:</b> Implement the campus plan and all required compliance plans.<br><b>Actions:</b> A) Leaders of Learners meet four times a year to complete formative and summative reviews.<br>B) Develop a plan if progress is not being made or modify plan.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Leaders of Learners<br><br><b>Problem Statements:</b> Perceptions 1, 2 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>           |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 1:</b> Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. <b>Root Cause:</b> 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. |
| <b>Problem Statement 2:</b> Survey results reveal inadequate communication between classroom teachers and home. <b>Root Cause:</b> The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.                                                                      |



**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   |     |     |           |
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| <b>Strategy 1:</b> North Ridge Elementary in partnership with the NRE PTA will plan activities to increase family engagement.<br><b>Actions:</b> A) Hold Parent Teacher Association (PTA)/ Parent meetings to distribute family engagement policy.<br>B) Organize one family engagement event per semester.<br>C) Distribute a bi-weekly NRE Family Newsletter.<br><br><b>Problem Statements:</b> Perceptions 1, 2 | Formative |     |     | Summative |
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| <div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                       |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 1:</b> Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. <b>Root Cause:</b> 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. |
| <b>Problem Statement 2:</b> Survey results reveal inadequate communication between classroom teachers and home. <b>Root Cause:</b> The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.                                                                      |

**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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> New Teacher mentorship program.<br><b>Actions:</b> Administration, Mentor and Instructional Facilitator will meet with new teachers once a month.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Instructional Facilitator<br><br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 1, 2                                                                                                                                                                                    | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 2:</b> The Capturing Kids Hearts Process Champion Team will support campus culture.<br><b>Actions:</b> 1. Plan engaging activities monthly to increase teacher morale.<br>2. Connect the Social Committee and the Capturing Kids Hearts Process Champion Team.<br>3. Meet with a CKH Strategist to plan for campus improvement.<br><b>Staff Responsible for Monitoring:</b> Capturing Kids Heart Process Champion Team<br>Principal<br><br><b>Title I:</b><br>2.531, 2.534<br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                              |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> Targeted interventions are inconsistently applied and do not attain expected results. <b>Root Cause:</b> Planning for interventions has not been a focus in our RTI process for all grade levels. |

### 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.

**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.

# State Compensatory

## Budget for North Ridge Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 2.82

**Brief Description of SCE Services and/or Programs**

## Personnel for North Ridge Elementary

| <u>Name</u>      | <u>Position</u>              | <u>FTE</u> |
|------------------|------------------------------|------------|
| 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

# **Birdville Independent School District**

## **North Ridge Middle School**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: A**

#### **Distinction Designation**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Academic Achievement in Social Studies  
Top 25 Percent: Comparative Academic Growth  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



# 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.*



# Table of Contents

|                                                                                                                                                                                                                 |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                                                                            | 5  |
| Demographics .....                                                                                                                                                                                              | 5  |
| Student Learning .....                                                                                                                                                                                          | 7  |
| School Processes & Programs .....                                                                                                                                                                               | 9  |
| Perceptions .....                                                                                                                                                                                               | 10 |
| Priority Problem Statements .....                                                                                                                                                                               | 12 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                                                                         | 13 |
| Goals .....                                                                                                                                                                                                     | 15 |
| Goal 1: All students will achieve their full potential by taking ownership of their learning and setting high academic goals. ....                                                                              | 15 |
| 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. .... | 25 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                                                                                   | 31 |
| State Compensatory .....                                                                                                                                                                                        | 35 |
| Budget for North Ridge Middle School .....                                                                                                                                                                      | 35 |
| Personnel for North Ridge Middle School .....                                                                                                                                                                   | 35 |
| Title I .....                                                                                                                                                                                                   | 36 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Ridge Middle School is home to a diverse student body of 662 individuals, reflecting a rich tapestry of cultural and ethnic backgrounds. The majority of our students, 55.1%, identify as White, while 27.0% are Hispanic, contributing to the vibrant multicultural environment of our school. Additionally, 7.0% of our students are Black or African American, 3.2% are Asian, and 6.1% identify as being of Two or More Races. A smaller percentage, 0.5%, are American Indian or Alaska Native, further adding to the diversity that we celebrate and embrace within our school community.

Our school is committed to providing tailored educational support to meet the varied needs of our students. Currently, 13.79% of our students receive Special Education services, ensuring that they have access to the resources and support necessary for their academic success. We also recognize and nurture the potential of our high-achieving students, with 9.5% identified as Gifted and Talented, offering them opportunities to excel and challenge themselves further.

Career and Technology education is a significant focus at North Ridge Middle School, with 48.00% of our students enrolled in one or more courses in this area. This participation underscores our commitment to equipping students with practical skills and knowledge that will serve them well in their future educational and career endeavors. Additionally, we support 7.6% of our students who are Emergent Bilinguals, providing them with the language assistance they need to thrive academically and socially.

We are acutely aware of the socioeconomic challenges faced by some of our students, with 42.6% identified as Economically Disadvantaged. Our school is dedicated to providing equitable access to educational resources and opportunities to ensure that all students can succeed, regardless of their economic background. Furthermore, 46.1% of our students are identified as At Risk, and we are committed to implementing targeted interventions and support systems to help these students overcome barriers to their academic success.

### 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 or 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.

\* Earned an A school rating

\* Earned 7 out of 7 Distinctions

### **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 38% Masters 21%

6th Grade Reading: Meets 31% Masters 49%

7th Grade Math: Meets 38% Masters 19%

7th Grade Reading: Meets 26% Masters 45%

8th Grade Math: Meets 27% Masters 15%

8th Grade Reading: Meets 29% Masters 41%

8th Grade Science: Meets 33% Masters 29%

8th Grade History: Meets 15% Masters 24%

## 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.

6th Grade Math: Approaches 93%

6th Grade Reading: Approaches 91%

7th Grade Math: Approaches 80%

7th Grade Reading: Approaches 89%

8th Grade Math: Approaches 74%

8th Grade Reading: Approaches 88%

8th Grade Science: Approaches 86%

### **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. We will also use Blue Bonnet Math as well as Reading strategies referred by RLA and Math coordinators.

## 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 than 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.

## 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:** North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math.

**Root Cause 1:** 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 1 Areas:** Demographics

**Problem Statement 2:** 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 2:** Lack of communication with all stakeholders has impeded the communication of the expectations.

**Problem Statement 2 Areas:** Perceptions

**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 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.

**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,

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> System Safeguard Strategy<br>Critical Success Factors<br><br>CSF1 CSF 2<br><br>Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area.<br><b>Actions:</b> *Literacy based site team that will implement a campus literacy based program.<br>* Evaluate the effectiveness of classroom implementation of literacy goals through walk-through and T-TESS<br>* Communicate effectively the new literacy goals and it's implementation across all content areas.<br>* Implement Blended Learning<br><b>Staff Responsible for Monitoring:</b> Administration<br>Academic Coach<br>Literacy Team<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE, Tutoring - 211 - Title I, Instructional Facilitator - 255 - Title II |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 2: System Safeguard Strategy</b><br>Critical Success Factors<br><br>CSF 1 CSF 2<br><br>Meet and exceeds the needs of SPED teachers, EB students, and co-teach teachers, by providing the necessary literacy support and training.<br><br>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.<br><b>Actions:</b> * Continue to provide training on the use effective literacy based strategies<br>* communicate effectively with the community on special programs that assist students educationally<br>* Continue to meet the needs of student through the RTI program implemented by the district.<br>* Increase the rigor and relevance of lesson plan design.<br>* Meeting the needs of students that we know that understand by increasing their lexile levels.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Academic Coach<br>Literacy Team<br>District Coordinators<br><br><b>Title I:</b><br>2.51, 2.531<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process. <b>Root Cause:</b> 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 2024-25 across all applicable grade levels and subject areas.

**Evaluation Data Sources:** 2024-2025 STAAR Assessments

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Teachers will utilize language proficiency data of English Learners/Emergent Bilinguals and provide opportunities for language development in all content areas<br><b>Actions:</b> Action 1: Teachers will participate in data analysis sessions to identify EL/EB student's language and academic needs.<br>Action2: Teachers will utilize sheltered instruction methods to support EL/EB student's development of language<br><br><b>Title I:</b><br>2.53, 2.533<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process. <b>Root Cause:</b> 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 2024-2025 levels across all grade levels and subject areas.

**Evaluation Data Sources:** 24-25 across all subject areas 77% of our ED approached grade level.

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 1) Supports implementation of literacy through Tier I priorities and our literacy based site team within each content area.<br><b>Actions:</b> * Through RTI, SIOP, Work Shop Model and best practices in classroom delivery.<br><br>* PLC - data collaboration and planning for individualized instructional strategies.<br><br>* Collaborative Conferences with Reading Specialist using data to Tier was student to assist with additional reading help.<br><br>* Compass program for students that are Tier 2 and Tier 3 to assist in closing the gaps of learning.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Academic Coach<br>Site based literacy team<br>Teachers<br>Sped Coordinators<br>All Subject Area Coordinators<br><br><b>Title I:</b><br>2.51, 2.53, 2.533<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |

**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.

### 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 4:** Increase the STAAR performance of 8th Grade Social Studies at the Meets Grade Level standard by 3 percentage points of the 2024-25 level.

- High Priority**
- Evaluation Data Sources:** 2024-2025 55% of our EB students approached in STAAR testing.
- Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> * 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.<br>* 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.<br>* 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.<br>* Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum.<br><br><b>Actions:</b> Consistent feedback through observations, PLC, and assessment data.<br><b>Staff Responsible for Monitoring:</b> Administration Team: Principal, Assistant Principal, and Academic Coach.<br><br><b>Title I:</b><br>2.53, 2.532, 2.534<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
| <b>Strategy 2:</b> Implement a multi-tiered system of support for RtI identified students, and students in our designed super groups for closing gaps.<br><b>Actions:</b> Track assessments data for students in super groups and provided targeted tutorials as needed.<br><b>Staff Responsible for Monitoring:</b> Admin<br>Instructional Facilitator<br>District Coordinators<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 3:</b> Continue to focus on TIER I priorities through effective research based resources.<br><b>Actions:</b> TTESS walks and observations to ensure that TIER I priorities are being done with fidelity.<br><b>Staff Responsible for Monitoring:</b> Admin<br>Instructional Facilitator<br>District Coordinators.<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                | Nov       | Jan | Mar | June      |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                  |           |     |     |           |

#### Performance Objective 4 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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 2024-2025 North Ridge MS met the target with a TELPAS progress rate of 78%

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Continue to use SIOP and Tier I priorities to guide instruction and lesson planning.<br><b>Actions:</b> TTESS walks and observations to ensure that lesson planning and instruction is being done with fidelity.<br><b>Staff Responsible for Monitoring:</b> Admin<br>Instructional Facilitator<br>District Coordinators.<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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| <div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>                                                                                                                                                                                                                                                                                 |           |     |     |           |

**Performance Objective 5 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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 1:** By the end of the 2025-2026 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

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Students and teachers will develop mission statements for classroom CSF 3,6, and 7<br><b>Actions:</b> * Identify the appropriate culture for each classroom<br>* Identify SMART goals for the classroom to encourage student success.<br>* 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.<br>* Identify student learning objective and the appropriate ways to reach success by developing norms<br>*Post mission statements inside the classroom as well as outside to show continuous improvement.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Teachers<br>Academic Coach<br><br><b>Title I:</b><br>2.51, 2.532, 2.534<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Nov       | Jan | Mar | June      |
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| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math. <b>Root Cause:</b> 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 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 2025-2026 school year, every campus will establish goals for student, parent and community engagement (covers CaSE, schools of specialization)

- Evaluation Data Sources:** Campus survey data
- Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> CSF 5 and 6<br><br>Continue programs with student to community outreach<br><b>Actions:</b> * continue to grow Environmental Clean Up Program<br><br>* continue to expand student recycling program through cafeteria management and "ten pick up Tuesday" on campus<br><br>* 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<br><b>Staff Responsible for Monitoring:</b> Administration<br>Teachers<br>SBDM Team<br><br><b>Title I:</b><br>2.531, 2.532, 2.535<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> Family Engagement - 211 - Title I | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Nov       | Jan | Mar | June      |
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| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math. <b>Root Cause:</b> 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 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 2026

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> CSF 3,5, and 6<br><br>Expand programs that provide students the opportunity to develop leadership and skills outside of the core subject areas.<br><b>Actions:</b> * Provide opportunities for students to demonstrate their understanding of social, physical, and emotional well-being.<br><br>* Implement programs to extend students beyond the campus into the communities to assist stakeholders in need or to provide services<br><br><b>Staff Responsible for Monitoring:</b> Administration<br>Academic Coach<br>NRMS Police Department<br>Counselors<br>Teachers<br><br><b>Title I:</b><br>2.51, 2.532<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
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| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |

**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.

### 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:

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Expand NRMS "Ridge Way" plan to include all students. CSF 1,3,4, and 6<br><b>Actions:</b> * Continuous Improvement on the school mandated Ridge Way Plan<br>* Blend the RTI Behavior process with The Ridge Way<br>* Continue to monitor students that are OSS as well as DAEP with assignments and assessments.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Teachers<br>SRO<br>Counselors<br><br><b>Title I:</b><br>2.53, 2.533<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nov       | Jan | Mar | June      |
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| <div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> North Ridge Middle School observed a decline in the percentage of 7th grade students meeting the "approaches grade level" standard in Math. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> New teachers struggle to utilize the many programs and platforms designed to promote efficiency within the teaching/learning process. <b>Root Cause:</b> 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 2:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Safety survey:

**Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Conduct safety audit<br><b>Actions:</b> * administer safety audit to staff and students<br>* Provide results to staff and students<br>* Develop a plan of action to address concerns<br><b>Staff Responsible for Monitoring:</b> Administration<br>Counselors<br>SRO<br>Security<br>Custodial Staff<br><br><b>Title I:</b><br>2.51, 2.53, 2.535<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> Professional Development - 211 - Title I                                                                                       | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
| <b>Strategy 2:</b> Collect data from students, staff and parents to identify strategies to improve campus safety.<br><b>Actions:</b> * Review results from staff and students<br>* Monitor areas of improvement<br>* Implement a team to address the needs<br>* Meet frequently to monitor plan and perform monthly drills to ensure continuous improvement.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Counselors<br>SRO<br>Security Guard<br>Head Custodian<br><br><b>Title I:</b><br>2.52, 2.53, 2.533<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
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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.

# State Compensatory

## Budget for North Ridge Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 1.65

**Brief Description of SCE Services and/or Programs**

## Personnel for North Ridge Middle School

| <u>Name</u>     | <u>Position</u>           | <u>FTE</u> |
|-----------------|---------------------------|------------|
| Amy Lukens      | Reading Intervention      | 0.65       |
| Laura De La Paz | Instructional Facilitator | 1          |



# Title I

**Birdville Independent School District**

**O.H. Stowe Elementary**

**2025-2026 Campus Improvement Plan**



# Mission Statement

*As a Stowe Family, we BELIEVE in our ability to thrive. We grow together in a safe, empowering environment by building relationships & communicating with purpose.*

## 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.*

## Value Statement

*Good, better, best.*

*Never rest until your good is better and your better is best.*

# Table of Contents

|                                                                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                     | 4  |
| Demographics .....                                                                                                                                       | 4  |
| Student Learning .....                                                                                                                                   | 5  |
| School Processes & Programs .....                                                                                                                        | 8  |
| Perceptions .....                                                                                                                                        | 9  |
| Priority Problem Statements .....                                                                                                                        | 10 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                  | 12 |
| Goals .....                                                                                                                                              | 13 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... | 13 |
| Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. ....                                | 22 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                            | 24 |
| State Compensatory .....                                                                                                                                 | 26 |
| Budget for O.H. Stowe Elementary .....                                                                                                                   | 26 |
| Personnel for O.H. Stowe Elementary .....                                                                                                                | 26 |
| Title I .....                                                                                                                                            | 27 |
| Title I Personnel .....                                                                                                                                  | 28 |
| Campus Funding Summary .....                                                                                                                             | 29 |

# 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 (Prioritized):** Our ADA is 94.6% and the district goal is 96%.

**Root Cause:** We need to continue to communicate to parents how important daily attendance is. We have and will continue to utilize our district's Tribunal process as well as the campus processes we have created along with our Attendance Truancy Officer.

# 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 2025 STAAR data, Stowe saw significant growth in all grade levels in all subjects in English from 2024-2025. In Spanish however, we only saw pockets of growth in math and science from the previous year. Stowe still is performing below the district average in reading and math, with the exception of 4th grade 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 Stowe Spring 2024 vs. Stowe Spring 2025 (English Assessments)

|           | Reading     |             | Mathematics |             | Science     |             |
|-----------|-------------|-------------|-------------|-------------|-------------|-------------|
|           | Spring 2024 | Spring 2025 | Spring 2024 | Spring 2025 | Spring 2024 | Spring 2025 |
| 3rd Grade | 65%         | 72%         | 58%         | 64%         |             |             |
| 4th Grade | 64%         | 81%         | 46%         | 71%         |             |             |
| 5th Grade | 68%         | 69%         | 63%         | 71%         | 36%         | 49%         |

STAAR 2024 Stowe Spring 2023 vs. Stowe Spring 2025 (Spanish Assessments)

|           | Reading     |             | Mathematics |             | Science     |             |
|-----------|-------------|-------------|-------------|-------------|-------------|-------------|
|           | Spring 2024 | Spring 2025 | Spring 2024 | Spring 2025 | Spring 2024 | Spring 2025 |
| 3rd Grade | 52%         | 50%         | 64%         | 57%         |             |             |
| 4th Grade | 64%         | 42%         | 36%         | 42%         |             |             |
| 5th Grade | 79%         | 77%         | 44%         | 67%         | 21%         | 36%         |

STAAR 2024 Data Stowe Spring vs. District (English Assessments)

|           | Reading |          | Mathematics |          | Science |          |
|-----------|---------|----------|-------------|----------|---------|----------|
|           | Campus  | District | Campus      | District | Campus  | District |
| 3rd Grade | 72%     | 79%      | 64%         | 73%      |         |          |
| 4th Grade | 81%     | 84%      | 71%         | 70%      |         |          |
| 5th Grade | 69%     | 78%      | 71%         | 74%      | 49%     | 66%      |

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%      |

2024-25 TELPAS

|      | Listening |     |     |          | Speaking  |     |     |          | Reading |     |     |          | Writing |     |     |          | Composite |     |     |          |
|------|-----------|-----|-----|----------|-----------|-----|-----|----------|---------|-----|-----|----------|---------|-----|-----|----------|-----------|-----|-----|----------|
|      | Beginning | Int | Adv | Adv High | Beginning | Int | Adv | Adv High | Begin   | Int | Adv | Adv High | Begin   | Int | Adv | Adv High | Begin     | Int | Adv | 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       |

This year O.H. Stowe is not identified for having any targeted support and improvement areas. However we will be closely watching our Special Education demographic to ensure that student growth is occurring. We will also continue to have our efforts focused in the area of student achievement so that our percentage for meeting academic achievement is improving.

### Student Learning Strengths

We have made giant gains last year moving from a D to a B in our overall rating. We also have made an increase in every grade in every subject level from the previous year. Sometimes growing in as much as 17 points in Reading and 25 points in Math. We have worked to closely align our TEKS to the work we are doing in the classroom. We also have realized how important vocabulary and questioning are in our work.

### **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 math groups and higher level thinking skills and questioning 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. 74% 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%).

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):** At Stowe Elementary, a significant proportion of students remain on Tier 3 interventions in reading and math, indicating that current instructional and intervention practices are not consistently meeting the needs of all learners. Despite available support programs, too many students continue to perform below the 10th percentile nationally on universal screeners

**Root Cause:** High levels of student need--including elevated percentages of students qualifying for free/reduced lunch, English Learners, and students served by special education--combined with inconsistent alignment between core instruction and targeted interventions, contribute to ongoing gaps in performance.

**Problem Statement 2 (Prioritized):** Our campus struggles to maintain a positive climate and culture due to high student needs, socioeconomic barriers, and frequent behavioral challenges. These factors negatively affect staff morale, student engagement, and teacher retention

**Root Cause:** Last year we began to implement a consistent relationship-building systems and create opportunities for students and staff to develop a shared sense of pride and belonging hinder a unified, joyful school culture. We need to keep these processes going and continue to use the EXCEL model.

# 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 (Prioritized):** While the majority of students (85%) and parents (74%) report that Stowe Elementary is a safe and orderly campus, perception data reveals room for growth in strengthening parent and student confidence in campus programs, processes, and procedures. Additionally, current data collection methods provide only a limited picture of stakeholder perceptions, making it difficult to identify and address spe

**Root Cause:** Perception data is not gathered consistently or in sufficient detail across all stakeholder groups. While safety is monitored, there is less structured collection of feedback regarding other areas such as instructional support, communication effectiveness, and campus culture. As a result, opportunities to engage families and staff more deeply in continuous improvement may be missed

# Priority Problem Statements

**Problem Statement 1:** At Stowe Elementary, a significant proportion of students remain on Tier 3 interventions in reading and math, indicating that current instructional and intervention practices are not consistently meeting the needs of all learners. Despite available support programs, too many students continue to perform below the 10th percentile nationally on universal screeners

**Root Cause 1:**

High levels of student need--including elevated percentages of students qualifying for free/reduced lunch, English Learners, and students served by special education--combined with inconsistent alignment between core instruction and targeted interventions, contribute to ongoing gaps in performance.

**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 math groups and higher level thinking skills and questioning 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

**Problem Statement 4:** Our ADA is 94.6% and the district goal is 96%.

**Root Cause 4:** We need to continue to communicate to parents how important daily attendance is. We have and will continue to utilize our district's Tribunal process as well as the campus processes we have created along with our Attendance Truancy Officer.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** While the majority of students (85%) and parents (74%) report that Stowe Elementary is a safe and orderly campus, perception data reveals room for growth in strengthening parent and student confidence in campus programs, processes, and procedures. Additionally, current data collection methods provide only a limited picture of stakeholder perceptions, making it difficult to identify and address spe

**Root Cause 5:** Perception data is not gathered consistently or in sufficient detail across all stakeholder groups. While safety is monitored, there is less structured collection of feedback regarding other areas such as instructional support, communication effectiveness, and campus culture. As a result, opportunities to engage families and staff more deeply in continuous improvement may be missed

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Our campus struggles to maintain a positive climate and culture due to high student needs, socioeconomic barriers, and frequent behavioral challenges. These factors negatively affect staff morale, student engagement, and teacher retention

**Root Cause 6:** Last year we began to implement a consistent relationship-building systems and create opportunities for students and staff to develop a shared sense of pride and

belonging hinder a unified, joyful school culture. We need to keep these processes going and continue to use the EXCEL model.

**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
- 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 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**

**HB3 Goal**

**Evaluation Data Sources:** CLI Engage - CIRCLE (prekindergarten reading and math), mCLASS (kindergarten reading and math), mCLASS (grades 1-2 reading and K math), and Renaissance STAR Assessments (reading, grades 1-5 and mathematics, grades 1-5)

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Ensure consistent implementation of the curriculum and resources on each grade level.<br><b>Actions:</b> a) Provide tiered professional learning opportunities that are responsive to staff's needs.<br>b) Utilize Instructional Coaches to complete student-centered coaching cycles focused on student data and growth<br>c) Provide training on resources which support the district curriculum and resources<br>d) Target tutorials during school to groups of students who need additional support<br>e) Utilize instructional resources, digital and physical, to provide high quality tier I instruction<br>f) Use exemplar teachers to model lessons to help other teachers see practice in action<br>g) Utilize district common assessments to ensure alignment of pacing and instruction<br><b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Facilitators; Leadership Team<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br><b>Problem Statements:</b> Student Learning 1, 2 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Nov       | Jan | Mar | June      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Strengthen reading and math instruction by focusing on lesson internalization, use of best practices and continuous improvement.<br><b>Actions:</b> a) Campus instructional walks conducted by campus leaders of learners and intervention team and utilize data to review progress of implementation<br>b) Teachers will regularly incorporate research-based best practices into lesson design and classroom instruction, then reflect on and refine these practices during scheduled team or planning meetings<br>c) Provide coaching and training to teachers to sustain implementation of district and state requirements<br>d) Implement the Bluebonnet learning curriculum in math classes and guide teachers in using the Math Playbook to support high-quality math instruction<br>e) 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<br><b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Facilitator<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1, 2 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
| <b>Strategy 3:</b> Provide training in data analysis, progress monitoring and data-driven decision making to inform instruction and responsive teaching.<br><b>Actions:</b> a) Schedule and implement instructional round sessions based on best practices and responsive teaching.<br>b) Provide weekly PLC meetings centered around looking at campus data and use it to plan and create lesson plans.<br>c) Provide monthly professional development on best practices and strategies to help support teachers instructional design and delivery.<br>d) Conduct campus classroom walkthroughs for the purpose of collecting artifacts to support literacy implementation and data on processes<br><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, instructional coach, leadership team<br><br><b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1<br><b>Funding Sources:</b> Substitutes for Instructional Rounds - 199 - General Funds - \$2,000                                                                                                                                                                                                                                                                                                                        | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

### 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 math groups and higher level thinking skills and questioning need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

### School Processes & Programs

**Problem Statement 1:** At Stowe Elementary, a significant proportion of students remain on Tier 3 interventions in reading and math, indicating that current instructional and intervention practices are not consistently meeting the needs of all learners. Despite available support programs, too many students continue to perform below the 10th percentile nationally on universal screeners **Root Cause:** High levels of student need--including elevated percentages of students qualifying for free/reduced lunch, English Learners, and students served by special education--combined with inconsistent alignment between core instruction and targeted interventions, contribute to ongoing gaps in 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. Ensure all student groups PK-5 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 performance

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Strengthen instructional practices and intervention supports for special populations (Special Education, Emergent Bilingual, Dyslexia, and other identified groups) to ensure equitable access to grade-level content and accelerated growth.<br><br><b>Actions:</b> a) Teachers will implement targeted small-group instruction and accommodations for identified student groups based on progress monitoring and universal screener data.<br>b) Campus leadership will use data meetings (PLC, RTI) to review student progress for underperforming groups and adjust interventions accordingly.<br>c) Teachers will track and reflect on student growth through classroom-level progress monitoring tools (e.g., running records, unit assessments, mClass, PDSA, data folders).<br>d) Tutors and instructional coaches will collaborate with teachers to provide Tier II and Tier III supports aligned with HB 1416 requirements.<br><br><b>Staff Responsible for Monitoring:</b> Campus Principal; Instructional Coach<br><br><b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1<br><b>Funding Sources:</b> Title I Tutors - 211 - Title I - \$12,000 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Build teacher and leader capacity to use data effectively for instructional planning, interventions, and monitoring progress of underperforming student groups.<br><b>Actions:</b> a) Teachers will engage in ongoing PD on using data (universal screeners, STAAR, TELPAS, STAR Ren, formative assessments) to inform instruction and track student growth.<br>b) Grade-level PLCs will include regular review of subgroup performance, focusing on adjusting core instruction and intervention practices.<br>c) Instructional coaches will provide job-embedded support by modeling data-driven instructional strategies and guiding teachers in differentiating for EB and SPED students.<br>d) Teachers will design and implement lesson plans that include targeted vocabulary, questioning, and scaffolds to close academic language gaps for emergent bilinguals and struggling learners.<br><b>Staff Responsible for Monitoring:</b> Principal , Assistant Principals and Instructional Coach<br><br><b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1                                                                                                                                                                                                                    | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Reinforce and strengthen the consistent use of the PDSA (Plan-Do-Study-Act) process in classrooms and PLCs to improve instruction, monitor student learning, and accelerate growth for all student groups.<br><b>Actions:</b> a) Teachers will engage in ongoing training and coaching on the PDSA process, applying it directly to lesson planning, classroom instruction, and intervention cycles.<br>b) Grade-level PLCs will implement PDSA cycles regularly, using formative assessments and progress monitoring data to adjust instruction and track student outcomes.<br>c) Instructional coaches and administrators will provide feedback during PLCs and classroom walkthroughs on how effectively teachers are implementing the PDSA cycle.<br>d) Teachers will maintain student-friendly data folders or tracking tools so students can set goals, monitor their own progress, and take ownership of their learning.<br>e) Exemplary use of PDSA cycles (e.g., effective goal setting, data tracking, or rapid-response instructional adjustments) will be highlighted in PLCs and staff meetings to share best practices across the campus.<br><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |

### Performance Objective 2 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Current STAAR Reading data shows that we are performing below the district average in all grade levels. <b>Root Cause:</b> 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 math groups and higher level thinking skills and questioning need to be implemented with fidelity and teachers need to provide intervention in the instructional setting.

### School Processes & Programs

**Problem Statement 1:** At Stowe Elementary, a significant proportion of students remain on Tier 3 interventions in reading and math, indicating that current instructional and intervention practices are not consistently meeting the needs of all learners. Despite available support programs, too many students continue to perform below the 10th percentile nationally on universal screeners **Root Cause:** High levels of student need--including elevated percentages of students qualifying for free/reduced lunch, English Learners, and students served by special education--combined with inconsistent alignment between core instruction and targeted interventions, contribute to ongoing gaps in 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 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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement the district behavior RtI plan<br><b>Actions:</b> a) Provide training on the district behavior RtI plan<br>b) Provide a full-time Crisis Intervention Counselor at Stowe to respond to student and family need<br>c) Identify needed support systems<br>d) Meet with district behavior facilitator and teachers to develop plans for tier 2 and tier 3 students<br>e) All classrooms have a calm down corner space supported by campus counseling team<br>f) Provide professional development on behavior interventions<br><br><b>Problem Statements:</b> School Processes & Programs 2 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> Our campus struggles to maintain a positive climate and culture due to high student needs, socioeconomic barriers, and frequent behavioral challenges. These factors negatively affect staff morale, student engagement, and teacher retention <b>Root Cause:</b> Last year we began to implement a consistent relationship-building systems and create opportunities for students and staff to develop a shared sense of pride and belonging hinder a unified, joyful school culture. We need to keep these processes going and continue to use the EXCEL model. |

**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.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement Capturing Kids' Hearts (CKH) and embed its values and processes into all aspects of campus culture to support student social-emotional development.<br><b>Actions:</b> a) Design classroom tasks and learning experiences that intentionally build students' social-emotional awareness and skills (e.g., self-management, empathy, teamwork).<br>b) Integrate CKH values and processes (social contracts, affirmations, launches) into daily routines and campuswide activities.<br>c) Collect and analyze perception data from students, staff, and parents to monitor the impact of CKH on campus culture and student outcomes.<br>d) Partner with a CKH Strategist to strengthen implementation through traction visits and coaching sessions.<br>e) Implement EXCEL Time every Monday morning, using CKH Premium resources to provide structured SEL lessons across grade levels.<br>f) Ensure 100% of staff are trained in Capturing Kids' Hearts and receive ongoing support to sustain campuswide implementation.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors<br><br><b>Problem Statements:</b> School Processes & Programs 2<br><b>Funding Sources:</b> CKH Training - 211 - Title I - \$12,000, CKH Traction - 199 - General Funds - \$7,000 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 2:</b> Provide a comprehensive school counseling program that promotes student well-being, safety, and social-emotional growth.<br><b>Actions:</b> a) Deliver classroom guidance lessons that include the Character Strong curriculum and reinforce Capturing Kids' Hearts practices.<br>b) Plan and facilitate campuswide activities that integrate SEL values into daily routines and school culture.<br>c) Provide age-appropriate classroom counseling lessons on suicide prevention, bullying awareness, and strategies for seeking help and supporting peers.<br>d) Utilize the Crisis Intervention Counselor to respond to students' immediate emotional needs, provide trauma-informed support, and collaborate with staff to identify and address escalating behaviors.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br><br><b>Problem Statements:</b> School Processes & Programs 2<br><b>Funding Sources:</b> Crisis Counselor - 211 - Title I                                                                                                                                                                                                                                                                                                                            | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |



No Progress



Accomplished



Continue/Modify



Discontinue

#### Performance Objective 4 Problem Statements:

##### School Processes & Programs

**Problem Statement 2:** Our campus struggles to maintain a positive climate and culture due to high student needs, socioeconomic barriers, and frequent behavioral challenges. These factors negatively affect staff morale, student engagement, and teacher retention. **Root Cause:** Last year we began to implement a consistent relationship-building systems and create opportunities for students and staff to develop a shared sense of pride and belonging hinder a unified, joyful school culture. We need to keep these processes going and continue to use the EXCEL model.

**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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop and implement a campus program to incentivize student attendance<br><b>Actions:</b> a) Create a program to incentives attendance weekly, monthly, quarterly, and annually<br>b) Utilize the Truancy Tribunal as attendance interventions to improve student attendance<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br><br><b>Problem Statements:</b> Demographics 1<br><b>Funding Sources:</b> Parent Family Engagement - 211 - Title I - \$2,000 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |
| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Our ADA is 94.6% and the district goal is 96%. <b>Root Cause:</b> We need to continue to communicate to parents how important daily attendance is. We have and will continue to utilize our district's Tribunal process as well as the campus processes we have created along with our Attendance Truancy Officer. |

**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 foster shared ownership of student success.

**Evaluation Data Sources:** staff survey; staff attendance

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Design and implement a yearlong plan to build staff morale, strengthen relationships, and promote a collaborative campus culture.<br><br><b>Actions:</b> a) Provide weekly low-effort, high-impact activities that promote positivity and connection without adding to teacher workload.<br>b) Implement quarterly campuswide events designed to build community and strengthen relationships among staff.<br>c) Conduct regular staff surveys to monitor morale, gather feedback, and adjust support strategies as needed.<br>d) Recognize and celebrate staff attendance, effort, and contributions to student success.<br>e) Establish and maintain a staff Social Committee responsible for planning fun, engaging, and inclusive activities throughout the year<br><b>Staff Responsible for Monitoring:</b> Campus Administration; Social Committee, Leadership Team<br><br><b>Problem Statements:</b> School Processes & Programs 2 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> Our campus struggles to maintain a positive climate and culture due to high student needs, socioeconomic barriers, and frequent behavioral challenges. These factors negatively affect staff morale, student engagement, and teacher retention <b>Root Cause:</b> Last year we began to implement a consistent relationship-building systems and create opportunities for students and staff to develop a shared sense of pride and belonging hinder a unified, joyful school culture. We need to keep these processes going and continue to use the EXCEL model. |



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

**Performance Objective 1:** All students and staff will learn and work in a safe and responsive environment.

**Evaluation Data Sources:** safety survey data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging<br><b>Actions:</b> a) Review perception data from students, staff and parents to identify strategies to improve campus safety<br>b) Identify and employ steps that would help staff identify, report and address concerns about school safety and student well-being<br>c) Hold Campus Safety Meetings to review safety data & procedures<br>d) Provide procedures documents for teachers, students, and parents to follow in any type of campus emergency situation<br>e) Train all staff on Capturing Kids' Hearts to increase the student connections and sense of belonging on campus<br>g) Train all staff in using Raptor and Standard Response Protocols for emergency situations<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> While the majority of students (85%) and parents (74%) report that Stowe Elementary is a safe and orderly campus, perception data reveals room for growth in strengthening parent and student confidence in campus programs, processes, and procedures. Additionally, current data collection methods provide only a limited picture of stakeholder perceptions, making it difficult to identify and address spe <b>Root Cause:</b> Perception data is not gathered consistently or in sufficient detail across all stakeholder groups. While safety is monitored, there is less structured collection of feedback regarding other areas such as instructional support, communication effectiveness, and campus culture. As a result, opportunities to engage families and staff more deeply in continuous improvement may be missed |

**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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement district-wide program that promotes and accident-free work environment<br><b>Actions:</b> a) Require staff to complete SafeSchools training<br>b) Conduct mandatory safety training sessions per the district plan at staff meetings<br>c) Perform campus/building safety walk throughs as required by district plan<br>d) Review Worker's Comp. data from previous years<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                            |           |     |     |           |

### Performance Objective 2 Problem Statements:

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> While the majority of students (85%) and parents (74%) report that Stowe Elementary is a safe and orderly campus, perception data reveals room for growth in strengthening parent and student confidence in campus programs, processes, and procedures. Additionally, current data collection methods provide only a limited picture of stakeholder perceptions, making it difficult to identify and address spe <b>Root Cause:</b> Perception data is not gathered consistently or in sufficient detail across all stakeholder groups. While safety is monitored, there is less structured collection of feedback regarding other areas such as instructional support, communication effectiveness, and campus culture. As a result, opportunities to engage families and staff more deeply in continuous improvement may be missed |

# State Compensatory

## Budget for O.H. Stowe Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 3.145

**Brief Description of SCE Services and/or Programs**

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

## Personnel for O.H. Stowe Elementary

| <u>Name</u>     | <u>Position</u>           | <u>FTE</u> |
|-----------------|---------------------------|------------|
| 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

# Title I Personnel

| <u>Name</u>   | <u>Position</u>               | <u>Program</u> | <u>FTE</u> |
|---------------|-------------------------------|----------------|------------|
| 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         |           |          |                                      |              |              |
|-----------------------------|-----------|----------|--------------------------------------|--------------|--------------|
| Goal                        | Objective | Strategy | Resources Needed                     | Account Code | Amount       |
| 1                           | 1         | 3        | Substitutes for Instructional Rounds |              | \$2,000.00   |
| 1                           | 4         | 1        | CKH Traction                         |              | \$7,000.00   |
| Sub-Total                   |           |          |                                      |              | \$9,000.00   |
| Budgeted Fund Source Amount |           |          |                                      |              | \$10,000.00  |
| +/- Difference              |           |          |                                      |              | \$1,000.00   |
| 199 - General Funds: SCE    |           |          |                                      |              |              |
| Goal                        | Objective | Strategy | Resources Needed                     | Account Code | Amount       |
|                             |           |          |                                      |              | \$0.00       |
| Sub-Total                   |           |          |                                      |              | \$0.00       |
| Budgeted Fund Source Amount |           |          |                                      |              | \$10,000.00  |
| +/- Difference              |           |          |                                      |              | \$10,000.00  |
| 211 - Title I               |           |          |                                      |              |              |
| Goal                        | Objective | Strategy | Resources Needed                     | Account Code | Amount       |
| 1                           | 2         | 1        | Title I Tutors                       |              | \$12,000.00  |
| 1                           | 4         | 1        | CKH Training                         |              | \$12,000.00  |
| 1                           | 4         | 2        | Crisis Counselor                     |              | \$0.00       |
| 2                           | 1         | 1        | Parent Family Engagement             |              | \$2,000.00   |
| Sub-Total                   |           |          |                                      |              | \$26,000.00  |
| Budgeted Fund Source Amount |           |          |                                      |              | \$124,000.00 |
| +/- Difference              |           |          |                                      |              | \$98,000.00  |
| Grand Total Budgeted        |           |          |                                      |              | \$144,000.00 |
| Grand Total Spent           |           |          |                                      |              | \$35,000.00  |
| +/- Difference              |           |          |                                      |              | \$109,000.00 |

**Birdville Independent School District**  
**Richland High School**  
**2025-2026 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!**

Table of Contents

Comprehensive Needs Assessment ..... 5

Demographics ..... 5

Student Learning ..... 7

School Processes & Programs ..... 9

Perceptions ..... 10

Priority Problem Statements ..... 11

Comprehensive Needs Assessment Data Documentation ..... 12

Goals ..... 14

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. .... 14

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. .... 28

Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 31

State Compensatory ..... 37

Budget for Richland High School ..... 37

Personnel for Richland High School ..... 37

Title I Personnel ..... 38

# Comprehensive Needs Assessment

## 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%.

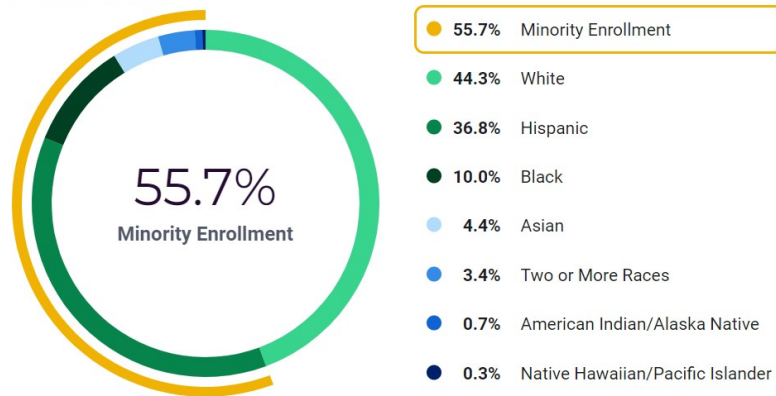
Our At-Risk percentage has risen to 39%.

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.

Student Diversity



## 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 Birdville 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% | 96.80% | 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%                        |
| Environmental 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.

### **Problem Statement 2 (Prioritized):**

Richland High School's CCMR score of 65 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry-based certifications.

**Root Cause:** Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry-based certifications, resulting in fewer students meeting CCMR benchmarks.

# 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 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:** Richland High School's CCMR score of 65 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry-based certifications.

**Root Cause 1:** Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry-based certifications, resulting in fewer students meeting CCMR benchmarks.

**Problem Statement 1 Areas:** Student Achievement - Student Learning

**Problem Statement 2:** 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 2:** Lack of process and systems.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 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 3:** 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 3 Areas:** Demographics - Perceptions

**Problem Statement 4:** 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 4:** Data analysis has not been done to determine what issue is.

**Problem Statement 4 Areas:** Demographics - 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 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

**Evaluation Data Sources:** Secondary: Lexile levels from STAAR

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Implement the literacy plan through established priorities for system-wide literacy practices.<br><b>Actions:</b> a) Use PGSLO (Student Learning Objectives) tasks to implement district Tier 1 priorities with a strong focus on collecting student data to use for improved performance.<br><br>b) Guide the instruction of teachers through lunch and learns and additional on-site training during the professional work day.<br><br>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.<br><br>d) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation (Royal Rounds)<br><b>Staff Responsible for Monitoring:</b> Assistant Principals<br>Academic Dean<br>Principal<br>Department Chairs<br>Literacy Committee<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br><b>Problem Statements:</b> Student Learning 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Build capacity to implement the district recalibration focus on Tier 1 instruction.<br><b>Actions:</b> 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.<br><br>b) Create focused department chair/admin walkthroughs to ensure fidelity.<br><br>c) Create teacher walk-through system (Royal Rounds) where teachers observe each other once a quarter. This will be organized by departments.<br><br>d) Monitor implementation of strategies utilizing walk-throughs and teacher provided artifacts as supporting documentation.<br><br>e) Create monthly focus on tier one initiatives starting in September.<br><br>f) Create common classroom expectations/procedures.<br><br>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.<br><b>Staff Responsible for Monitoring:</b> Assistant Principals<br>Academic Dean<br>Principal<br>Department Chairs<br>Literacy Committee<br><br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
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| <p><b>Strategy 3:</b> Align processes that encourage and facilitate personalized learning for students.</p> <p><b>Actions:</b> a) Utilize Canvas and Aware to its fullest capacity.</p> <p>b) Use of IEP (Individualized Education Plan), 504, and Emergent Bilingual accommodations to individualize instruction.</p> <p>c) RtI (Response to Intervention) Tier 3 additional services are provided through reading classes and Edgenuity.</p> <p>d) Monitor, support and provide feedback to support campus implementation of personalized learning.</p> <p>e) Student data collection in classrooms (online or paper)</p> <p>f) Monitor Accelerated Instruction (AI) Tutorials and progress</p> <p>g) Create digital data folders for students for each core class.</p> <p>h) Track student data through the use of teacher data binders with the goal of having four years of data by the end of 25-26. (Started in 22-23)</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals<br/>Academic Dean<br/>Principal<br/>Department Chairs</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE</p> | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Identify GT (Gifted and Talented) students to provide opportunities for rigorous learning beyond advanced coursework.<br><b>Actions:</b> 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.<br><br>b) Offer SAT/ACT Preparation course through Royal Time.<br><br>c) Make a hard push for the UIL Academic contest.<br><br>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.<br><br>e) Identify current 8th graders to recruit for AP track during registration in January.<br><b>Staff Responsible for Monitoring:</b> Tracey Besgrove<br>Amy DeWeese<br>Katie Kern<br>Counselors both High School and Middle<br>Ramonda Fields<br><br><b>Problem Statements:</b> Student Learning 1 |  | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Reviews   |     |     |           |
| <b>Strategy 5:</b> 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%.<br><b>Actions:</b> a) Train staff on the use and implementation of AP classroom with the goal of having all students and teachers enrolled by September 29.<br><br>b) Focus on data from prior years by sharing with all teachers yearly breakdowns.<br><br>c) Create a system to celebrate students who scored a 3 or higher on AP scores.<br><br>d) Administer Mock exams by April 1 with the goal of using that data to drive instruction.<br><b>Staff Responsible for Monitoring:</b> Academic Dean<br>Academic Coach<br>Besgrove<br>AP Teachers<br><br><b>Problem Statements:</b> Demographics 1 - Perceptions 1                                                                                                                                                                                                   |  | Formative |     |     | Summative |
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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.

#### Student Learning

**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:** Lack of process and systems.

#### 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 2:** Close achievement gaps that exist for all under-performing groups as measured by STAAR, DCA, and district CBA assessments.

**Evaluation Data Sources:** STAAR, DCA, and CBA results

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments.<br><b>Actions:</b> a) Align special education instructional practices to the literacy plan and Tier I priorities.<br><br>b) Increase opportunities for collaboration between general education and special education teachers.<br><br>c) Create a weekly monitoring system for all Special Education students.<br><br>d) Assign SpEd caseworkers for each student receiving academic support through SpEd.<br><br>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.<br><br>f) Increase the number of students in special education taking CTE offerings that include industry-based certifications.<br><b>Staff Responsible for Monitoring:</b> Tracey Besgrove<br>Tim Waldmann<br>Counselors<br>Dee Pollack<br><br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Implement a collaborative process that requires general education and special education teachers to monitor student progress on a regular and consistent basis.<br><b>Actions:</b> a) Use of Aware Monitoring lists for all Special Education students and their case managers.<br><br>b) Fifth Period Royal Time teacher will also serve as a progress monitor and will communicate with the teacher of record.<br><b>Staff Responsible for Monitoring:</b> Tracey Besgrove<br>Special Education Department Chair - Sharon Baskerville<br>Gen Ed teachers and Special Ed teachers<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Develop and implement system-wide instructional practices appropriate for EBs to increase TELPAS progress rate by 3 % on English Language Proficiency Status.<br><b>Actions:</b> a) Improve communication between the newcomer program teacher and EA with sheltered teachers.<br><br>b) Use of IXL for sheltered students in Math and RLA.<br><br>c) Training in SIOP allowing for collaboration with district leadership on curriculum and resources.<br><br>d) Creation of ESL files to collect and maintain data on Emergent Bilingual students and parental contact outside of the LPAC.<br><br>e) Provide quality training for all instructional staff to engage and support English learners<br><br>f) Monitor language proficiency and academic performance data to identify where additional support is needed.<br><br>g) Communicate the TELPAS testing schedule and writing window to teachers with clear instructions and deadlines.<br><br>h) TELPAS testing occurs over the window and allows for completion of all parts of TELPAS<br><b>Staff Responsible for Monitoring:</b> Tracey Besgrove<br>ESL Teacher<br>Gen ed teachers of EL students<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 |  | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Evaluate current RtI processes and make adjustments in order to achieve system coherency<br><b>Actions:</b> a) Monitor and adjust use of Royal Time to ensure that Tier II & III students are using available resources with fidelity.<br><br>b) Identify gaps in the implementation of the campus academic RtI plan.<br><br>c) Develop a corrective action plan for the campus. ie: online tutorials for struggling learners.<br><br>d) Revise and edit components of the campus academic RtI plan as identified in the gap analysis.<br><br>e) Build master schedule so that retesters have more support by targeted instructors.<br><b>Staff Responsible for Monitoring:</b> Tracey Besgrove<br>Brandi McCreary<br>Amy DeWeese<br>Katie Kern<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1                                                                                                                                                                                                                                                                     |  | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |     |           |
| <b>Strategy 5:</b> 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.<br><b>Actions:</b> a) Train all staff on how to access, collect, and disaggregate relevant data.<br><br>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.<br><br>c) All STAAR/EOC tested students track their own data through the use of student data folders by the start of the first semester.<br><br>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.<br><b>Staff Responsible for Monitoring:</b> Assistant Principals<br>Academic Dean<br>Instructional Facilitator<br>Principal<br><br><b>Problem Statements:</b> Student Learning 1<br><b>Funding Sources:</b> Instructional Facilitator - 211 - Title I |  | Formative |     |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
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| <b>Strategy 6:</b> Engage parents and community in the educational process.<br><b>Actions:</b> a) Continue to use campus-wide communication system through a weekly newsletter.<br><br>b) Continue campus-wide communication system for teacher-developed progress reports in each subject area.<br><br>c) Send weekly letter to all parents with students who are currently failing with tips and resources to help them be successful.<br><br>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.<br><br>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.<br><b>Staff Responsible for Monitoring:</b> Katie Kern<br>Principal<br>Assistant Principals<br>Shelley Marshall<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1<br><b>Funding Sources:</b> Family Engagement - 211 - Title I | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Lack of process and systems.                                                              |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> 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? <b>Root Cause:</b> 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   |     |     |           |
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| <b>Strategy 1:</b> Identify and deploy district-approved programs that teach social-emotional skills<br><b>Actions:</b> a) Implement Character Strong during Royal Time.<br><br>b) Introduce Lifelines<br><br>c) Character Strong lessons and curriculum throughout the school during Royal Time.<br><br>d) Set up campus-wide system for building relationships on Fridays (Family Friday) and while greeting students.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Macie Ridgway<br>Shelley Marshall<br>All Teachers<br>Assistant Principals<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1<br><b>Funding Sources:</b> Title I PD - 211 - Title I | Formative |     |     | Summative |
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| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                            |
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| <b>Problem Statement 1:</b> 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? <b>Root Cause:</b> Data analysis has not been done to determine what issue is. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Utilize the district behavioral RtI plan<br><b>Actions:</b> a) Behavioral RtI committee including stakeholders from parents, teachers, and administrators.<br><br>b) Provide training on the district behavior RtI plan.<br><br>c) Create and implement a system to clearly communicate campus/classroom procedures to students during the first two weeks of school.<br><br>d) Assistant principals push into classrooms for due process meetings instead of school-wide assemblies.<br><br>e) Provide a menu of options for Restorative Discipline systems for campus implementation.<br><br>f) Utilize Restorative Discipline systems at Richland High School.<br><b>Staff Responsible for Monitoring:</b> Assistant Principals<br>Counseling Staff<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Implement the behavioral RtI plan with fidelity.<br><b>Actions:</b> a) Offer a variety of options that reduces the amount of time the student is not in class.<br><br>b) Using counseling strategies and discussing with teachers about different options they can use to keep students on task and motivated.<br><br>c) Train campus leaders to implement the behavior RtI plan.<br><br>d) Evaluate the implementation of the behavior RtI plan.<br><br>e) Monitor the assignment of students to DAEP and their subsequent behavioral progress.<br><br>f) Continued implementation of Behavioral RtI.<br><b>Staff Responsible for Monitoring:</b> Assistant Principals<br>Counseling Staff<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 4 Problem Statements:

| School Processes & Programs                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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? <b>Root Cause:</b> Data analysis has not been done to determine what issue is. |



**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 5:** Improving our CCMR goal.

| Strategy 1 Details                                                                                                                               | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 1: Students will begin to use Texas College Bridge<br><br>Problem Statements: Student Learning 2 - Student Achievement 1                | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div> |           |     |     |           |

**Performance Objective 5 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Problem Statement 2: Richland High School's CCMR score of 65 is low because too few students are meeting readiness indicators such as college exams, dual credit/AP, or industry-based certifications. Root Cause: Students have limited access, awareness, and support to successfully complete college entrance exams, dual credit/AP courses, and industry-based certifications, resulting in fewer students meeting CCMR benchmarks. |

**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   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop an implement a campus-wide program to incentivize student and staff attendance.<br><b>Actions:</b> a) Promote attendance through competition and rewards, such as prizes, prom tickets, etc.<br><br>b) Coordination with student support specialists to work with students on an individual basis to determine root cause.<br><br>c) Use and monitor attendance weekly starting on week 2 to identify students who are heading down the road to truancy.<br><br>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.<br><br>e) Communicate with parents and students the importance of attendance through weekly newsletters/videos.<br><br>f) Send hard copy letters home by mail in addition to emails and text for students who are truant.<br><b>Staff Responsible for Monitoring:</b> Assistant Principals<br>Attendance Clerks<br>Graduation Coach<br>Truancy Officer<br><br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Develop and deploy continuous improvement processes in classroom instruction.<br><b>Actions:</b> a) Continue to monitor and train on staff on data collection and collaborative discussions to foster the improvement cycle.<br><br>b) Use of CBA Data Protocols, Interim Assessments within PLCs to assess and improve instruction specific to TEKS and student learning needs.<br><br>c) Set up data meetings for all benchmark/CBA/interims assessments with teachers to discuss progress and ways to use data to drive instruction.<br><b>Staff Responsible for Monitoring:</b> Assistant Principals<br>PLC's<br>Department Chairs<br>Academic Dean<br><br><b>Problem Statements:</b> Student Learning 1 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                   |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Lack of process and systems.                                                              |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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 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   |     |     |           |
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| <b>Strategy 1:</b> Foster a culture of continuous improvement across the campus to improve student achievement and increase student and staff well being.<br><b>Actions:</b> 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.<br><br>b) Utilize Character Strong to improve teacher relationships and increase morale.<br><br>c) Continue the campus-wide student incentive program to recognize students who are exhibiting traits we desire at RHS.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Asst Principals<br>Department Chairs<br><br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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 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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.<br><b>Actions:</b> a) All administrators display high visibility practices in hallways and classrooms.<br><br>b) Implement district-provided safety resources, including security guards and additional cameras in the cafeteria and hallways.<br><br>c) Use of Rapor for all safety drills.<br><br>d) Conduct safety drills each month and document.<br><br>e) The School Safety Committee will meet each month.<br><br>d) Variety of student clubs and organizations to be inclusive of all students.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Counseling Staff<br>All Faculty<br>All Staff<br><br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative |     |     | Summative |
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| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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

**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 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   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop and implement a campus-wide program that promotes an accident-free work environment.<br><b>Actions:</b> a) Review and update the campus accident prevention plan and related department safety plans during bi-annual safety meetings with faculty.<br><br>b) Require staff to review district plan and related department plans through the Safe Schools platform.<br><br>c) Continue requiring mandatory safety training sessions per the district plan for all campuses and departments: Stop the Bleed, Evacu-chairs, etc.<br><br>d) Continue Safety Committee meetings per the district plan.<br><br>e) Review and report claim information per the district plan.<br><br>f) Perform campus/building safety walk throughs as required by the district plan.<br><br>g) Teachers encouraged to be spectators rather than participants in physical competitions with students.<br><br>h) Use of district-provided stools and ladders for safety compliance.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principals<br>Department Chairs<br><br><b>Problem Statements:</b> Demographics 1 - Demographics 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |

**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.

### 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 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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Deliver current and accurate information regarding college readiness.<br><b>Actions:</b> 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).<br><br>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.<br><br>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.<br><br>d) Set up meetings with feeder middle schools to discuss importance of AP programs with those parents of incoming 9th graders before Spring Break.<br><b>Staff Responsible for Monitoring:</b> Counselors<br>Academic Dean<br><br><b>Problem Statements:</b> Demographics 1 - Perceptions 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
| <b>Strategy 2:</b> Develop and maintain a campus-wide coordinated health program.<br><b>Actions:</b> a) Social Emotional learning with staff and students utilizing Character Strong lessons focused on a sense of belonging. Utilize survey data to monitor progress.<br><br>b) Provide SEL support for all learners.<br><br>c) Implement Life Lines Suicide prevention curriculum.<br><br>d) Implement Life Lines on campus.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Crisis Counselor<br>Nurses<br><br><b>Problem Statements:</b> Demographics 1 - Perceptions 1                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Formative |     |     | Summative |
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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.

#### 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.

# State Compensatory

## Budget for Richland High School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 8.52

**Brief Description of SCE Services and/or Programs**

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## Personnel for Richland High School

| <u>Name</u>      | <u>Position</u>               | <u>FTE</u> |
|------------------|-------------------------------|------------|
| 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

| <u>Name</u>    | <u>Position</u>           | <u>Program</u> | <u>FTE</u> |
|----------------|---------------------------|----------------|------------|
| Robert Koerner | Instructional Facilitator | Title I        | 1.0        |

**Birdville Independent School District**  
**Richland Middle School**  
**2025-2026 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!*

# Table of Contents

|                                                                                                                                                                                                                                     |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                                                                                                | 4  |
| Demographics .....                                                                                                                                                                                                                  | 4  |
| Student Learning .....                                                                                                                                                                                                              | 6  |
| School Processes & Programs .....                                                                                                                                                                                                   | 8  |
| Perceptions .....                                                                                                                                                                                                                   | 10 |
| Priority Problem Statements .....                                                                                                                                                                                                   | 11 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                                                                                             | 12 |
| Goals .....                                                                                                                                                                                                                         | 14 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. ....                                                                            | 14 |
| Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. ....                                                                                                           | 26 |
| 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. .... | 33 |
| State Compensatory .....                                                                                                                                                                                                            | 38 |
| Budget for Richland Middle School .....                                                                                                                                                                                             | 38 |
| Personnel for Richland Middle School .....                                                                                                                                                                                          | 38 |
| Title I .....                                                                                                                                                                                                                       | 39 |
| Title I Personnel .....                                                                                                                                                                                                             | 40 |

# Comprehensive Needs Assessment

## 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 2024 (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 support core departments with effective 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. We recognize that our growing linguistic diversity is one of RMS's greatest strengths, enriching our campus culture and providing opportunities for all students to develop empathy, global awareness, and collaborative skills. Embracing and supporting this diversity is essential to our mission of academic excellence and inclusivity.

### **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 2026 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 some gains in several areas in 2025. The 6th grade math STAAR scores showed an 11% growth on Approaches Grade Level and 3% growth on Meets Grade Level. In 6th grade RLA, the Masters Grade Level improved by 5%. The 8th Grade Science scores showed improvement in Approaches, Meets, and Masters Grade level.

STAAR Math Meets Grade Level (2025):

- 6th Grade Actual - 32.5%; Target - 47%
- 7th Grade Actual - 20.2%; Target - 47%
- 8th grade Actual 33.3%; Target - 47%
- Algebra Actual - 66.7%; Target - 47%

STAAR RLA Meets Grade Level (2025):

- 6th grade Actual - 40.4%; Target - 47%
- 7th grade Actual - 42.3%; Target - 47%
- 8th grade Actual - 34.6%; Target - 47%

RMS met the RLA Performance MEasure goal for 2025 in the following areas:

White students Actual - 56%; Target 56%

American Indian Actual - 67%; Target 53%

Asian Actual - 88%; Target 67%

Pacific Islander Actual 50%; Target 43%

2 or more Races - Actual 47%; Target 47%

There is more work to do in the following areas:

African American - Actual 36%; Target 45%

Hispanic- Actual 38%; Target 43%

Emergent Bilingual - Actual 30%; Target 34%

Economically Disadvantaged- Actual 41%; Target 43%

In STAAR Math, RMS did not meet the Performance Measure Goals.

African American was 13% below the target.

Hispanic 8% below target.

White 9% below Target

Emergent Bilingual 15% below target.

Economically Disadvantaged 11% below target.

Special Education 15% below target.

### **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 targeted rates for our EB populations. In our high focus group Reading has a target of 42% Meets while Math is set at a 44% Meets rate.

**Root Cause:** Our EB population accounts for approximately 28% 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 targeted Meets Rate in our total scholar population. This is an ongoing concern that will be measured in the 2026 school year.

**Root Cause:** A lack of consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.

**Problem Statement 3 (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 2026 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

## School Processes & Programs Summary

RMS has implemented a House System where students earn points by demonstrating leadership qualities and positive choices. Incentives are awarded every three weeks to all students in the winning house, with larger rewards given at the end of each nine-week period. To maintain engagement and healthy competition, point totals reset at the beginning of each new nine weeks. We have also developed a prize cart to award individual students for other leadership qualities such as academic growth, teacher recognition, and avoiding academic detentions.

The RMS committee system is implemented to ensure that leadership roles are taken across the board. Teachers much each sign up to help with one committee and one of our monthly RMS community events.

We have also developed a system for academic accountability for our students. Our No Zero Zone process has added a layer of intentionality to checking in on student progress academically. Students are not only held accountable for monitoring their test data with their digital data folders, but also for their grades in class. Our goal is to capture students who have zeroes in classes in which they are also in danger of failing with a 75 or below. These students report to the cafeteria once a week for an academic detention, with the purpose of correcting those assignments, and the hopes that they will continue to monitor their own progress.

## School Processes & Programs Strengths

The teachers are committed to the House System evolving into a true success story. The House Committee meets monthly to plan upcoming house activities for our students. These activities involve team building, school spirit, pep rallies, and incentives for house points. Students demonstrate motivation to earn house points and are prideful in winning incentives. RMS will be working with local businesses to try and secure support to help with this initiative and provide additional school resources.

Our commitment to community engagement is exemplified by the requirement for teachers to assist with one of our monthly RMS community events. This involvement not only strengthens the bond between the school and the community but also provides teachers with a platform to showcase their talents and connect with students and parents outside the traditional classroom setting. Through these events, we aim to create a vibrant and inclusive school culture that values collaboration and community spirit.

A key strength of the No Zero Zone process is that it promotes student ownership of learning by placing the responsibility for monitoring grades and academic progress directly on the students. Rather than relying on teachers for last-minute corrections, students are held accountable for identifying and addressing missing assignments in a timely manner. This not only reduces the workload for teachers but also fosters accountability and independence among students. The system provides an intentional safety net for those at risk of failing, while encouraging them to take initiative in correcting their work. Ultimately, the No Zero Zone helps students build long-term habits of self-monitoring, responsibility, and academic perseverance.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** As RMS has worked to implement a successful Positive Behavior Intervention System (PBIS) there is still a need on the campus for all students to have a sense of belonging and wellbeing.

**Root Cause:** Because the RMS House system has not always been implemented consistently, students have struggled to develop buy-in toward working collaboratively for the success of the whole.

**Problem Statement 2 (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 2026 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.

# Perceptions

## Perceptions Summary

Parents continue to view Richland Middle School as a safe and supportive environment, with strong trends carrying over from last year into this year. The majority of families report that their children have meaningful adult connections on campus, and nearly all agree that respect and safety are emphasized daily. Compared to the previous year, the perception of campus orderliness and safety has remained consistently high, while parent confidence in student preparedness for emergency procedures has shown growth, with more families now “very confident” their children know what to do..

Between 2023–24 and 2024–25, Richland Middle School maintained strong perceptions of safety, with over 95% of staff reporting the campus as safe and orderly. Awareness and training improved, particularly in safety equipment use, emergency protocols, and student lessons on bullying and suicide prevention. Positive Behavior Intervention Systems like CHAMPS remained widely implemented, and nearly all staff reported compliance with hallway monitoring, ID badges, and annual safety trainings. Overall, trends show steady improvement and continued confidence in campus safety and culture

Between 2023–24 and 2024–25, Richland Middle School students reported stronger connections, with over 90% having a trusted peer and nearly three-fourths having a trusted adult. Around 70–75% recalled training in bullying prevention, cyberbullying, suicide prevention, and Anonymous Alerts, while about two-thirds felt confident in emergency procedures. However, fewer than half strongly agreed that respect is emphasized, and only 63% viewed the campus as safe and orderly. Overall, student trends show improving relationships and training, but mixed perceptions of campus climate and safety

## Perceptions Strengths

Across staff and student surveys from 2023–24 to 2024–25, Richland Middle School showed strong safety and culture strengths. Staff consistently reported very high confidence in campus safety, emergency preparedness, and annual training, with nearly all noting hallway monitoring, ID badge compliance, and the successful use of Positive Behavior Intervention Systems like CHAMPS. Students highlighted strong peer and adult connections, with over 90% reporting a trusted friend and nearly three-fourths identifying a trusted adult on campus. Both groups reported broad exposure to safety and prevention training, including bullying, cyberbullying, and suicide prevention, while most students also expressed confidence in responding to emergency procedures. Overall, Richland Middle’s key strengths are its safe and orderly environment, strong staff preparedness, and the supportive relationships and training that help students feel connected and equipped.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** While staff at Richland Middle School report strong safety practices and preparedness, fewer than two-thirds of students view the campus as safe and orderly, and less than half strongly agree that respect is consistently emphasized. This gap suggests a disconnect between staff confidence in systems and student perceptions of daily campus climate.

**Root Cause:** While safety protocols are strong and consistent, opportunities remain to strengthen students' daily experiences of respect, relationships, and communication so that the campus climate feels as positive and supportive as the systems in place.

# 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 2026 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 - Student Achievement - Demographics - Student Learning - School Processes & Programs

**Problem Statement 2:** There are still several areas below targeted rates for our EB populations. In our high focus group Reading has a target of 42% Meets while Math is set at a 44% Meets rate.

**Root Cause 2:** Our EB population accounts for approximately 28% 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 targeted Meets Rate in our total scholar population. This is an ongoing concern that will be measured in the 2026 school year.

**Root Cause 3:** A lack of 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:** As RMS has worked to implement a successful Positive Behavior Intervention System (PBIS) there is still a need on the campus for all students to have a sense of belonging and wellbeing.

**Root Cause 4:** Because the RMS House system has not always been implemented consistently, students have struggled to develop buy-in toward working collaboratively for the success of the whole.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** While staff at Richland Middle School report strong safety practices and preparedness, fewer than two-thirds of students view the campus as safe and orderly, and less than half strongly agree that respect is consistently emphasized. This gap suggests a disconnect between staff confidence in systems and student perceptions of daily campus climate.

**Root Cause 5:** While safety protocols are strong and consistent, opportunities remain to strengthen students' daily experiences of respect, relationships, and communication so that the campus climate feels as positive and supportive as the systems in place.

**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. This would increase the number of students performing at the "meets" and "masters" levels 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:** Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading) and District Common Assessments for EOC tested subjects aligned to Strategic Plan.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> 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.</p> <p><b>Actions:</b> 1.) Instructional Facilitators and administration will meet with teachers to track progress among all tiers and conduct PDSA (Plan, Do, Study, Act) cycles on a monthly basis during PLC to ensure all staff are following progress monitoring.</p> <p>2.) Instructional Facilitators will meet with core teachers to monitor, review, and adjust PDSA data. Conversations will include how teachers are responsive to the data.</p> <p>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. New teachers received a PDSA training from Instructional Facilitators on August 27, 2025.</p> <p>4.) Admin/Instructional Facilitators will do calibration walks to monitor the use of best practices involving PDSA. Teachers will have the opportunity to walk to classrooms to see examples as well.</p> <p>5.) All students will track their progress by utilizing our campus RMS digital data folder. Each core content teacher will be responsible once throughout the nine weeks to review and assess the completion of the student digital data folder.</p> <p><b>Staff Responsible for Monitoring:</b> Core Content Teachers<br/>Instructional Facilitators<br/>RLA secondary content coordinator<br/>Math secondary content coordinator<br/>District PAR<br/>Administration</p> <p><b>Title I:</b><br/>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Instructional Facilitators - 255 - Title II, Instructional Facilitator - 211 - Title I</p> | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Reviews   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Incorporate reading strategies regularly in all core and CTE content areas to support student reading growth.<br><b>Actions:</b> 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 and Instructional Facilitators.<br><br>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.<br><br>3.) RLA (Reading Language Arts) Department Chair will provide instruction to all staff during September Instructional Focus Faculty Meeting on high impact reading strategies.<br><b>Staff Responsible for Monitoring:</b> All Core teachers<br>Instructional Facilitators<br>Administration<br>RLA secondary content coordinator<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 1 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |           |     |     |           |
| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Offer ongoing professional learning during PLC that will positively impact the success of our EB students.<br><b>Actions:</b> 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 2026.<br><br>2.) PLC topics will be based on the needs of students as revealed through data, PLCs and campus walks.<br><b>Staff Responsible for Monitoring:</b> EB District Representative<br>EB Teachers<br>Instructional Facilitators<br>Administrator over EB<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 2                                                                                                                                                                                                                                                                                                                                                                                 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |           |     |     |           |



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 2026 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 targeted rates for our EB populations. In our high focus group Reading has a target of 42% Meets while Math is set at a 44% Meets rate. **Root Cause:** Our EB population accounts for approximately 28% 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 targeted Meets Rate in our total scholar population. This is an ongoing concern that will be measured in the 2026 school year. **Root Cause:** A lack of consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.

**Problem Statement 3:** 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 2026 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 2:** 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 2026 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 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 and targeted problem areas as outlined by the state and federal government. This will be an ongoing effort for Richland Middle School beginning in the 2026 school year.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Continue to strengthen Tier 1 classroom instruction through professional development, supplemental instructional resources and supplemental technology hardware and software.<br><br><b>Actions:</b> Utilize multiple funding sources to pay for professional development, instructional resources and technology to be used in Tier I instruction.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Instructional Facilitators<br>Teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 2<br><b>Funding Sources:</b> Professional Development - 211 - Title I | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
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| <p><b>Strategy 2:</b> Utilize all campus and district summative data, as well as classroom formative data, in PDSA processes within core classrooms to drive student achievement on state objectives.</p> <p><b>Actions:</b> 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.</p> <p>2.) Remediation plans will be created by the teacher based on data collected. Accelerated Instruction will also be provided by teacher to close instructional gaps via House Bill 1416.</p> <p>3.) Administration will have individual data discussions with core teachers by 09/12/2025.</p> <p>4.) Instructional Facilitators will provide continuous support for all core subjects through the school year during PLC's.</p> <p>This is a fully funded district initiative.</p> <p><b>Staff Responsible for Monitoring:</b> Core content teachers<br/>Administration<br/>Secondary Core content coordinators<br/>Instructional Facilitators</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE</p> | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
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| <p><b>Strategy 3:</b> Use BOY, MOY and EOY Screeners, DCAs, CBA's, and Mock STAAR tests in the spring of 2026 and prior year STAAR scores in all core classes to create remediation watch lists.</p> <p><b>Actions:</b> 1.) Remediation watch lists will be updated each nine weeks by the core teachers, with the help of instructional facilitators.</p> <p>2.) Teachers will create specific mandatory tutorials for students on watch lists and will track student work and progress on a campus document.</p> <p>3.) Admin and Instructional Facilitators will monitor watch list document and support teachers as necessary.</p> <p><b>Staff Responsible for Monitoring:</b> Core content teachers<br/>Administration<br/>Instructional Facilitators</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction<br/>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p> | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reviews   |     |     |           |
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| <p><b>Strategy 4:</b> 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.</p> <p><b>Actions:</b> 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>5.) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville ISD and/or the content and curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies PLC<br/>Administration<br/>Instructional Facilitators</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes &amp; Programs 2</p> | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Reviews   |     |     |           |
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| <b>Strategy 5:</b> Offer tutorials before and after school for all students in areas of deficiencies based on the state TEKS. Due to House Bill 1416, this is an ongoing concern that will be measured in the 2026 school year.<br><b>Actions:</b> 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.<br><br>2.) We will provide additional tutoring for students before and after school utilizing Title I funds. Students will receive targeted tutorials based on their data.<br><b>Staff Responsible for Monitoring:</b> All Teacher Tutors<br>Administration<br>Instructional Facilitators<br><br><b>Problem Statements:</b> Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2<br><b>Funding Sources:</b> Tutors - 211 - Title I                                                                                                                                                                                                                                                                                                              |  | Formative |     |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Reviews   |     |     |           |
| <b>Strategy 6:</b> 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 2026 school year.<br><b>Actions:</b> 1.) Utilize the Events committees to schedule and host school-wide events in order to increase parent and community involvement.<br><br>2.) Identify and communicate the needs of the student population and their families with community partners.<br><br>3.) Design and Implement a Family and Parent Engagement Policy.<br><br>4.) Host a Title 1 Meeting on 08/04/2025 and 08/21/2025.<br><br>5.) Provide opportunities, on and off campus, for our Life Skills Students to experience real-life working scenarios.<br><b>Staff Responsible for Monitoring:</b> Campus Administration<br>Corporate Sponsor and Campus Liaison<br>PTA<br>Parents<br>RMS Teachers and Staff<br>Community members<br>AABLE and ACCESS Teachers and Students<br>Local Businesses<br><br><b>Problem Statements:</b> Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2<br><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I |  | Formative |     |     | Summative |
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| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
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| <b>Strategy 7:</b> Use Title I funds to supplement addition staff support with an additional Instructional Facilitator.<br><b>Actions:</b> We will use Title I funds to pay for the following instructional positions: Amanda Walker 1.0<br><b>Staff Responsible for Monitoring:</b> Principal<br>Principal's Secretary<br>BISD Personnel.<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>-<br><b>Problem Statements:</b> Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                      |           |     |     |           |

## Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 1:</b> 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 2026 school year. These are all areas of need for improvement. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Problem Statement 2:</b> There are still several areas below a targeted Meets Rate in our total scholar population. This is an ongoing concern that will be measured in the 2026 school year. <b>Root Cause:</b> A lack of consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.<br><br><b>Problem Statement 3:</b> 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 2026 school year. These are all areas of need for improvement. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Problem Statement 2:</b> 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 2026 school year. These are all areas of need for improvement. <b>Root Cause:</b> 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 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 2026 school year.

**High Priority**

**Evaluation Data Sources:** The House system gives students a "family" homeroom class in which they work collaboratively toward common goals by earning House points. Students get House points for actions and choices reflective of leadership. 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   |     |     |           |
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| <b>Strategy 1:</b> Distribute weekly points to Houses from individual classrooms that promote high quality instruction and interaction among peers and between students and adults.<br><b>Actions:</b> 1.) Teachers will award up to 200 points per week between the different Houses based on specific learning and behavioral successes (PBIS)<br><br>2.) Teachers will upload points using a Google Form and campus implementation team will review points for consistency and timely reporting.<br><br>3.) House Committee will post points weekly for students to see and support communities as necessary.<br><b>Staff Responsible for Monitoring:</b> Teachers<br>Administration<br>Instructional Facilitators<br>Counselors<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Implement the district Character Strong curriculum in leadership classes to address cyberbullying and social media use and misuse.<br><b>Actions:</b> 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.<br><br>2.) Campus teachers will utilize the curriculum in their leadership classes throughout the 2025 school year.<br><br>3.) Admin/RTI team will collect data on number of reported cyber incidents and compare data to previous years.<br><b>Staff Responsible for Monitoring:</b> Teachers<br>Administration<br>Counselors<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |

Performance Objective 3 Problem Statements:

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Problem Statement 1:</b> As RMS has worked to implement a successful Positive Behavior Intervention System (PBIS) there is still a need on the campus for all students to have a sense of belonging and wellbeing. <b>Root Cause:</b> Because the RMS House system has not always been implemented consistently, students have struggled to develop buy-in toward working collaboratively for the success of the whole. |

**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 2026 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 94% to 96%.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Students with perfect attendance every nine weeks will win prizes or receive special accolades.<br><b>Actions:</b> 1.) Attendance clerk will provide ADA by nine weeks.<br><br>2.) Develop a student survey to find what motivates today's student to attend school.<br><br>3.) Students with perfect attendance will be entered into a drawing for prizes during respective lunches.<br><br>4.) Students with perfect attendance by semester will win another type prize using funds provided by RMS.<br><br>5.) Student names who have had perfect attendance all will be entered in a drawing and win something agreed upon by the student 2026 perfect attendance committee. Drawings will occur in three week increments throughout the nine weeks.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Attendance clerk<br>Attendance Committee<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> 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 2026 school year.<br><b>Actions:</b> 1.) Attendance clerk will provide absence data to teachers and administration at key intervals.<br><br>2.) Administration will increase number of parent conferences with students who have excessive absences as well as meeting with the students themselves.<br><br>3.) Administration will provide tracking data to review students of concern.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Teachers<br>Attendance clerk<br><br><b>Problem Statements:</b> Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 |  | Formative |     |     | Summative |
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### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Problem Statement 1:</b> 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 2026 school year. These are all areas of need for improvement. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 3:</b> 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 2026 school year. These are all areas of need for improvement. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 2:</b> 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 2026 school year. These are all areas of need for improvement. <b>Root Cause:</b> 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 2026 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   |     |     |           |
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| <b>Strategy 1:</b> Employ continuous improvement cycles using Plan-Do-Study-Act (PDSA) in all core classes for each unit of instruction.<br><br><b>Actions:</b> 1.) The PDSA cycle will be completed with each unit of instruction with grade level team and Instructional Facilitator.<br><br>2.) Implementation of PDSA will be monitored by admin and Instructional Coaches during walkthroughs. Support for PDSA cycles will be provided by instructional facilitators. Core teacher evidence/PDSA training will occur during August staff meeting and in PLCs by Instructional Facilitators.<br><br>3.) Individual teacher support will be delivered by instructional facilitators and admin as needed.<br><b>Staff Responsible for Monitoring:</b> Instructional Coaches<br>Administration<br>Department chairs<br>Teachers<br><br><b>ESF Levers:</b><br>Lever 2: Strategic Staffing<br><b>Problem Statements:</b> Student Learning 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> 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 2025 year of students who were out of placement (In School Suspension/Out of School Suspension).<br><b>Actions:</b> 1.) Data will be collected by assistant principals at each of the three MTSS sessions throughout the school year.<br><br>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.<br><br>3.) Administrators will begin weekly discipline reviews to ensure effectiveness of behavior monitoring systems by educators.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Instructional Facilitators<br>Counselors<br><br><b>ESF Levers:</b><br>Lever 2: Strategic Staffing<br><b>Problem Statements:</b> Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 |  | Formative |     |     | Summative |
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 No Progress
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Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Problem Statement 1:</b> 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 2026 school year. These are all areas of need for improvement. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> There are still several areas below targeted rates for our EB populations. In our high focus group Reading has a target of 42% Meets while Math is set at a 44% Meets rate. <b>Root Cause:</b> Our EB population accounts for approximately 28% 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.<br><br><b>Problem Statement 3:</b> 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 2026 school year. These are all areas of need for improvement. <b>Root Cause:</b> 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 2:** 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 2026 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 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 2026 school year.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> On a monthly basis, teachers will each nominate two students, one male and one female. These students display qualities of a leader and qualities of the BISD Portrait of a Graduate.<br><br><b>Actions:</b> 1.) RMS will develop a Ram ticket system that inspires and motivates students on an individual basis. This is in addition to the house system, which rewards students on a "house" group system.<br>2.) Students recognized each month will have the opportunity to be chosen to attend Camp Connect, provided by BISD.<br><br><b>Staff Responsible for Monitoring:</b> Administration<br>Teachers<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |
| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
| <b>Strategy 2:</b> RMS will create and distribute Ram Tickets for students displaying characteristics of leadership and of the BISD Portrait of a Graduate.<br><br><b>Actions:</b> 1.) Teachers will recognize students on an individual basis by providing Ram Tickets to students who display qualities of an empowered learner, responsible citizen, global competitor, and innovative entrepreneur.<br>2.) Students will be able to spend their Ram Tickets at the prize cart at regular intervals throughout the year.<br><br><b>Staff Responsible for Monitoring:</b> Administration<br>Teachers<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><br><b>Problem Statements:</b> School Processes & Programs 1                             | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |

Performance Objective 3 Problem Statements:

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> As RMS has worked to implement a successful Positive Behavior Intervention System (PBIS) there is still a need on the campus for all students to have a sense of belonging and wellbeing. <b>Root Cause:</b> Because the RMS House system has not always been implemented consistently, students have struggled to develop buy-in toward working collaboratively for the success of the whole. |

**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   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Use Character Strong and Responsive Teaching to increase the general feelings of well being among the stakeholders on campus.<br><br><b>Actions:</b> 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.<br>2.) Staff will utilize Responsive Teaching training to encourage the sense of well being among all stakeholders on campus.<br>3.) RMS will highlight eight different teachers each month to bolster family atmosphere and sense of well being.<br>4.) RMS Faculty Advisory Committee will design opportunities for students to take leadership initiatives to improve the wellbeing of all stakeholders.<br><br><b>Staff Responsible for Monitoring:</b> Administration<br>CCMR Committee<br>Teachers<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |     |     |           |
| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> While staff at Richland Middle School report strong safety practices and preparedness, fewer than two-thirds of students view the campus as safe and orderly, and less than half strongly agree that respect is consistently emphasized. This gap suggests a disconnect between staff confidence in systems and student perceptions of daily campus climate. <b>Root Cause:</b> While safety protocols are strong and consistent, opportunities remain to strengthen students' daily experiences of respect, relationships, and communication so that the campus climate feels as positive and supportive as the systems in place. |

**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   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Perform safety walkthroughs to ensure that safety and security guidelines are being followed.<br><b>Actions:</b> 1.) Administration/Head custodian will perform weekly walkthroughs to identify and address potential safety concerns on campus.<br><br>2.) Administration will put any safety heat tickets into the system within 24 hours of walkthroughs.<br><br>3.) Administration will adhere to District guidelines ensuring the safety of all.<br><br>4.) Administration will conduct monthly safety drills utilizing NAV360 as its reporting system.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Head custodian<br><br><b>Problem Statements:</b> Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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 2026 school year. These are all areas of need for improvement. <b>Root Cause:</b> 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 3:** 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 2026 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 2:** 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 2026 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.

### Perceptions

**Problem Statement 1:** While staff at Richland Middle School report strong safety practices and preparedness, fewer than two-thirds of students view the campus as safe and orderly, and less than half strongly agree that respect is consistently emphasized. This gap suggests a disconnect between staff confidence in systems and student perceptions of daily campus climate. **Root Cause:** While safety protocols are strong and consistent, opportunities remain to strengthen students' daily experiences of respect, relationships, and communication so that the campus climate feels as positive and supportive as the systems in place.

**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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop and implement a Parent Involvement and Family Engagement policy for the campus.<br><b>Actions:</b> 1.) Administration team will create the plan and distribute the plan to all stakeholders.<br><br>2.) RMS will provide opportunities for stakeholders to be involved in Community Engagement events throughout the 2026 school year.<br><b>Staff Responsible for Monitoring:</b> Administration<br>CNA Committee<br><br><b>Problem Statements:</b> Demographics 1 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 2 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |
| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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 2026 school year. These are all areas of need for improvement. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 3:</b> 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 2026 school year. These are all areas of need for improvement. <b>Root Cause:</b> 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 2:** 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 2026 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.

**Perceptions**

**Problem Statement 1:** While staff at Richland Middle School report strong safety practices and preparedness, fewer than two-thirds of students view the campus as safe and orderly, and less than half strongly agree that respect is consistently emphasized. This gap suggests a disconnect between staff confidence in systems and student perceptions of daily campus climate. **Root Cause:** While safety protocols are strong and consistent, opportunities remain to strengthen students' daily experiences of respect, relationships, and communication so that the campus climate feels as positive and supportive as the systems in place.

# State Compensatory

## Budget for Richland Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 5.23

**Brief Description of SCE Services and/or Programs**

## Personnel for Richland Middle School

| <u>Name</u>           | <u>Position</u>              | <u>FTE</u> |
|-----------------------|------------------------------|------------|
| 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

# Title I Personnel

| <u>Name</u>   | <u>Position</u>           | <u>Program</u> | <u>FTE</u> |
|---------------|---------------------------|----------------|------------|
| Amanda Walker | Instructional Facilitator | Title I        | 1.0        |

**Birdville Independent School District**  
**Smithfield Elementary**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

We the Smithfield family, are committed "to building EXCEL leaders through relationships and a shared love of learning."

## 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

**Mission**

We, the Smithfield family, are committed to building EXCEL leaders through relationships and a shared love of learning.

|                                                                                                                     |                                                                                                     |                                                                                                                                                      |                                                                                                |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <p><b>Relationships</b></p> <p>We build connections with students to build social-emotional and academic growth</p> | <p><b>Integrity</b></p> <p>We teach our students to adhere to moral and ethical principles.</p>     | <p><b>Service</b></p> <p>Our students learn to lead by serving others with acts of kindness and aid.</p>                                             | <p><b>Endurance</b></p> <p>We have the strength and ability to continue despite difficulty</p> |
|                                |                                                                                                     |                                                                                                                                                      |                                                                                                |
| <p><b>Safety</b></p> <p>We strive for our students to feel safe and secure at all times.</p>                        | <p><b>Unity</b></p> <p>We are united as one to provide the best for our students and community.</p> | <p><b>Positivity</b></p> <p>We commit to emphasizing an environment where students are encouraged and hopeful about themselves and their future.</p> | <p>"Smithfield RISES UP All the Time and All the Time Smithfield RISES UP"</p>                 |

Vision: Excellence, Integrity and Service

# Table of Contents

|                                                                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                     | 4  |
| Demographics .....                                                                                                                                       | 4  |
| Student Learning .....                                                                                                                                   | 5  |
| Overall Performance .....                                                                                                                                | 5  |
| Reading/Language Arts (RLA) .....                                                                                                                        | 5  |
| Mathematics .....                                                                                                                                        | 5  |
| Science .....                                                                                                                                            | 5  |
| School Processes & Programs .....                                                                                                                        | 7  |
| Perceptions .....                                                                                                                                        | 8  |
| Priority Problem Statements .....                                                                                                                        | 9  |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                  | 10 |
| Goals .....                                                                                                                                              | 11 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... | 11 |
| Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. ....                                | 20 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                            | 22 |
| State Compensatory .....                                                                                                                                 | 23 |
| Budget for Smithfield Elementary .....                                                                                                                   | 23 |
| Personnel for Smithfield Elementary .....                                                                                                                | 23 |
| Title I .....                                                                                                                                            | 24 |
| Title I Personnel .....                                                                                                                                  | 25 |

# 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 2025 - 2026. 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 2025 indicate that 26% of kinder- 2 and 30% of 3rd - 5th grade 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 2025 indicate that 26% of kinder- 2 and 30% of 3rd - 5th grade 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:** Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 3:** Smithfield Elementary is experiencing a growing emergent bilingual population, increasing from 7% in 2020-2021 to 11% in 2025 - 2026. 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

**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)

1-5: Renaissance STAR Reading

1-5: Renaissance STAR Math

3-5: State released STAAR tests Assessments (reading, math)

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Continue to build capacity of campus staff to implement the district literacy plan..<br><b>Actions:</b> a. Utilize the leadership team to train and to lead the implementation of the district plan and strategies.<br>b. Provide literacy plan coaching support for teachers.<br>c. Use exemplar teachers to model lessons to help other teachers visual practice(s) in action.<br>d. Implement "Plan for Learning Protocols" in PLC to design exemplar Tier I lessons<br>e. Address lack of growth in second grade by providing intensive planning and coaching for Tier I instruction.<br>f. Improve the level of rigor in second grade Tier I instruction.<br>g. Recalibrate grades K -2 for mClass screening.<br>h. Implement the decodable "Just Right Readers" into small group instruction in grades k -2.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Leadership Team<br>Instructional Facilitator<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br><b>Problem Statements:</b> School Processes & Programs 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE                                                |  | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Continue to implement the literacy plan with the focus of responsive teaching and continuous improvement.<br><b>Actions:</b> a. Schedule and implement instructional rounds based on best practices and responsive teaching.<br>b. Provide professional development focused on best practices and strategies to help support teachers.<br>c. Conduct campus walk throughs for the purpose of collecting artifacts to support literacy implementation.<br>d. Increase teacher capacity to teach the required K-3 phonics program.<br>e. Purchase "Amplify Boost" to support Core 95 instruction.<br>f. Purchase No Red Ink to improve ECR and SCR performance.<br>g. Provide intensive planning and coaching in 2nd grade to sustain the growth from the previous grades.<br>h. Implement QSSSA to help students develop writing skills for short-constructed responses which will be scored on the STAAR 5 point rubric.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Instructional Coach<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> School Processes & Programs 1 |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 3:</b> 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.<br><b>Actions:</b> a. Teachers will continue to refine their practice in the Rigor and Relevance Framework.<br>b. Collaborate with teachers to provide activities during intervention instruction and K-2 push-in to provide enrichment lessons, when possible<br>c. Create guided reading groups focused on GT students to have greater gain.<br>d. Students above grade-level in 2nd grade will receive weekly instruction from IF or classroom teacher with higher level texts and Depth of Knowledge (DOK) 5 questioning and extended constructed responses.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Instructional Facilitator<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>Problem Statements:</b> Student Learning 1 - Curriculum, Instruction, and Assessment 1 | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
| <b>Strategy 4:</b> Continue to support a full-day Pre-K program for four-year-olds and a half-day program for three-year-olds, as outlined in the board-approved three-year plan.<br><b>Actions:</b> a. Maintain a PK teacher who is certified and has early childhood qualified.<br>b. Provide PD that is relevant to early childhood both through campus and district resources.<br>c. Maintain an average ratio of 1 to 11 which includes one certified teachers and one teacher's aide per TEA guidelines.<br>d. Implement new curriculum in the pre-kindergarten classrooms.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>PK teachers<br><br><b>Problem Statements:</b> School Processes & Programs 1                                                                                                                                                                                                                                                                                         | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
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| <b>Strategy 5:</b> Train staff to administer progress monitoring assessments with fidelity for reading and math in grades PK-5.<br><b>Actions:</b> a. Continue to support and train staff on assessments (mClass, and STAR Renaissance).<br>b. Ensure that the instructional facilitator is working with teachers to utilize progress monitoring data to inform instruction/interventions and document student growth.<br>c. Continue to train and require the use of continuous improvement processes in the classroom.<br>d. Recalibrate grades k-2 in mClass and refresh training on progress monitoring.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Instructional Coach<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>Problem Statements:</b> Demographics 1 |  | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Problem Statement 1:</b> Smithfield Elementary is experiencing a growing emergent bilingual population, increasing from 7% in 2020-2021 to 11% in 2025 - 2026. 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. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/Language Arts, Mathematics, and Science. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> Screener assessments for May 2025 indicate that 26% of kinder- 2 and 30% of 3rd - 5th grade students are reading below grade level. <b>Root Cause:</b> 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

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth.</p> <p><b>Actions:</b> 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.<br/>b. Track student performance to determine progress on mClass, Star Renaissance, District Common Assessments (DCAs) and STAAR assessments<br/>c. Provide professional development for all teachers in the use of Aware to build assessments and analyze data to inform instruction.<br/>d. Provide "Sheltered "instruction and EB strategies training to support our Tier 1 and second language learners.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators<br/>Instructional Facilitator<br/>Multilingual Services</p> <p><b>Problem Statements:</b> Student Learning 1 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I</p> |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Utilize data to implement a multi-tiered system of supports (MTSS) for identified students.<br><b>Actions:</b> a. Strengthen the RTI process through training and small group PLCs.<br>b. Provide ongoing training for all staff to build their capacity to implement MTSS.<br>c. Monitor math intervention resource for effectiveness.<br>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.<br>e. Meet with teacher each quarter to determine which students need MTSS services.<br>f. Use Educational Aide and tutors to support students who need either intervention or accelerated support.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Interventionists<br>Instructional Facilitator<br><br><b>ESF Levers:</b><br>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments<br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 1<br><b>Funding Sources:</b> Tutoring - 211 - Title I, Title I Personnel - 211 - Title I | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
| <b>Strategy 3:</b> Continue implementation of continuous improvement processes<br><b>Actions:</b> a. Use walk-through forms to evaluate implementation across campus.<br>b. Provide refresher professional learning for those who need it.<br>c. Provide new teacher training throughout the year to ensure that the processes are being used and understood.<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
| <b>Strategy 4:</b> Develop and implement system-wide practices for the design and delivery of programs and services for English Learners.<br><b>Actions:</b> a. Develop professional learning sessions targeting the competencies necessary to serve the needs of Emergent Bilingual students.<br>b. Continue to provide instructional support to teachers with EB students.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Instructional Facilitator<br>Multilingual Program Lead<br><br><b>Problem Statements:</b> Demographics 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Formative |     |     | Summative |
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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 2025 - 2026. 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 2025 indicate that 26% of kinder- 2 and 30% of 3rd - 5th grade 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   |     |     |           |
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| <b>Strategy 1:</b> Implement district curriculum for social-emotional learning (SEL).<br><b>Actions:</b> a. Use Guidance lessons to continue to build social emotional support.<br>b. Develop and distribute a Family Engagement Policy through Title I.<br>c. Plan and implement events that increase parent and family involvement.<br>d. Utilize the Capturing Kids' Hearts Premium and Character Strong resources for SEL support in classrooms.<br>e. Utilize Crisis Counselors to provide support to students in areas of social-emotional learning.<br>f. Implement Leadworthy Student Leadership training and program (CKH) for intermediate grades.<br>g. Trained Peer Helpers will promote kindness and a supportive environment.<br><b>Staff Responsible for Monitoring:</b> Counselors<br>Administration<br>Instructional Facilitator<br><br><b>Problem Statements:</b> Perceptions 2<br><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I, Professional Development - 211 - Title I | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                  |
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| <b>Problem Statement 2:</b> Survey data indicate that parents believe campus safety is an area of concern, even though they strongly agree that students feel safe at school. <b>Root Cause:</b> 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   |     |     |           |
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| <b>Strategy 1:</b> Monitor the implementation of the behavioral RTI plan.<br><b>Actions:</b> a. Monitor behavior RTI in classrooms<br>b. Continue to use the behavior RTI team to establish processes for implementation.<br>c. Utilize the Behavior Educational Assistant to teach and model strategies to students who need assistance in regulating emotions and decreasing behaviors.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Counselor<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                              |           |     |     |           |

**Performance Objective 4 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Problem Statement 1:</b> Screener assessments for May 2025 indicate that 26% of kinder- 2 and 30% of 3rd - 5th grade students are reading below grade level. <b>Root Cause:</b> 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   |     |     |           |
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| <b>Strategy 1:</b> 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.<br><br><b>Actions:</b> a. Recognize and celebrate staff attendance.<br>b. Continue rewards/awards for student attendance utilizing the attendance funds.<br>c. Keep parents informed of attendance policies/requirements<br><b>Staff Responsible for Monitoring:</b> Administration<br>Attendance Clerk<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Problem Statement 1:</b> Screener assessments for May 2025 indicate that 26% of kinder- 2 and 30% of 3rd - 5th grade students are reading below grade level. <b>Root Cause:</b> 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   |     |     |           |
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| <b>Strategy 1:</b> Continue to monitor continuous improvement processes at a campus level.<br><b>Actions:</b> a. Meet with Leadership and Safety Teams to refine campus processes/systems.<br>b. Walkthroughs and debriefs.<br>c. Vertical Team collaborations.<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>Problem Statements:</b> Student Learning 1 - Curriculum, Instruction, and Assessment 1 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                            |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Problem Statement 1:</b> Smithfield Elementary faces disparities in academic achievement and/or growth across various student subgroups, particularly in Reading/Language Arts, Mathematics, and Science. <b>Root Cause:</b> 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   |     |     |           |
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| <b>Strategy 1:</b> Establish a safe school community where students, parents, and staff report a sense of belonging, security and well-being.<br><b>Actions:</b> a. Utilize Safety Team to discuss safety concerns and safety drills/incidents.<br>b. Collaborate with safety officials and community members to ensure a secure campus.<br>c. Gather input from students about safety concerns.<br>d. Work in collaboration with appropriate staff to ensure CDC standard precautions and guidelines are followed at all times.<br>e. Continue to use the Anonymous Alerts and Threat Assessment systems for students, staff, and community to report safety concerns and threats.<br>f. Schedule security guard presence at large events.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Counselor<br><br><b>Problem Statements:</b> Perceptions 2 | Formative |     |     | Summative |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                  |
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| <b>Problem Statement 2:</b> Survey data indicate that parents believe campus safety is an area of concern, even though they strongly agree that students feel safe at school. <b>Root Cause:</b> 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:**

**Total FTEs Funded by SCE:** 3.97

**Brief Description of SCE Services and/or Programs**

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## Personnel for Smithfield Elementary

| <u>Name</u>      | <u>Position</u>           | <u>FTE</u> |
|------------------|---------------------------|------------|
| 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

# Title I Personnel

| <u>Name</u>   | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------|-----------------|----------------|------------|
| Lauren Holder | GAPS EA         | Title I        | 1.0        |

**Birdville Independent School District**  
**Smithfield Middle School**  
**2025-2026 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.*

# Value Statement

Growth, Connections, Service

Table of Contents

Comprehensive Needs Assessment ..... 4

    Demographics ..... 4

    Student Learning ..... 6

    School Processes & Programs ..... 7

    Perceptions ..... 9

Priority Problem Statements ..... 11

Comprehensive Needs Assessment Data Documentation ..... 13

Goals ..... 15

    Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... 15

    Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. .... 22

    Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 24

State Compensatory ..... 26

    Budget for Smithfield Middle School ..... 26

    Personnel for Smithfield Middle School ..... 26

Title I Personnel ..... 27



# 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 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.

**Problem Statement 2 (Prioritized):** Student transfers sit at 7%. Students new to Smithfield Middle School need support learning the systems of support.

**Root Cause:** Student Mobility is a factor across the state and can affect any student.

**Problem Statement 3 (Prioritized):** Special Education students passing percentage decreased in all subject areas for 2025 STAAR assessments.

**Root Cause:** Large number of student population in special education contributed to the higher percentage of failures.

**Problem Statement 4 (Prioritized):** Parent survey revealed that 15% of parents do not feel informed of their child's progress, and 19% don't know what is expected of their child in the classroom.

**Root Cause:** Parents are not aware of the systems that are available to them to know the status of their child's academic status.

# Student Learning

## Student Learning Summary

Math- 6th and 8th are performing in the 90%+ for approaches

RLA- 6th RLA increased meets (8%) and masters (9%) from the year before

Most decreases were within 3% from the previous year with a few exceptions (7th Math, 7th RLA, 8th Social Studies

Algebra continues to be a strength with 100% passing and 95% masters

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

Reading- 50%+ Masters in all three grade levels

Algebra- 94% in masters category

Science- 8% increase in masters from 2024

Social Studies- 4% increase in masters from 2024

Math- top 1-3 schools in 40 comparison group

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Over 60% of Smithfield Middle School's teachers are new to the campus over the last four years.

**Root Cause:** There continues to be a challenge of teacher retention and longevity in the profession.

## 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.

**Problem Statement 2:** Tardies increased to over 2000 for 2024-2025 school year.

**Root Cause:** Consequences changed from previous years' expectations. This will be changed to mirror previous years' expectations.

# 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 best 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 teachers 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):** Discipline referrals continue to increase year over year with an increased number of referrals for tardies.

**Root Cause:** There was a change in methodology in discipline for tardies.

**Problem Statement 2 (Prioritized):** In 2024-2025, there was an increase in the number of referrals for mutual combat.

**Problem Statement 3:** 10% of parents feel students don't show respect to other students.

**Root Cause:** The shift in culture and social media has had an impact on the behaviors of the students.

# 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 - Student Achievement - 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 Culture and Climate - Staff Quality, Recruitment, and Retention - School Organization - School Processes & Programs

**Problem Statement 3:** Special Education students passing percentage decreased in all subject areas for 2025 STAAR assessments.

**Root Cause 3:** Large number of student population in special education contributed to the higher percentage of failures.

**Problem Statement 3 Areas:** Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Demographics

**Problem Statement 4:** Student transfers sit at 7%. Students new to Smithfield Middle School need support learning the systems of support.

**Root Cause 4:** Student Mobility is a factor across the state and can affect any student.

**Problem Statement 4 Areas:** Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Demographics

**Problem Statement 5:** Parent survey revealed that 15% of parents do not feel informed of their child's progress, and 19% don't know what is expected of their child in the classroom.

**Root Cause 5:** Parents are not aware of the systems that are available to them to know the status of their child's academic status.

**Problem Statement 5 Areas:** School Culture and Climate - Staff Quality, Recruitment, and Retention - Family and Community Engagement - School Organization - Demographics

**Problem Statement 6:** Over 60% of Smithfield Middle School's teachers are new to the campus over the last four years.

**Root Cause 6:** There continues to be a challenge of teacher retention and longevity in the profession.

**Problem Statement 6 Areas:** School Culture and Climate - Staff Quality, Recruitment, and Retention - School Organization - Student Learning

**Problem Statement 7:** Discipline referrals continue to increase year over year with an increased number of referrals for tardies.

**Root Cause 7:** There was a change in methodology in discipline for tardies.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** In 2024-2025, there was an increase in the number of referrals for mutual combat.



**Root Cause 8:**

**Problem Statement 8 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   |     |     |           |
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| <b>Strategy 1:</b> Support the implementation of Tier 1 priorities within each content area.<br><b>Actions:</b> A. Math- Use the internalization to better understand the connection between the content learned and the activities that will be used.<br><br>B. Social Studies- Implement sentence stems in daily activities to increase the students' capacity to write and orally respond with depth of the content.<br><br>C. Science- Engage students with content vocabulary using interactive word walls and tracking data on student mastery of content vocabulary.<br><br>D. Reading/Language Arts- Use variety of sentence stem options to provide students opportunities to communicate verbally or written on the content.<br><br>E. Social Studies and Reading Language Arts teachers will collaborate to incorporate content and strategies. RLA teachers will have students annotate current social studies primary sources. Social Studies teachers will use the annotated sources to evaluate the content.<br><b>Staff Responsible for Monitoring:</b> Department Chairs<br>Campus Administration<br><br><b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> School Processes & Programs 1 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4 - School Organization 3<br><b>Funding Sources:</b> Instructional Facilitator - 255 - Title II | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nov       | Jan | Mar | June      |
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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   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Smithfield Middle School will utilize the BISD Targeted Action Plan to address underperforming student groups.<br><b>Actions:</b> A. Identify students from Part A Annual Growth Chart who did not show growth from the previous year.<br><br>B. Track the progress of students who did not show growth from the Annual Growth Chart.<br><br>C. Communicate with parents quarterly on the progress of students from the Annual Growth Chart who did not show growth.<br><br>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.<br><b>Staff Responsible for Monitoring:</b> Caseworkers<br>Campus Administration<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>Problem Statements:</b> Demographics 1, 3 - Demographics 1, 3 - Student Achievement 1, 3 - Curriculum, Instruction, and Assessment 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> While emergent bilingual students have been successful on state assessments, SMS staff need additional training to continue meeting the needs of these students. <b>Root Cause:</b> The emergent bilingual population has doubled in the last three years. |

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Demographics</b>                                                                                                                                                                                                                                               |
| <b>Problem Statement 3:</b> Special Education students passing percentage decreased in all subject areas for 2025 STAAR assessments. <b>Root Cause:</b> Large number of student population in special education contributed to the higher percentage of failures. |

**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   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Continue campus wide system for teaching and reinforcing social/emotional development of all students at Smithfield Middle School.<br><br><b>Actions:</b> A. Crisis counselor provides monthly training to staff on strategies for identifying students who may be in distress or in-need of support.<br><br>B. Identify a student of the month that highlights strong character and leadership qualities.<br><br>C. Offer parent information sessions once a semester covering parenting of teens and common teen behavior and development.<br><br>D. Maintain district Character Strong program through elective classes once a week.<br><br>E. Use the principal/counselor advisory committee to elicit feedback and ideas from student leaders on how to enhance the culture among the students.<br><br>F. Send monthly "Counselor's Corner" Newsletter to parents to highlight personal characteristics resources from STRONG Characteristic Traits.<br><br><b>Staff Responsible for Monitoring:</b> Counseling Department, Department Chairs, Campus Administration<br><br><b>Problem Statements:</b> Perceptions 1, 2 | Formative |     |     | Summative |
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**Performance Objective 3 Problem Statements:**

| Perceptions                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Discipline referrals continue to increase year over year with an increased number of referrals for tardies. <b>Root Cause:</b> There was a change in methodology in discipline for tardies. |
| <b>Problem Statement 2:</b> In 2024-2025, there was an increase in the number of referrals for mutual combat.                                                                                                           |



**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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement school wide systems that support positive student behavior, restorative practice, and additional behavioral support for students.<br><b>Actions:</b> A. Teachers post and refer to their CHAMPS posters in order to create clear communication and consistent expectations.<br><br>B. CHAMPS expectations will be aligned in common spaces throughout the building .<br><br>C. Hold behavioral Response to Intervention (RTI) committee meetings to review discipline data every four weeks and recommend Tier Placement and interventions.<br><br>D. Teachers utilize "Staying Inside the Circle Form" as a restorative strategy to allow for conversation between a staff and student to address misbehavior.<br><br>E. Teachers communicate with parents for each Stay Inside the Circle Form to provide clarity of the behavior and seek support.<br><br>F. Administration will collect quarterly data from behavioral referrals and Stay Inside the Circle Forms to identify student needs and counseling referrals.<br><br>G. Partner with three local businesses to support student incentives for good behavior.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Staff<br><br><b>Problem Statements:</b> Demographics 4 - School Culture and Climate 1 - Perceptions 1 - Staff Quality, Recruitment, and Retention 3 - Family and Community Engagement 1 - School Organization 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

|                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Demographics</b>                                                                                                                                                                                                                                                                                                                 |
| <b>Problem Statement 4:</b> Parent survey revealed that 15% of parents do not feel informed of their child's progress, and 19% don't know what is expected of their child in the classroom. <b>Root Cause:</b> Parents are not aware of the systems that are available to them to know the status of their child's academic status. |
| <b>Perceptions</b>                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> Discipline referrals continue to increase year over year with an increased number of referrals for tardies. <b>Root Cause:</b> There was a change in methodology in discipline for tardies.                                                                                                             |

**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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Monitor attendance rate to identify low attendance and promote attendance at school through a reward system.<br><b>Actions:</b> A. Track student attendance to identify excessive absences in order to communicate with parents.<br><br>B. Use attendance incentive budget money to improve attendance from the excessive absence list of students.<br><br>C. Monitor the attendance of our excessive absent population through Project Education and Focus.<br><br>D. Meet with parents of students who have excessive absences to create a plan for improvement at the end of each quarter.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Attendance Clerk, Attendance Officer<br><br><b>Problem Statements:</b> Demographics 2, 4 - Demographics 2 - Student Achievement 2 - School Processes & Programs 1 - School Culture and Climate 1, 3 - Staff Quality, Recruitment, and Retention 2, 3, 4 - Family and Community Engagement 1 - School Organization 1, 3 |  | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> Student transfers sit at 7%. Students new to Smithfield Middle School need support learning the systems of support. <b>Root Cause:</b> Student Mobility is a factor across the state and can affect any student.                                                                                                          |
| <b>Problem Statement 4:</b> Parent survey revealed that 15% of parents do not feel informed of their child's progress, and 19% don't know what is expected of their child in the classroom. <b>Root Cause:</b> Parents are not aware of the systems that are available to them to know the status of their child's academic status.                   |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                           |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Teacher turnover rates are contributing to ongoing challenges with staff integration and continuity. |

**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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Staff will rely on data to plan, instruct, and assess students. The PDSA process will be evident in their practice.<br><b>Actions:</b> A. Teachers will utilize the campus adopted agenda for PLC meetings to improve communication and task delegation.<br><br>B. Teachers will plan lessons and activities with the new Tier 1 Priorities in mind.<br><br>C. Teachers will use the campus adopted data analysis protocol after each common assessment to make decisions on supporting students.<br><br>D. PDSA will be utilized in the classroom to communicate what students will be learning; activities used; assessment data; and plans to address areas of weakness.<br><b>Staff Responsible for Monitoring:</b> Campus wide<br><br><b>Problem Statements:</b> Student Learning 1 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - School Organization 2 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Student Learning                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Over 60% of Smithfield Middle School's teachers are new to the campus over the last four years. <b>Root Cause:</b> There continues to be a challenge of teacher retention and longevity in the profession. |

**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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Establish systems where students, staff, and community members feel safe and connected within the school community.<br><br><b>Actions:</b> A. Create a committee of staff members to identify "Exceptional Students" each quarter based on the CORE values.<br><br>B. Select one male and one female student each quarter to be recognized as an "Exceptional Student".<br><br>C. Educate students and parents on Anonymous Alerts and Incident Reports to understand the purpose of both tools<br><br>D. Track discipline data throughout the year to find trends in student behavior.<br><br>E. Successfully complete SRP during drills with staff responsibilities.<br><br>F. Camp connect students will complete a project both semesters that center around serving others in the community.<br><b>Staff Responsible for Monitoring:</b> Crisis Counselor and Lead Counselor, Administration.<br><br><b>Problem Statements:</b> Perceptions 1, 2 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |
| <div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Discipline referrals continue to increase year over year with an increased number of referrals for tardies. <b>Root Cause:</b> There was a change in methodology in discipline for tardies. |
| <b>Problem Statement 2:</b> In 2024-2025, there was an increase in the number of referrals for mutual combat.                                                                                                           |

**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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Create a culture of safety among the staff and students for awareness.<br><b>Actions:</b> A. Use morning announcements to educate students on safety protocols.<br><br>B. Complete all safety drills each month.<br><br>C. Complete after actions safety drill meetings to debrief the effectiveness and efficiency of the drills.<br><br>D. Conduct weekly walks with the head custodian inside and outside the building, develop plans to address safety issues.<br><br>E. Conduct monthly safety committee meetings to discuss topics for upcoming training, review accident reports and plan to minimize accidents in the future.<br><br>F. Educate parents, students, and staff on Standard Response Protocol (SRP) for awareness and efficiency during drills or a crisis.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Head Custodian, Cafeteria Manager, security guard, SRO<br><br><b>Problem Statements:</b> Perceptions 1, 2 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |
| <div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Perceptions                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Discipline referrals continue to increase year over year with an increased number of referrals for tardies. <b>Root Cause:</b> There was a change in methodology in discipline for tardies. |
| <b>Problem Statement 2:</b> In 2024-2025, there was an increase in the number of referrals for mutual combat.                                                                                                           |

# State Compensatory

## Budget for Smithfield Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 1.65

**Brief Description of SCE Services and/or Programs**

## Personnel for Smithfield Middle School

| <u>Name</u>    | <u>Position</u>              | <u>FTE</u> |
|----------------|------------------------------|------------|
| Marvin Shannon | Student Assistance Counselor | 1          |
| Nicole Pool    | Reading Interventionist      | 0.65       |

# Title I Personnel

| <u>Name</u> | <u>Position</u>     | <u>Program</u> | <u>FTE</u> |
|-------------|---------------------|----------------|------------|
| Mary Hadley | Instructional Coach | Title II       | 1.0        |



**Birdville Independent School District**

**Snow Heights Elementary**

**2025-2026 Campus Improvement Plan**

**Accountability Rating: B**



# 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.**

# Table of Contents

|                                                                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                     | 4  |
| Demographics .....                                                                                                                                       | 4  |
| Student Learning .....                                                                                                                                   | 6  |
| School Processes & Programs .....                                                                                                                        | 8  |
| Perceptions .....                                                                                                                                        | 10 |
| Priority Problem Statements .....                                                                                                                        | 12 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                  | 14 |
| Goals .....                                                                                                                                              | 16 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... | 16 |
| Goal 2: Utilize efficient and effective operations to support and improve the learning organization. ....                                                | 30 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                            | 31 |
| State Compensatory .....                                                                                                                                 | 39 |
| Budget for Snow Heights Elementary .....                                                                                                                 | 39 |
| Personnel for Snow Heights Elementary .....                                                                                                              | 39 |
| Title I .....                                                                                                                                            | 40 |
| 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) .....                                                                                    | 40 |
| 1.1: Description of CNA Process .....                                                                                                                    | 40 |
| 1.2: Location for Evidence of Multiple Meetings Held .....                                                                                               | 40 |
| 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) .....                                                                      | 40 |
| 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) .....                                                                                 | 40 |
| 2.2: Stakeholders 1114(b)(2) .....                                                                                                                       | 40 |
| 2.3: Description of Plan Availability, Format, and Language 1114(b)(4) .....                                                                             | 41 |
| 2.4: Description of Plan Coordination (if Applicable) 1114(b)(5) .....                                                                                   | 41 |
| 3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) .....                                                                                     | 41 |
| 3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation .....                                                               | 41 |

# 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 2025-2026 school year, the demographic information comes from the Texas Academic Performance Report data collected during the 2024-2025 school year. Student enrollment at Snow Heights Elementary during 2024-2025 was lower compared to previous years. Enrollment data shows that campus enrollment was approximately 380 students for the majority of the school year.

Our Hispanic student group is one of our largest ethnic groups and represents 30% (114 students) of the population. Our largest student group is White at 49.47% (188 students). Our smallest groups are the following: African American-9.21% (35 students), Asian-3.16% (12 students), and 7.37% (28 students) claim Two-or-More Races. The percentages for most of these groups have stayed similar to previous years. The approximate 14.63% student mobility rate for Snow Heights Elementary remains consistent from year to year, while 38.95% (148) of our students are Economically Disadvantaged, which is slightly lower than the previous school year. The other student groups for Snow Heights Elementary include 5% (19 students) Emergent Bilingual (EB), 9.47% (36 students) Gifted and Talented, and 25.26% (96 students) Special Education. Additionally, 52.89% (201) 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 96.19% student rate last year, which has increased 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 decreased from the 2022-2023 school year (95.07%) to the 2023-2024 school year (94.31%), our attendance during the 2024-2025 school year increased to 96.19%. Our goal is to reach a rate of 97% or higher for the 2025-2026 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 spill over into the homes of our families and into 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 25.26% 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 2025 State of Texas Assessment of Academic Readiness (STAAR) test:

| Subject                       | Campus<br>Approaches | Campus<br>Meets | Campus<br>Masters | District<br>Approaches |
|-------------------------------|----------------------|-----------------|-------------------|------------------------|
| 3 <sup>rd</sup> Grade-Reading | 87.5%                | 62.5%           | 28.57%            | 79.11%                 |
| 3 <sup>rd</sup> Grade-Math    | 74.55%               | 47.27%          | 18.18%            | 73.3%                  |
| 4 <sup>th</sup> Grade-Reading | 88.89%               | 64.81%          | 25.93%            | 84%                    |
| 4 <sup>th</sup> Grade-Math    | 81.82%               | 49.09%          | 27.27%            | 69.69%                 |
| 5 <sup>th</sup> Grade-Reading | 86.76%               | 72.05%          | 30.88%            | 77.59%                 |
| 5 <sup>th</sup> Grade-Math    | 83.82%               | 48.52%          | 20.58%            | 74.03%                 |
| 5 <sup>th</sup> Grade-Science | 85.29%               | 51.47%          | 14.7%             | 66.19%                 |

In addition, the following scores show Snow Heights' performance on the 2025 STAAR Alternate 2 test:

| Subject                       | Campus<br>Satisfactory | Campus<br>Accomplished | District<br>Satisfactory | District<br>Accomplished |
|-------------------------------|------------------------|------------------------|--------------------------|--------------------------|
| 4 <sup>th</sup> Grade-Reading | 100%                   | 100%                   | 92.59%                   | 11.11%                   |
| 4 <sup>th</sup> Grade-Math    | 100%                   | 100%                   | 100%                     | 14.18%                   |

## 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 the 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):** 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 39% (approximately 148) of our students are served by the Free and Reduced Lunch program. Nineteen (5%) of our students are considered Emergent Bilingual and receive services through our English as a Second Language program. Currently, 25.26% (96) 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, 9.47% 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. In addition, they meet to discuss campus expectations K-2 and 3-5 regularly.
- 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):** 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 4 (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 2024-2025 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 2025. Data collected included perceptions of the overall safety environment of Snow Heights, as well as meeting the social/emotional needs of 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 87% of student responses showed that students were trained and ready to implement Standard Response Protocols
- 93.75% of parents reported that their student had a trusting relationship with at least one adult on campus
  - 93.55% of students reported that they had a trusting relationship with at least one adult on campus
  - 100% 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:** 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 2:** The campus is not providing sufficient differentiation opportunities for students.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** 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 3:** Insufficient communication of Standard Response Protocols throughout the school year has led to a lack of awareness among parents about safety procedures.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** 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 4:** 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 4 Areas:** Perceptions

**Problem Statement 5:** 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 5:** 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 5 Areas:** Demographics

**Problem Statement 6:** Students are slow to respond to intervention as many are not moving off tiers in a timely manner.

**Root Cause 6:** Insufficient adherence to Tier 1 instructional priorities and inconsistent implementation of interventions may be contributing to gaps in student learning and achievement.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** In addition to Resource and Speech students, we have two self-contained Special Education classes on campus. This puts Snow Heights with a 25.26% in

Special Education, which is almost a 4% increase from the previous school year and above the district average.

**Root Cause 7:** 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 7 Areas:** Demographics

**Problem Statement 8:** Most of our Special Education students are not meeting the Approaches level on any STAAR test they take.

**Root Cause 8:** 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 8 Areas:** Student Learning

**Problem Statement 9:** Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

**Root Cause 9:** Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** 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 10:** 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 10 Areas:** Perceptions

**Problem Statement 11:** There is a disconnect between K-2 and 3-5 Writing; students are not making adequate progress as they enter upper grades.

**Root Cause 11:** With the addition of Extended Constructed Responses on the STAAR tests, students are not adequately prepared when using the current writing curriculum.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** Students are not achieving allowable points on Writing responses in Grades 3-5.

**Root Cause 12:** Additional professional learning is needed in this area so students are prepared for the writing components tested on STAAR.

**Problem Statement 12 Areas:** Student Learning

**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

# 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 1-5 Reading)

Texas Education Agency Interims (Grades 3-5 Reading and Mathematics)



| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> Ensure consistent implementation of the district curriculum and state-approved resources at the campus level.</p> <p><b>Actions:</b> a) Continue focusing on alignment by planning accordingly in each content area through vertical (Reading/ Writing, Math, &amp; Science) teams<br/> b) Maintain and continue small group instruction in Reading, Writing, and Math to support all students including targeted groups<br/> c) Monitor implementation of the district curriculum, Including Bluebonnet Math, as evidenced in walk-throughs, observations, vertical team meetings, and lesson plans using content specific rubrics<br/> d) Utilize campus Instructional Facilitator to complete coaching cycles based on implementing best practices and developing masterful teachers<br/> e) Provide necessary resources needed to support the district's curriculum plan-Lead4ward training/strategies, STAAR4ward, Phonics 95, etc.<br/> f) Host a Curriculum Night that includes strategies to promote best home/school strategies with parents/family members<br/> g) Support writing instruction in all subject areas (district strategy for Extended and Short Constructed Responses and CERs, grade appropriate grammar rules, complete sentences, spelling, etc.)<br/> h) Support Math problem solving by using the Bluebonnet component of Read, Draw, Write<br/> i) Implement Science word walls to focus on vocabulary<br/> j) Utilize district content coordinators to support teachers in Tier 1 instruction<br/> k) Utilize district common assessments to ensure alignment of pacing and instruction.<br/> l) Utilize curriculum embedded strategies to support Tier I instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, LOL members, Instructional Facilitator, Teachers</p> <p><b>Title I:</b><br/>2.51, 2.52, 2.53</p> <p><b>Problem Statements:</b> Demographics 3, 4 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE, Parent Family Engagement - Curriculum Night - 211 - Title I</p> | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
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| <p><b>Strategy 2:</b> Strengthen reading and mathematics instruction by focusing on lesson internalization, the use of best practices, and continuous improvement.</p> <p><b>Actions:</b> a) Support coaching and training of district and state literacy requirements<br/> b) Increase teacher proficiency to effectively deliver the required K-3 phonics program using 95 Phonics curriculum<br/> c) Regularly utilize the campus' Leveled Library, including newly purchased decodable books, for instruction in all subject areas<br/> d) Support the district's curriculum plan by providing time for students to use the following programs: Reading A to Z and ST Math<br/> e) Utilize Title One tutors to support reading and math instruction in Grades K-3<br/> f) Model literacy through a staff book club that meets monthly<br/> g) Participate in World Read Aloud Day to promote literacy with staff, students, and community members<br/> h) Continue publishing the student written newspaper, "The Polar Gazette"<br/> i) New to K-3 teachers attend Reading Academy training<br/> j) Utilize and implement new learning obtained through Reading Academies (Science of Teaching Reading)<br/> k) Build capacity and knowledge base of proficiency scales in Social Studies<br/> l) In Math, spiral review previously learned Texas Essential Knowledge and Skills (TEKS) on a weekly basis<br/> m) Conduct Bluebonnet online assessments for 2nd-5th grade in Math<br/> n) Utilize Fact Fluency strategies to build automaticity with math facts (addition, subtraction, multiplication, and division)<br/> o) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PlanDoStudyActs (PDSAs) using electronic/online data folders<br/> p) Embed research-based instructional strategies into literacy and mathematics instruction for Grades K-5 in Math and RLA.<br/> q) Implement the Bluebonnet Learning curriculum in math classes with fidelity and utilize the Math Playbook to support high-quality instruction in grades K-5</p> <p><b>Title I:</b><br/> 2.51, 2.52, 2.53, 2.534</p> <p><b>Problem Statements:</b> Demographics 3, 4 - Student Learning 1, 2, 3 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I</p> | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Understand and implement progress monitoring and data driven decision-making to enhance instruction and promote responsive teaching<br><b>Actions:</b> 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)<br>b) Provide training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance-Reading. & Math,) to inform instruction<br>c) Collect, analyze and use data for progress monitoring<br>d) Continue to build capacity through the Professional Learning Committee (PLC) process<br>e) Utilize Aware to create online assessments<br>f) Respond instructionally by utilizing data and support from Academic Coach<br>g) Utilize district content coordinators to support teachers in Tier 1 instruction<br>h) Follow district and campus assessment calendars<br>i) Participate in Universal Screeners three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)<br>j) Progress monitor students in Reading (BAS K-2 and as needed in 3-5, 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)<br>k) Share campus/teacher/student progress through the district's Quarterly Review Protocol process<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Facilitator, Classroom Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.534, 2.535<br><b>Problem Statements:</b> Demographics 2 - School Processes & Programs 3 | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
| <b>Strategy 4:</b> Provide rigorous learning opportunities for our GT/advanced students<br><b>Actions:</b> a) Promote higher level thinking by creating and utilizing rigorous questions<br>b) Continue implementing Math Menus for enrichment/differentiation purposes<br>c) Provide time for teachers to unpack the standards and then design tasks, products, and assessments that meet the rigor of the standards<br>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<br>e) Ensure classroom teachers and all specified staff receive yearly six hour Gifted and Talented update<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, GATE Teacher, Academic Coach<br><br><b>Title I:</b><br>2.51, 2.52<br><b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
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| <b>Strategy 5:</b> Continue to utilize continuous improvement by pinpointing key performance measures and rigorously monitoring student progress.<br><b>Actions:</b> a) Follow district and campus assessment calendars<br>b) Participate in Universal Screeners three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)<br>c) Progress monitor students in Reading (BAS, Star Renaissance, mClass), Writing (Norma Jackson in K-2) and Math (Star Renaissance) throughout the school year (occurs between BOY, MOY, and EOY); Fact Fluency Running Records (Bluebonnet)<br>d) Respond instructionally by utilizing data and support from Instructional Facilitator<br>e) In Math, spiral review previously learned Texas Essential Knowledge and Skills (TEKS) on a weekly basis using Bluebonnet curriculum<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach, and Teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>Problem Statements:</b> Demographics 3, 4 - Student Learning 2, 3 - School Processes & Programs 1 | Formative |     |     | Summative |
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 No Progress
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### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Problem Statement 2:</b> In addition to Resource and Speech students, we have two self-contained Special Education classes on campus. This puts Snow Heights with a 25.26% in Special Education, which is almost a 4% increase from the previous school year and above the district average. <b>Root Cause:</b> 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. |
| <b>Problem Statement 3:</b> 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. <b>Root Cause:</b> 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.                                                                                                                                                              |
| <b>Problem Statement 4:</b> There is a disconnect between K-2 and 3-5 Writing; students are not making adequate progress as they enter upper grades. <b>Root Cause:</b> With the addition of Extended Constructed Responses on the STAAR tests, students are not adequately prepared when using the current writing curriculum.                                                                                                                                                                                                                                                                               |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 1:</b> Most of our Special Education students are not meeting the Approaches level on any STAAR test they take. <b>Root Cause:</b> 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.                                                                                                                                                                                                                                |
| <b>Problem Statement 2:</b> There is not adequate growth in Masters scores in most subject areas for students in Grades 3-5 <b>Root Cause:</b> 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.                                                                                                                                                                                                                                      |

### Student Learning

**Problem Statement 3:** 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 3:** 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.

**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   |     |     |           |
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| <b>Strategy 1:</b> Build strong, equitable, and responsive learning environments to ensure program quality, coherency, and efficiency<br><br><b>Actions:</b> a) Design a master schedule that includes protected time for Tier 1 instruction<br>b) Utilize collective data in Multi-Tiered Systems of Support (MTSS) collaborative conferences to make instructional decisions based on the needs of individual students<br>c) Provide part time Reading and Math tutors for Grades K-3 to serve Tier 2 students in order to decrease learning gaps and increase student performance<br>d) Utilize content tutors to provide small group/accelerated instruction based on individual student needs<br>e) Ensure that any teacher or staff member that provides specialized services to students receive training in strategies aligned to program requirements<br>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<br>g) Ensure that Special Education is represented in Vertical Alignment Teams (Reading/Writing, Math, and Science)<br>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.<br>i) Utilize student information systems, Success Ed/Focus, to monitor program responses to students who are identified as 504, Special Education, or MTSS<br>j) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas<br>k) Ensure all teachers are certified to teach English Language Learners-Emergent Bilinguals<br>l) Utilize the district's English Learners Teacher Toolkit as well as Elevation<br>m) Share English Learner district training opportunities with teachers<br>n) Conduct Language Proficiency Assessment Committee (LPAC) meetings to address student needs<br>Accelerated Instruction<br><br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Instructional Facilitator<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.534<br><br><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1 - School Processes & Programs 1, 2<br><br><b>Funding Sources:</b> Title I Tutors - 211 - Title I | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Provide professional learning that assists teachers on using data to support student growth, understand the state accountability system, and apply insights to close achievement gaps and meet campus performance goals.<br><b>Actions:</b> a) Utilize campus Instructional Facilitator (IF) to collaborate with teachers through the PLC process and evaluate student growth on a regular basis<br>b) Conduct Progress Monitoring measures in Reading, Math, and Writing throughout the school year<br>c) Teachers conduct District Common Assessments based on the rigor of the standards in all subjects/grade levels applicable<br>d) Conduct MTSS collaborative conferences throughout the school year: BOY, MOY, EOY, and two progress monitoring meetings<br>e) Ensure collaboration between grade level PLCs and classroom/Special Education teachers and interventionists<br>f) Share and attend district professional learning opportunities in regards to progress monitoring-Lead Forward, Aware, Focus, etc.<br>g) Provide training to classroom teachers on appropriate interventions and approved accommodations<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Instructional Facilitator, Digital Learning Specialist<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.534<br><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> Continue implementation of the district's PDSA process to improve instruction, analyze data, and accelerate student growth.<br><b>Actions:</b> a) Grade levels display, post, and update BOY, MOY, and EOY Reading, Math, and Science data in hallways and in classrooms<br>b) Grade levels implement personal digital data folders for each student in Reading, Science, and/or Math<br>c) Conduct individualized teacher/student conferences to track data, set goals, and implement student created PDSAs<br>d) Utilize grade level PLCs to analyze and discuss data<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Facilitator<br><br><b>Title I:</b><br>2.51, 2.52, 2.53<br><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 2 - School Processes & Programs 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Forge and leverage strategic partnerships with community organizations and businesses to provide comprehensive support and resources that enhance the academic and social well-being of students and their families.<br><b>Actions:</b> a) Design and implement a school wide plan to increase parent involvement<br>b) Provide a Curriculum Information Night to inform parents on best practices<br>c) Conduct a Science Night for students and parents to gain a deeper knowledge in all aspects of Science<br>d) Conduct a Super Science Saturday for 5th grade students to review and reenforce Science concepts<br>e) Grade levels provide a weekly newsletter to keep parents informed of classroom expectations<br>f) Principal shares Capturing Kids' Hearts strategies, academic, and/or safety tips, or relevant information in regards to parenting in monthly newsletter<br>g) Implement Mentor Program to serve students using volunteers from Cross Church or other community members<br>h) Utilize essential parent volunteers/Parent Teacher Association (PTA) members to assist teachers inside and outside of the classroom<br>i) Host a "Good News Club" for students on a weekly basis throughout the school year<br><br><b>Title I:</b><br>2.531, 2.534<br><b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 2 | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reviews   |     |     |           |
| <b>Strategy 5:</b> 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<br><b>Actions:</b> a) Provide training to specified staff members on identifying At Risk students<br>b) Create profile sheets on identified students to track At Risk indicators<br>c) Meet quarterly to ensure coding is updated and accurate<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal (PEIMS Coordinator), and Counselor<br><br><b>Title I:</b><br>2.532, 2.533, 2.534<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 2, 3, 4 - Perceptions 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |

## Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 1:</b> Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. <b>Root Cause:</b> 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. |

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>Problem Statement 2:</b> In addition to Resource and Speech students, we have two self-contained Special Education classes on campus. This puts Snow Heights with a 25.26% in Special Education, which is almost a 4% increase from the previous school year and above the district average. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 3:</b> 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. <b>Root Cause:</b> 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.</p>                                                                                                                                                                                                                                                                                                                         |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Problem Statement 1:</b> Most of our Special Education students are not meeting the Approaches level on any STAAR test they take. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 2:</b> There is not adequate growth in Masters scores in most subject areas for students in Grades 3-5 <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 3:</b> Students are not achieving allowable points on Writing responses in Grades 3-5. <b>Root Cause:</b> Additional professional learning is needed in this area so students are prepared for the writing components tested on STAAR.</p>                                                                                                                                                                                                                                                                                                                                                             |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Problem Statement 1:</b> The Reading and Math year's growth data for Snow Heights shows that our higher level Tier One students are not making adequate growth. <b>Root Cause:</b> The campus is not providing sufficient differentiation opportunities for students.</p> <p><b>Problem Statement 2:</b> Students are slow to respond to intervention as many are not moving off tiers in a timely manner. <b>Root Cause:</b> Insufficient adherence to Tier 1 instructional priorities and inconsistent implementation of interventions may be contributing to gaps in student learning and achievement.</p> <p><b>Problem Statement 3:</b> Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools. <b>Root Cause:</b> Misalignment between cluster campuses, including middle and high schools, is leading to inconsistent educational experiences and outcomes across our feeder schools.</p> <p><b>Problem Statement 4:</b> Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. <b>Root Cause:</b> 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.</p> |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 3:</b> Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. <b>Root Cause:</b> 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.</p>                                                                                                                                                                                                                                                                                                                                         |

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

**Performance Objective 3:** Decrease the number of students in behavioral MTSS Tiers 2 and 3 who are assigned disciplinary placements.

**Evaluation Data Sources:** Social-Emotional Learning survey TBD

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
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| <b>Strategy 1:</b> 1) Implement the behavioral MTSS plan with fidelity.<br><b>Actions:</b> a) Monitor district expectations of Behavior interventions as stated in the MTSS handbook<br>b) Regularly conduct collaborative conferences with teachers and staff members in regards to student behavior (BOY, MOY, EOY, and two progress monitoring meetings)<br>c) Implement weekly Social Emotional Behavior (SEB) strategies such as Capturing Kids Hearts (CKH) & Character Strong lessons to align with the whole child tenets<br>d) Ensure use of Capturing Kids' Hearts (CKH) in classrooms and throughout the campus<br>e) Utilize campus wide discipline plan<br>f) Utilize the district Behavior Facilitator or General Education Behavior RtI Facilitator when needed<br>g) Conduct bi-monthly guidance lessons to support classroom SEB instruction<br>h) Provide ongoing training and support for all staff to build their capacity to implement MTSS<br>i) Set and monitor student goals in regards to behavior using Success Ed and/or Focus<br>j) Provide supplemental resources to support SEB-interest inventories, ABC chart, behavior charts, etc.<br>k) Communicate CKH strategies to parents/guardians through grade level and campus newsletters<br>l) Utilize Crisis Intervention Counselor to provide support to students in areas of social-emotional behavior.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor<br><br><b>Title I:</b><br>2.531, 2.533, 2.534<br><b>Problem Statements:</b> School Processes & Programs 2 - Perceptions 2, 3 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reviews   |     |     |           |
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| <b>Strategy 2:</b> 1) Implement the district curriculum for social and character development (SCD)<br><b>Actions:</b> a) Ensure delivery of lessons using CKH and Character Strong curriculum that provides students with experiences to develop character values<br>b) Implement activities that will integrate character values throughout the campus-Counselor Guidance Lessons, and Grade Level Service projects, etc.<br>c) Implement and maintain a Kindness Club for students in Grades 2-5<br>d) Counselors deliver classroom guidance lessons addressing suicide prevention and bullying warning signs, resources, and strategies<br>e) Implement and regularly refer to Continuous Improvement mission statements and CKH Social Contracts<br>f) Ensure Capturing Kids' Hearts strategies are being utilized (greetings, affirmations, the 4 questions, etc.)<br>g) Create after school groups that build upon the social/emotional needs of students-Kindness Club, Yearbook, Dance Club, SHE Singers (Choir) Polar Gazette, Percussion Club, etc.<br>h) Create and host lunch bunch groups to address student needs-Grief/Divorce support, Friendship, Anger, etc.<br>i) Recognize students each nine weeks that demonstrate the district's character traits<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor<br><br><b>Title I:</b><br>2.51, 2.531, 2.534, 2.535<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 4 - Perceptions 2, 3 | Formative |     |     | Summative |
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 No Progress
 Accomplished
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### Performance Objective 3 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Problem Statement 1:</b> Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 2:</b> Students are slow to respond to intervention as many are not moving off tiers in a timely manner. <b>Root Cause:</b> Insufficient adherence to Tier 1 instructional priorities and inconsistent implementation of interventions may be contributing to gaps in student learning and achievement.                                                                                                                                                                                                                             |
| <b>Problem Statement 4:</b> Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> 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. |

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| <b>Perceptions</b> |
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| <p><b>Problem Statement 3:</b> Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. <b>Root Cause:</b> 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.</p> |
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**Goal 2:** Utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase annual average daily attendance (ADA) by improving student enrollment, retention, and recruitment efforts, while maximizing the number of instructional days students are present throughout the school year.

**Evaluation Data Sources:** Overall district ADA as per Summer PEIMS submission

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <b>Strategy 1:</b> 1) Refine and implement a comprehensive campus plan to improve student attendance by addressing social factors that contribute to absenteeism and consistently monitoring the effectiveness of targeted strategies.<br><b>Actions:</b> a) Implement Truancy Prevention Measures-make contact by phone to discuss concerns/needs<br>b) Continue monitoring student and staff attendance each nine weeks; post on Attendance Wall<br>c) Implement grade level and/or classroom incentive measures to increase attendance<br>d) Recognize Perfect Attendance (student and staff) at Celebration Assemblies<br>e) Share district Attendance information (fliers, social media posts, etc.) to inform parents about the importance of student attendance<br>f) Utilize district Tribunal for students with poor attendance<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal<br><br><b>Title I:</b><br>2.53<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 4 | Formative |     |     | Summative |
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| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 1:</b> Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                               |
| <b>Problem Statement 4:</b> Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. <b>Root Cause:</b> 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   |     |     |           |
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| <b>Strategy 1:</b> 1) Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being.<br><b>Actions:</b> a) Ensure implementation and use of Capturing Kids' Hearts (CKH) and Character Strong lessons in classrooms and throughout the campus<br>b) Utilize campus wide discipline plan<br>c) Offer focused guidance lessons to students in need<br>d) Teach and implement Standard Response Protocols with all staff members and students<br>e) Schedule a minimum of four unannounced safety drills during each semester of the school year<br>f) Faculty Advisory (Safety) committee monitors and makes recommendations for improvement after safety drills (BISD's after action report)<br>g) Conduct safety audits to identify security issues on campus<br>h) Collect and review perception data from students, staff and parents to identify strategies to improve campus safety<br>i) Conduct safety meetings with students, administrators and community members to evaluate and problem solve campus safety concerns<br>j) Offer after school clubs based on student suggestions/interests (Basketball, Dance club, etc.)<br>k) Continue to utilize Threat Assessment system for students to report safety concerns<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor<br><br><b>Title I:</b><br>2.531, 2.533<br><b>Problem Statements:</b> Demographics 3 - Perceptions 1, 2, 3 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |

**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.

### 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.

**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 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   |     |     |           |
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| <b>Strategy 1:</b> 1) Implement the district-wide program that promotes an accident-free work environment<br><b>Actions:</b> a) Ensure that all staff members complete the required Safe Schools training<br>b) Inform students, staff, and visitors of any allergy related issues on campus<br>c) Provide regular safety training to staff at faculty meetings<br>d) Administer safety surveys provided for campus personnel<br>e) Utilize purchased safety equipment for campus<br>f) Perform campus safety walk-throughs with Head Custodian<br>g) Monitor the implementation of safety procedures<br>h) Review and report claim information to staff<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Head Custodian<br><br><b>Title I:</b><br>2.531, 2.533<br><b>Problem Statements:</b> Perceptions 1, 2, 3 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 1:</b> 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) <b>Root Cause:</b> Insufficient communication of Standard Response Protocols throughout the school year has led to a lack of awareness among parents about safety procedures.                                                                                                                                                                      |
| <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> 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. |

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| <b>Perceptions</b> |
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| <p><b>Problem Statement 3:</b> Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. <b>Root Cause:</b> 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.</p> |
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**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   |     |     |           |
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| <b>Strategy 1:</b> Develop and maintain a campus wide coordinated health program.<br><b>Actions:</b> a) Communicate requirements of SB 530 to campus staff; monitor participation of students in physical activity and collection of student fitness assessment data<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Physical Education teacher<br><br><b>Title I:</b><br>2.51, 2.53, 2.531<br><b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 2, 3                                                                                           | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
| <b>Strategy 2:</b> Implement requirements of the Every Student Succeeds Act regarding family and parental involvement.<br><b>Actions:</b> 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.<br>b) Conduct meaningful ways for parents to be involved in their child's education (see Title 1 Family Engagement Policy).<br><br><b>Title I:</b><br>2.51, 2.531, 2.532, 2.535<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 4 - Perceptions 2 | Formative |     |     | Summative |
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| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                      |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 1:</b> Campus attendance is falling short of the 97% goal, indicating a need for improvement in maintaining student attendance rates. <b>Root Cause:</b> 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 3:** 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 4:** 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 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** The district will provide a safe and support learning environment by maintaining a robust counseling and mental health support system.

**Evaluation Data Sources:** Campus climate surveys  
 Campus behavior reports for discipline, detention, and suspensions  
 Meeting notes and agendas from mental health committees  
 Staff training agendas and logs  
 Campus crisis referral reports  
 Counseling lesson documentation  
 Pre and post survey data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
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| <b>Strategy 1:</b> The campus will strengthen early identification and and support systems for student mental health.<br><b>Actions:</b> a) Continue implementation of a multi-tiered system of support (MTSS) to identify students at risk for mental health challenges, suicide, substance use, or trauma-related risks<br>b) Provide annual training for staff on recognizing early warning signs of mental illness, suicide ideation, and substance use<br>c) Provide monthly training for staff as a spiral review of previous mental health required trainings as well as best practices<br><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Counselor; Crisis Intervention Counselor<br><br><b>Title I:</b><br>2.531, 2.532, 2.533<br><b>Problem Statements:</b> Perceptions 2, 3 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
| <b>Strategy 2:</b> Ensure all students receive developmentally appropriate counseling services aligned with the four components of a comprehensive school counseling program.<br><b>Actions:</b> a) Deliver classroom guidance, in Social Emotional Behavior (SEB), bullying prevention, and career/college readiness across grade levels<br>b) Continue counselor visibility and outreach through small groups, parent engagement, and faculty collaboration<br><b>Staff Responsible for Monitoring:</b> Counselor; Crisis Intervention Counselor<br><br><b>Title I:</b><br>2.531, 2.532, 2.533<br><b>Problem Statements:</b> Perceptions 2                                                                                                                                                                     | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Utilize crisis response and prevention practices by ensuring campus-wide preparedness for responding to student crises, including suicide risk, grief, and emergency mental health needs.<br><b>Actions:</b> a) Maintain trained crisis response teams<br>b) Implement standardized risk assessment and documentation procedures (e.g. Sentinel).<br>c) Develop re-entry support and safety planning protocols for students returning from hospitalization.<br><b>Staff Responsible for Monitoring:</b> Counselor; Elementary Crisis Intervention Counselor; Assistant Principal<br><br><b>Title I:</b><br>2.531, 2.532, 2.533<br><b>Problem Statements:</b> Perceptions 2 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                 |           |     |     |           |

#### Performance Objective 4 Problem Statements:

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Problem Statement 2:</b> 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. <b>Root Cause:</b> 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. |
| <b>Problem Statement 3:</b> Parents have expressed a need for more communication regarding curriculum expectations and disciplinary procedures, indicating that current methods may not effectively keep them informed. <b>Root Cause:</b> 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:**

**Total FTEs Funded by SCE:** 1.99

**Brief Description of SCE Services and/or Programs**

## Personnel for Snow Heights Elementary

| <u>Name</u>      | <u>Position</u>           | <u>FTE</u> |
|------------------|---------------------------|------------|
| 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. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

The Comprehensive Needs Assessment was conducted during the months of March and April 2025. It was then presented in May using data from the 2023-2024 and any current data from the 2024-2025 school year which included STAAR achievement, TELPAS and universal screener results, attendance and behavior data, and spring survey feedback.

### 1.2: Location for Evidence of Multiple Meetings Held

Documentation is housed locally in Canvas.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

March through October

### 2.2: Stakeholders 1114(b)(2)

The Campus Improvement Plan was developed with the following stakeholders:

Casey Orr-Resource Teacher, SBDM Member

Dawnya Morrison-4th Grade Teacher, SBDM Member

Jessica Hancock-3rd Grade English Language Arts Teacher, SBDM Member

Jillian Dreixler-Assistant Principal, LOL & SBDM Member

Tonya Bishop-1st Grade Teacher, SBDM Member

Susan Nall-Principal

Sheri Norton-Instructional Facilitator, SBDM & LOL member

Chelsea White-SHE PTA President and parent



Melissa Vittas-SHE parent, PTA Member

Don Beach-Business Representative & Volunteer

### **2.3: Description of Plan Availability, Format, and Language 1114(b)(4)**

The Snow Heights 2025-2026 campus plan will be available to parents and community members on the campus' website: [www.birdvilleschools.net/she](http://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: Description of Plan Coordination (if Applicable) 1114(b)(5)**

Described in plan

## **3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)**

### **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

The Campus Improvement Plan for Snow Heights Elementary is revised and evaluated in November, January, March and June each school year.

**Birdville Independent School District**

**W.A. Porter Elementary**

**2025-2026 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.

# Table of Contents

Comprehensive Needs Assessment ..... 4

    Demographics ..... 4

    Student Learning ..... 6

    School Processes & Programs ..... 9

    Perceptions ..... 12

Priority Problem Statements ..... 14

Comprehensive Needs Assessment Data Documentation ..... 16

Goals ..... 18

    Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. .... 18

    Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. .... 31

    Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 33

State Compensatory ..... 37

    Budget for W.A. Porter Elementary ..... 37

    Personnel for W.A. Porter Elementary ..... 37

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

W. A. Porter Elementary School, established in 1975, is located in northeast Tarrant County and serves portions of three municipalities: North Richland Hills, Hurst, and Colleyville. The school draws students from neighborhoods that range from urban, low-income communities to upper-middle-class suburban areas.

The campus currently serves **538 students in grades EE–5**. The student population is composed of **66.17% White (356)**, **20.45% Hispanic (110)**, **5.2% Asian (28)**, **3.9% African American (21)**, and **3.9% two or more races (21)**. Approximately **16.91% (91)** of students are identified as Economically Disadvantaged. Over the past decade, the percentage of Hispanic students has steadily increased, while the percentage of White students has gradually declined. During the same period, the percentage of English Language Learners has risen, though the number of students identified as Limited English Proficient has stabilized at **6.51% (35)** for the past three years. Enrollment trends show a slight increase in Asian students and a slight decrease in African American students. Overall, student enrollment has remained relatively stable over the last 12 years, with only minor fluctuations.

A distinguishing characteristic of W. A. Porter is its diverse range of student needs and strengths. The campus serves a **higher-than-average percentage of students receiving Special Education services (23.79%, 128)**, while also supporting a robust **Gifted and Talented population (10.97%, 59)**. Additionally, W. A. Porter is the **Regional Day School for the Deaf (PK–5)**, serving students from Birdville, Carroll, Hurst-Euless-Bedford, Keller, Grapevine-Colleyville, and Eagle Mountain-Saginaw ISDs. Students in the Deaf Education program account for **7.43% (40)** of the total enrollment.

The teaching staff consists of **38 educators**, of whom **97.4% are female and 97.4% are White, with 2.6% identifying as two or more races** (2023–2024 TAPR data). Teacher retention remains high, with little staff turnover, which contributes to a stable and experienced faculty. The distribution of teaching experience is as follows: **18% have 1–5 years of experience, 15.7% have 6–10 years, 25.1% have 11–20 years, and 32.2% have more than 20 years of experience**. The average length of service within BISD is **15.7 years**. All teachers hold a bachelor's degree, and **34.6% hold a master's degree**. In recent years, several staff members have advanced into instructional leadership or pursued administrative credentials, reflecting the campus's commitment to professional growth and leadership development.

The **student attendance rate** for the most recent year was **95.89%**. The percentage of students identified as Economically Disadvantaged (**16.91%**) decreased from the previous year, while the percentage of **at-risk students (43.31%, 233)** has increased by approximately 10% over the past three years.

### Demographics Strengths

- **Stable Enrollment:** Student enrollment has remained consistent over the past 12 years, providing continuity for long-term planning and a strong sense of community.
- **Diverse Student Needs:** W. A. Porter serves a broad range of students, including a higher-than-average percentage of both Special Education (23.79%) and Gifted and Talented students (10.97%), demonstrating the campus's ability to support students across the learning spectrum.
- **Regional Leadership in Deaf Education:** As the Regional Day School for the Deaf, Porter serves students from multiple districts, providing specialized programming and expertise that benefit both students and staff.
- **Shifting Diversity:** While the student population remains majority White, the steady increase in Hispanic students and other groups reflects growing cultural and linguistic

diversity, enriching the school environment and preparing students to thrive in diverse communities.

- **Experienced and Stable Staff:** Teacher retention is high, with very little turnover. The majority of teachers have more than 10 years of experience, and the average service in BISD is 15.7 years, ensuring instructional consistency and deep knowledge of district expectations.
- **Highly Qualified Teachers:** 100% of teachers hold a bachelor's degree, and more than one-third (34.6%) hold a master's degree, reflecting a well-educated and professionally invested faculty.
- **Leadership Development Culture:** Several teachers have advanced into instructional coach or administrative roles in recent years, showing a strong culture of professional growth and leadership development on campus.
- **Strong Attendance:** With a student attendance rate of 95.89%, students are consistently engaged in learning and benefit from a stable academic environment.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The campus serves a higher-than-average population of Special Education students (23.79%) while also maintaining a strong Gifted and Talented population (10.97%), creating challenges in meeting the needs of both groups simultaneously.

**Root Cause:** There is a need for additional differentiated instructional strategies to balance a wide range of learner needs. Teacher capacity and resources stretched to serve multiple specialized programs effectively.

# Student Learning

## Student Learning Summary

### 2024-2025 STAAR Scores

#### 3rd Grade

- 3rd grade reading scores had 83.87%(78) of our students score Approaches, 66.3%(61 students) score Meets and 27.71%(28students) score Masters.
- 3rd grade math scores we had 84.78%(78 students) score Approaches, 66%(61 students) scored Meets and 39.13%(36 students) score Masters.

#### 4th Grade

- 4th grade reading had 96.39%(80 students) of our students score Approaches, 67.47%(56 students) score Meets and 27.71%(22 students) score Masters.
- 4th grade math had 84.34%(70 students) of students score Approaches, 63.86%(49 students) scored Meets, and 36.14%(25 students) scored Masters.

#### 5th Grade

- 5th grade Reading had 92.59%(74 students) of students score Approaches, 81.48%(65 students) score Meets and 48.15%(39 students) score Masters.
- 5th grade Math we had 91.46% ( 73 students) of students score Approaches, 71.95%(58 students) score Meets and 41.46%(33 students) score Masters.
- 5th grade Science scores had 92.5%(74 students) of students score Approaches, 62.5%(50 students) score Meets and 28.75%( 23 students) of students score Masters.

## Student Learning Strengths

Third grade scores went up overall in each category in reading.

|                         | Approaches | Meets | Masters |
|-------------------------|------------|-------|---------|
| 2023-2024 Reading STAAR | 82.8       | 62.37 | 30.11   |
| 2024-2025 Reading STAAR | 83.87      | 67.74 | 31.18   |

Third Grade Math scores remained constant except for a significant increase in the percentage of masters students. Third Grade math was in quadrant 1 in state campus comparison groups.

|                                | Approaches | Meets | Masters |
|--------------------------------|------------|-------|---------|
| 2023-2024 3rd Grade Math STAAR | 85.87%     | 66.3% | 30.43%  |
| 2024-2025 3rd Grade Math STAAR | 84.78%     | 66.3% | 39.13%  |

Fourth Grade Math scores did go up in 2 of the 3 categories with a 13% increase in masters scores.

|                                | Approaches | Meets  | Masters |
|--------------------------------|------------|--------|---------|
| 2023-2024 4th Grade Math STAAR | 83.95%     | 64.2%  | 23.46%  |
| 2024-2025 4th Grade Math STAAR | 84.34%     | 63.86% | 36.14%  |

Fifth grade Math showed significant gains. There were gains of 10% in approaches, 7% in meets and 11.5% growth in masters.

|                                | Approaches | Meets  | Masters |
|--------------------------------|------------|--------|---------|
| 2023-2024 5th Grade Math STAAR | 81%        | 64%    | 30%     |
| 2024-2025 5th Grade Math STAAR | 91.46%     | 71.95% | 41.45%  |

Fifth Grade Reading made gains across all categories from 2023-2024.



|                                   | Approaches | Meets | Masters |
|-----------------------------------|------------|-------|---------|
| 2023-2024 5th Grade Reading STAAR | 92.47      | 75.27 | 40.86   |
| 2024-2025 5th Grade Reading STAAR | 92.6       | 81.48 | 48.15   |

Fifth Grade Science scores showed gains across all categories. There was a significant gain in meets scores of 13%.

|                                   | Approaches | Meets  | Masters |
|-----------------------------------|------------|--------|---------|
| 2023-2024 5th Grade Science STAAR | 89.25%     | 49.46% | 24.73%  |
| 2024-2025 5th Grade Science STAAR | 92.5%      | 62.5%  | 28.75%  |

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our campus scored a 76 in Domain 2B on the STAAR report card. While the majority of students are meeting grade-level expectations in Approaches and Meets, a significant number of students are not demonstrating masters compared to other campuses that have similar student populations.

**Root Cause:** While many students can demonstrate grade-level proficiency (Approaches), lessons may not consistently demand higher-order thinking, problem-solving, and application skills at all grade levels.

**Problem Statement 2 (Prioritized):** The Asian student population did not meet the state performance measure targets on the STAAR assessment, indicating that this subgroup is performing below state accountability expectations.

**Root Cause:** For some students, English language proficiency or unfamiliarity with certain academic vocabulary may have affected comprehension of test items.

# School Processes & Programs

## School Processes & Programs Summary

### Campus Programs and Support Services

W. A. Porter Elementary provides a wide range of specialized programs to meet the diverse needs of our students. Currently, 16.91% of our students are served through the free/reduced lunch program, 23.79% receive special education services (including students served through the Regional Day School for the Deaf), and 10.97% participate in the Gifted and Talented program.

Our academic Response to Intervention (RtI) program supports students in grades Pre-K through 5th in both Reading and Mathematics. Students are identified for tiered interventions using universal screeners administered three times per year, along with teacher input and other performance measures reviewed through collaborative conference committees. Progress monitoring is consistently utilized to guide grouping decisions and adjust instruction. District-level RtI guidelines, updated annually, ensure consistency in interventions and programmatic alignment. Data indicates that the RtI process has been successful in moving students off interventions and closing academic gaps.

### Social-Emotional and Behavioral Support

This year, Porter Elementary will continue implementation of *Capturing Kids' Hearts*, emphasizing the importance of building strong relationships with students by reaching their hearts before their minds. Teachers and students develop and adhere to classroom and campus-wide social contracts, while students are empowered to take active leadership roles in the program. Weekly team-building activities in PE provide opportunities for students to strengthen collaboration, problem-solving, and interpersonal skills in a fun and challenging environment.

As student behavior needs have increased with shifts in population, a renewed emphasis will be placed on proactive social-emotional learning strategies, student leadership, and problem-solving supports to maintain a positive and productive learning environment.

### Community and Family Engagement

Porter Elementary benefits from an active and supportive community. Families participate in annual events such as the Panther Race, Open House, Data Nights, and numerous PTA-sponsored activities. These events are designed to create meaningful opportunities for parents to engage with their children's learning, strengthening the home-school connection and building a culture of partnership.

### Data-Driven Decision Making

Assessment data is carefully monitored throughout the year to guide instructional decisions. After each testing cycle, teachers participate in data meetings to review student growth, analyze performance trends, and adjust instruction accordingly. Additionally, monthly meetings with our digital learning specialist and academic coach provide teachers with targeted support for integrating technology and strengthening instructional practices.

The Leadership of Learning (LOL) team meets regularly—at least once per month—to ensure teacher voice is represented in campus decisions, monitor progress toward student outcomes, and refine processes that are not yielding intended results.

### Curriculum, Instruction, and Professional Learning

Vertical teaming has been an effective structure for aligning curriculum and developing consistent instructional strategies across grade levels. This year, vertical collaboration will expand to include a focus on writing, using a campus-wide rubric to improve Extended Constructed Response performance. In mathematics, our new Bluebonnet Math curriculum will be supported through vertical team planning and collaboration, ensuring consistency, alignment, and strong implementation.

Professional Learning Communities (PLCs) are held weekly with the Instructional Facilitator, focusing on collaborative planning, data review, and identifying areas of growth. Teachers report that the PLC process has been valuable for tracking progress and making student-centered decisions.

Campus professional development continues to be tailored to staff needs, with input gathered through the LOL team. This ensures that professional learning is relevant, targeted, and directly aligned to areas of need. Staff feedback indicates high levels of satisfaction with the specificity and effectiveness of campus professional learning.

### **Attendance and Student Engagement**

Attendance incentives were implemented consistently last year and were successful in generating student interest, though the overall impact on attendance was limited. Moving forward, the campus will explore additional strategies to positively influence daily attendance and increase student engagement.

### **School Processes & Programs Strengths**

- **Specialized Student Support Programs**

- Wide range of services tailored to student needs, including Special Education, the Regional Day School for the Deaf, Gifted and Talented, and RtI.
- RtI system effectively identifies, monitors, and supports students, with documented success in helping students exit tiered interventions.

- **Data-Driven Instruction**

- Regular data meetings after each assessment cycle allow for responsive instructional decisions.
- Progress monitoring is consistently used to guide grouping and instruction.
- PLCs meet weekly with an Instructional Facilitator to analyze data, track student growth, and make targeted instructional adjustments.

- **Curriculum Alignment and Vertical Collaboration**

- Vertical teaming has strengthened curriculum alignment across grade levels and improved consistency of instructional practices.
- Expanded vertical teaming in writing with a campus-wide rubric supports stronger Extended Constructed Responses.
- Implementation of Bluebonnet Math supported by vertical teams ensures fidelity and alignment in mathematics instruction.

- **Professional Learning and Staff Development**

- Professional development is intentionally designed based on staff input through the LOL team, making training relevant and targeted.
- Teachers report high satisfaction with the specificity of PD opportunities.
- The PLC process is well established and viewed positively by staff.

- **Social-Emotional Learning and Behavior Supports**

- Capturing Kids' Hearts provides a structured approach to building relationships and promoting positive student behavior. Our campus became a Showcase Campus for 2024-2025. This was a great honor that we have worked hard for.
- Student leadership opportunities within CKH empower students and enhance campus culture.
- Weekly team-building activities in PE strengthen collaboration, problem-solving, and life skills.

- **Community and Family Engagement**

- Strong community involvement through events such as the Panther Race, Open House, Data Nights, and PTA activities.
- Events foster meaningful family engagement and strengthen home-school partnerships.

- **Campus Leadership and Communication**

- The Leadership of Learning (LOL) team ensures teacher voice is included in decision-making.
- LOL meetings occur regularly to monitor effectiveness of processes and adjust as needed.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (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 2 (Prioritized):** Fourth Grade Reading Meets and Masters scores dropped from the previous year, and we were in the 4th quadrant in our state comparison groups.

**Root Cause:** Instruction did not consistently provide the rigor and higher level comprehension needed for students to perform at the Meets and Masters level.

**Problem Statement 3 (Prioritized):** Current intervention systems focus mainly on struggling students, while enrichment for higher-achieving students is limited.

**Root Cause:** We need to strengthen our systematic opportunities for students performing at or above grade level to be challenged.

**Problem Statement 4 (Prioritized):** Communication with parents regarding social/emotional initiatives is inconsistent. As a result, many families are not fully aware of the strategies being used to support student well-being or how they can reinforce these practices at home, limiting the overall effectiveness of SEL efforts.

**Root Cause:** Communication about social-emotional programs has primarily focused on internal staff implementation, with limited structures in place to consistently share information, strategies, and outcomes with families in accessible and engaging ways.

# Perceptions

## Perceptions Summary

Porter Elementary is consistently recognized for its strong culture of attendance, ranking at or near the top in the district. With very low absenteeism and few discipline issues, students contribute daily to a climate that values learning and high expectations. Our staff maintains rigorous academic and behavioral standards, and when new programs were introduced, students quickly embraced the positive culture modeled by their peers. Staff members poured into those students, ensuring they felt valued and part of the Porter family.

The inclusive spirit of our school is evident in our Deaf Education program, where both students and staff are embraced by the entire community and made to feel loved and supported. This same sense of belonging extends to parents and community members. Parents are highly involved, volunteering their time and resources to support teachers and programs, while our PTA works tirelessly to provide opportunities and events that enrich the school experience for all students.

Staff culture at Porter is another key strength. With a very low turnover rate, families benefit from stability and consistency year after year. Staff morale is high, with 97% of teachers reporting a positive school culture and feeling included in campus decision-making. Parents echo this positivity, with 96% strongly agreeing that the school is safe and that their children are cared for and loved by teachers. Porter's culture is one of high expectations, safety, care, and inclusivity.

While survey data reflects many areas of strength, one need was identified. Twenty-seven percent of students reported that they do not feel recognized for their good work. This highlights an opportunity for the campus to further enhance student recognition systems so that every child feels celebrated for their achievements and contributions. By building on our existing culture of excellence, we can ensure that all students experience both high expectations and the joy of being acknowledged for their efforts.

Our campus was selected as a National Showcase Campus for Capturing Kids' Hearts where students, staff and families completed surveys that were overwhelming well above average ratings which earns that distinction.

One great thing our surveys showed is that many staff members other than teachers were selected as a student's most trusted adult in school. This is something that our campus excels in when everyone knows that every student is OUR student where each and every one of our staff members believe in the whole child.

## Perceptions Strengths

- **Positive School Climate:** 97% of staff report a positive culture with high morale, and parents consistently describe Porter as a welcoming and supportive environment that feels like a private school.
- **Safe and Caring Environment:** 97% of parents strongly agree that their children are safe at school and feel loved and cared for by their teachers. 90% of our parents feel that their child has a trusting relationship with their child.
- **Strong Attendance Culture:** Porter consistently ranks at or near the top in district attendance, reflecting a culture that values learning and prioritizes being present.

- **High Behavioral Expectations:** The campus has very few discipline issues, and students in discipline programs have been positively influenced by Porter's established culture.
- **Inclusive Community:** Both the general education and Deaf Education programs benefit from a schoolwide culture of belonging, where students and staff feel valued and supported.
- **Staff Stability:** With very low turnover, Porter provides families with consistency and stability, contributing to long-term relationships and trust.
- **Parent and Community Involvement:** Parents and PTA members are highly engaged, offering time, resources, and volunteerism to enrich student experiences and support teachers.
- **Staff Empowerment:** Teachers feel included in decision-making, which fosters buy-in and strengthens the collaborative school culture.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Although it was not a large percentage(7.1%) parents did not have a knowledge what the Standard Response Protocols were.

**Root Cause:** Communication regarding safety procedures, including Standard Response Protocol, has not been consistently provided to parents in a clear and accessible way.

**Problem Statement 2 (Prioritized):** Although it was not low, surveys did indicate a slight decrease in satisfaction with their job according to end of the year surveys

**Root Cause:** Staff reported a slight decrease in job satisfaction due to factors such as increased workload demands, and the need for more consistent support in balancing professional responsibilities with personal well-being.

# Priority Problem Statements

**Problem Statement 1:** There were accidents on campus where worker's compensation had to be used for employees.

**Root Cause 1:** There were minor injuries where more focus and awareness could have possibly prevented an injury.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** The campus serves a higher-than-average population of Special Education students (23.79%) while also maintaining a strong Gifted and Talented population (10.97%), creating challenges in meeting the needs of both groups simultaneously.

**Root Cause 2:** There is a need for additional differentiated instructional strategies to balance a wide range of learner needs. Teacher capacity and resources stretched to serve multiple specialized programs effectively.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Our campus scored a 76 in Domain 2B on the STAAR report card. While the majority of students are meeting grade-level expectations in Approaches and Meets, a significant number of students are not demonstrating masters compared to other campuses that have similar student populations.

**Root Cause 3:** While many students can demonstrate grade-level proficiency (Approaches), lessons may not consistently demand higher-order thinking, problem-solving, and application skills at all grade levels.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** The Asian student population did not meet the state performance measure targets on the STAAR assessment, indicating that this subgroup is performing below state accountability expectations.

**Root Cause 4:** For some students, English language proficiency or unfamiliarity with certain academic vocabulary may have affected comprehension of test items.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Fourth Grade Reading Meets and Masters scores dropped from the previous year, and we were in the 4th quadrant in our state comparison groups.

**Root Cause 5:** Instruction did not consistently provide the rigor and higher level comprehension needed for students to perform at the Meets and Masters level.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Current intervention systems focus mainly on struggling students, while enrichment for higher-achieving students is limited.

**Root Cause 6:** We need to strengthen our systematic opportunities for students performing at or above grade level to be challenged.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Although it was not a large percentage(7.1%) parents did not have a knowledge what the Standard Response Protocols were.

**Root Cause 7:** Communication regarding safety procedures, including Standard Response Protocol, has not been consistently provided to parents in a clear and accessible way.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Communication with parents regarding social/emotional initiatives is inconsistent. As a result, many families are not fully aware of the strategies being used to support student well-being or how they can reinforce these practices at home, limiting the overall effectiveness of SEL efforts.

**Root Cause 8:** Communication about social-emotional programs has primarily focused on internal staff implementation, with limited structures in place to consistently share information, strategies, and outcomes with families in accessible and engaging ways.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Although it was not low, surveys did indicate a slight decrease in satisfaction with their job according to end of the year surveys

**Root Cause 9:** Staff reported a slight decrease in job satisfaction due to factors such as increased workload demands, and the need for more consistent support in balancing professional responsibilities with personal well-being.

**Problem Statement 9 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)
- 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 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 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

### HB3 Goal

**Evaluation Data Sources:** A. CLI (Center for Improving the Readiness of Children for Learning and Education)Circle(Pre-K reading and math)  
B. Renaissance Math(1-5)  
C. mCLASS(Kinder reading and math), mClass(grades 1-2 reading)  
D. Renaissance Reading (3-5), 1st and 2nd grade reading comprehension measured by Renaissance  
E. District Curriculum Assessments  
F. Teacher created common assessments  
G. I-Ready resources  
H. New digital student data folders  
I. T-Tess SLO(Student Learning Objective) and Professional Learning Goals  
J. STAAR 2025-2026 results  
K. STAAR Released Assessment  
L. Utilize Lead4Ward resources and have Lead4Ward train staff on 2 different dates.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> Build capacity to implement the district literacy plan at the campus level.</p> <p><b>Actions:</b> A. Provide training for all staff to build their capacity to implement campus literacy plans.<br/> B. Utilize LOL(Leaders of Learners) team to train and lead implementation of the district literacy plan and strategies.<br/> C. Set up campus walks with Instructional Facilitators to help support and visit with staff to implement tier 1 priorities.<br/> D. Provide teachers opportunities for them to have professional development off campus<br/> 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.<br/> F. Use coaching cycles to assist teachers in targeted goals.<br/> G. Use teachers at staff meetings to help train other teachers in best practices used in the classroom<br/> H. Utilize vertical teams to ensure alignment is maximized.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/> LOL team<br/> Teachers<br/> Instructional Facilitator</p> <p><b>TEA Priorities:</b><br/> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p> | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <p><b>Strategy 2:</b> Stengthen reading and mathematics instruction by focusing on lesson internalization, the use of best practices and continuous improvement.</p> <p><b>Actions:</b> A. Use data from progress monitoring,Renaissance Reading and Math, DCA(District Curriculum Assessments), STAAR Released Assessments and and MCLASS progress monitoring to help guide instruction.<br/> B. Provide protected structured planning time for teachers to deeply internalize lessons and standards prior to instruction.<br/> C. Implement grade-level or vertical planning sessions focused on unpacking TEKS/standards, essential questions, and misconceptions<br/> D. Students will utilize digital data folders which contain a PDSA(Plan, Do, Study, Act) model to help students plan their learning.<br/> E. Facilitate peer observations or "learning walks" so teachers can see best practices in action across classrooms<br/> F. Set student growth goals in reading and math, track them through data walls or digital data folders, and celebrate progress<br/> G. Teachers will collect data on students, meet in PLCs to analyze the data and plan for interventions.<br/> H. Implement the Bluebonnet Learning curriculum in math classes with fidelity ensuring consistency throughout all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers<br/> Administrators<br/> Reading and Math Interventionist<br/> Instructional Facilitators</p> <p><b>TEA Priorities:</b><br/> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reviews   |     |     |           |
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| <p><b>Strategy 3:</b> 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.</p> <p><b>Actions:</b> A. Host and participate in instructional focus walks with other campuses as well as our own to tighten alignment.<br/> B. Use PLCs to analyze student data and design targeted small-group instruction.<br/> C. Use district monitoring guide to monitor instructional delivery<br/> D. Focused campus walk-throughs focusing on Continuous Improvement and Tier 1 priorities.<br/> E. Utilize district resources with tier 1, 2 and 3 students during interventions and small group instruction.<br/> 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.<br/> G. Integrate choice boards, station rotations, or project-based learning to allow students multiple pathways to mastery.<br/> H. Utilize District Content Coordinators, Digital Learning Specialist and Instructional Facilitator as an instructional support.<br/> I. Offer professional development on strategies for differentiation, scaffolding, and culturally responsive instruction.<br/> J. Administer District Common Assessments and analyze the resulting data to guide instructional decisions.<br/> K. Utilize tutors to focus on priority needs for individual student groups.<br/> L. Receive training by Lead4Ward for 3rd-5th grade teachers to focus on rigor and relevance.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Facilitator and teachers</p> <p><b>TEA Priorities:</b><br/> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE</p> | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Improve the effectiveness and inclusivity of the special needs programs by providing specialized training for all staff, enhancing resources, and increasing family engagement<br><b>Actions:</b> A. Conduct campus-wide training on disability awareness and inclusive practices to promote a supportive school culture.<br>B. Special education teachers will be a part of all RTI(Response to Intervention) meetings as well as data meetings.<br>C. Provide planning time for general and special education teachers to collaborate on lesson accommodations and modifications.<br>D. Special education teachers will be included on LOL teams and vertical team meetings.<br>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.<br>F. Use data (IEP goal progress, accommodations usage, student performance) to evaluate program effectiveness.<br>G. Recognize and celebrate successes of students in special programs to build a positive, inclusive school culture.<br>H. Family nights for special needs programs to get families together to provide opportunities to connect.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 3 |  | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Reviews   |     |     |           |
| <b>Strategy 5:</b> Continue to enhance and execute a comprehensive campus plan for Gifted/Talented students, offering opportunities for advanced learning beyond standard Tier I coursework.<br><b>Actions:</b> A. Utilize the Rigor and Relevance framework.<br>B. Embed higher-order thinking skills and opportunities for independent study within classroom instruction.<br>C. Schedule PLC time to design enrichment opportunities and monitor GT student progress.<br>D. Review student data for gifted/talented students to ensure they are making adequate growth.<br><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, Academic Coach and District Trainer.<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Problem Statement 1:</b> The campus serves a higher-than-average population of Special Education students (23.79%) while also maintaining a strong Gifted and Talented population (10.97%), creating challenges in meeting the needs of both groups simultaneously. <b>Root Cause:</b> There is a need for additional differentiated instructional strategies to balance a wide range of learner needs. Teacher capacity and resources stretched to serve multiple specialized programs effectively. |

### Student Learning

**Problem Statement 1:** Our campus scored a 76 in Domain 2B on the STAAR report card. While the majority of students are meeting grade-level expectations in Approaches and Meets, a significant number of students are not demonstrating masters compared to other campuses that have similar student populations. **Root Cause:** While many students can demonstrate grade-level proficiency (Approaches), lessons may not consistently demand higher-order thinking, problem-solving, and application skills at all grade levels.

**Problem Statement 2:** The Asian student population did not meet the state performance measure targets on the STAAR assessment, indicating that this subgroup is performing below state accountability expectations. **Root Cause:** For some students, English language proficiency or unfamiliarity with certain academic vocabulary may have affected comprehension of test items.

### School Processes & Programs

**Problem Statement 2:** Fourth Grade Reading Meets and Masters scores dropped from the previous year, and we were in the 4th quadrant in our state comparison groups. **Root Cause:** Instruction did not consistently provide the rigor and higher level comprehension needed for students to perform at the Meets and Masters level.

**Problem Statement 3:** Current intervention systems focus mainly on struggling students, while enrichment for higher-achieving students is limited. **Root Cause:** We need to strengthen our systematic opportunities for students performing at or above grade level to be challenged.



**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 among under performing student groups, as identified through state and district assessments. Ensure all identified student groups in grades Pre-K through 3 meet progress monitoring targets in reading and mathematics as measured by a district-approved assessment tool.

**Evaluation Data Sources:** Historical performance by student subgroups on state(STAAR, TELPAS) and district assessments, digital data folders to track progress in all student groups.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> Evaluate and enhance programs and strategies serving special population groups to ensure quality, compliance, and effectiveness in closing achievement gaps through data-driven planning, targeted implementation, and continuous monitoring.</p> <p><b>Actions:</b> A. Conduct regular data reviews (disaggregated by subgroup: special education, ELs, economically disadvantaged, GT, etc.) to identify gaps in achievement and growth.<br/>B. Use progress monitoring tools to track subgroup performance on formative and summative assessments.<br/>C. Provide differentiated instruction, scaffolds, and interventions tailored to specific subgroup needs<br/>D. Execute the targeted action plan, and keep it as our focus for our PLC and data meetings.<br/>E. Deliver accelerated instruction in alignment with HB 1416 to address learning loss and promote academic progress for students who need additional support.<br/>F. Implement walkthroughs focused on monitoring differentiation, accommodations, and effective instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin and Instructional Facilitator</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 3</p> |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Strengthen the use of continuous improvement practices across the campus by embedding classroom mission statements, student goal-setting, data tracking, and the PDSA (Plan, Do, Study, Act) cycle to drive reflection, accountability, and ongoing growth.<br><b>Actions:</b> A. Guide teachers and students in developing classroom mission statements aligned to the school's mission and values.<br>B. Train students to set personal academic and behavior goals connected to reading, math, and social-emotional learning.<br>C. Implement student data folders or digital dashboards for tracking progress toward goals.<br>D. Schedule regular student-led conferences where students reflect on progress and next steps.<br>E. Provide professional learning for staff on using the PDSA model to refine instructional practices.<br>F. Hold PLC meetings that include reflection on student data, goal progress, and classroom PDSA cycles.<br><b>Staff Responsible for Monitoring:</b> Campus Admin, Leaders of Learners and instructional staff<br><br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 2 |  | Formative |     |     | Summative |
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### Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Problem Statement 1:</b> The campus serves a higher-than-average population of Special Education students (23.79%) while also maintaining a strong Gifted and Talented population (10.97%), creating challenges in meeting the needs of both groups simultaneously. <b>Root Cause:</b> There is a need for additional differentiated instructional strategies to balance a wide range of learner needs. Teacher capacity and resources stretched to serve multiple specialized programs effectively.                                                                                                                                           |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 1:</b> Our campus scored a 76 in Domain 2B on the STAAR report card. While the majority of students are meeting grade-level expectations in Approaches and Meets, a significant number of students are not demonstrating masters compared to other campuses that have similar student populations. <b>Root Cause:</b> While many students can demonstrate grade-level proficiency (Approaches), lessons may not consistently demand higher-order thinking, problem-solving, and application skills at all grade levels.                                                                                                      |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 2:</b> Fourth Grade Reading Meets and Masters scores dropped from the previous year, and we were in the 4th quadrant in our state comparison groups. <b>Root Cause:</b> Instruction did not consistently provide the rigor and higher level comprehension needed for students to perform at the Meets and Masters level.<br><b>Problem Statement 3:</b> Current intervention systems focus mainly on struggling students, while enrichment for higher-achieving students is limited. <b>Root Cause:</b> We need to strengthen our systematic opportunities for students performing at or above grade level to be challenged. |

**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   |     |     |           |
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| <b>Strategy 1:</b> Implement Character Strong, Peer Helpers Plus and Capturing Kids' Hearts for social-emotional development<br><b>Actions:</b> A. Integrate Character Strong lessons into classroom weekly schedules to explicitly teach empathy, responsibility, and relationship skills.<br>B. Establish and train Peer Helpers Plus student leaders to support peers, model positive behaviors, and provide peer-to-peer encouragement.<br>C. Announcement crew will be using SEL quotes to help support Character Strong and Capturing Kids Hearts.<br>D. Assistant Principal and counselor will oversee the progress of the program.<br>E. Implement Capturing Kids' Hearts strategies (daily greetings, "good things," affirmations) in all classrooms to build connected, safe learning environments.<br>F. Offer refresher sessions throughout the year to ensure consistency and fidelity in implementation.<br><b>Staff Responsible for Monitoring:</b> All staff<br><br><b>Problem Statements:</b> School Processes & Programs 4 | Formative |     |     | Summative |
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| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Problem Statement 4:</b> Communication with parents regarding social/emotional initiatives is inconsistent. As a result, many families are not fully aware of the strategies being used to support student well-being or how they can reinforce these practices at home, limiting the overall effectiveness of SEL efforts. <b>Root Cause:</b> Communication about social-emotional programs has primarily focused on internal staff implementation, with limited structures in place to consistently share information, strategies, and outcomes with families in accessible and engaging ways. |

**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 2025-2026 school year

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Closely monitor achievement gaps in 3rd- 5th grade student groups to make sure targets are hit for identified sub groups looking at the 2023-2027 interim goals<br><b>Actions:</b> A. Evaluate student progress during our monthly data meetings where targets will be evaluated by sub group<br>B. Use new admin digital data folders that track progress of all groups as measured by STAAR Closing the Gaps Domain.<br>C. Provide professional development for all teachers in the use of Aware to build assessments and analyze data to inform instruction<br>D. Ensure that instructional facilitator is working with teachers to utilize progress monitoring data and designing instructional practices.<br>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.<br><b>Staff Responsible for Monitoring:</b> Teachers, principal, assistant principal and instructional facilitator<br><br><b>Problem Statements:</b> Student Learning 1, 2 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Implement plans for third and fourth grade students who did not score approaches on the 2024 STAAR test.<br><b>Actions:</b> A. Implement accelerated instruction according to HB1416<br>B. Adjust instruction based on data meetings and reviewing progress.<br>C. Monitor hours needed by using the Instructional Facilitator and Assistant Principal as case managers.<br>D. Establish classroom intervention groups to develop specific skills that students were missing.<br>E. Monitoring progress monitoring in the classroom to ensure focus on growth.<br>F. Use Instructional Facilitator to evaluate data and form focus lessons<br>G. Utilize ST Math in station work to help support math instruction.<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal<br>Academic Coaches<br>Instructional Facilitator<br><br><b>Problem Statements:</b> Demographics 1                                                                                                                                                                                                                                                                                                                                                                                   |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> 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.<br><b>Actions:</b> A. Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support.<br>B. Monitor the PDSA development process through PLCs to ensure alignment to district expectation.<br>C. Collect examples during campus walk-throughs.<br>D. We will have a data night for students to share data with their parents.<br>E. Campus walks at Porter as well as off campus at hosting sites to view best practices in the classroom.<br>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.<br>G. Celebrate students on morning announcements and award assemblies that are making performance gains.<br><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal<br>Teachers<br>Instructional Facilitators<br><br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 2, 3 |  | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Use intervention strategies designed to meet the needs of English Language Learners to increase growth measured on TELPAS.<br><b>Actions:</b> A. Ensure all staff members are ELL certified and trained on strategies to support English learners.<br>B. Use campus Instructional Facilitator to assist in providing tools and strategies needed to support EL students<br>C. Track student progress to have discussions during RTI and data meetings.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Campus Instructional Coach<br><br><b>Problem Statements:</b> Student Learning 2 | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                            |           |     |     |           |

#### Performance Objective 4 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Problem Statement 1:</b> The campus serves a higher-than-average population of Special Education students (23.79%) while also maintaining a strong Gifted and Talented population (10.97%), creating challenges in meeting the needs of both groups simultaneously. <b>Root Cause:</b> There is a need for additional differentiated instructional strategies to balance a wide range of learner needs. Teacher capacity and resources stretched to serve multiple specialized programs effectively.                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Problem Statement 1:</b> Our campus scored a 76 in Domain 2B on the STAAR report card. While the majority of students are meeting grade-level expectations in Approaches and Meets, a significant number of students are not demonstrating masters compared to other campuses that have similar student populations. <b>Root Cause:</b> While many students can demonstrate grade-level proficiency (Approaches), lessons may not consistently demand higher-order thinking, problem-solving, and application skills at all grade levels.<br><b>Problem Statement 2:</b> The Asian student population did not meet the state performance measure targets on the STAAR assessment, indicating that this subgroup is performing below state accountability expectations. <b>Root Cause:</b> For some students, English language proficiency or unfamiliarity with certain academic vocabulary may have affected comprehension of test items. |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Problem Statement 2:</b> Fourth Grade Reading Meets and Masters scores dropped from the previous year, and we were in the 4th quadrant in our state comparison groups. <b>Root Cause:</b> Instruction did not consistently provide the rigor and higher level comprehension needed for students to perform at the Meets and Masters level.<br><b>Problem Statement 3:</b> Current intervention systems focus mainly on struggling students, while enrichment for higher-achieving students is limited. <b>Root Cause:</b> We need to strengthen our systematic opportunities for students performing at or above grade level to be challenged.                                                                                                                                                                                                                                                                                             |

**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:** Decrease the number of students in behavioral MTSS Tiers 2 and 3 who are assigned disciplinary placements.

**Evaluation Data Sources:** Collaborative meetings and data notes.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement the district MTSS plan<br><b>Actions:</b> A. Ensure consistent implementation of campus-wide expectations and common area procedures.<br>B. Monitor office referrals and teacher input monthly to quickly identify students showing escalating behaviors<br>C. Implement targeted Tier 2 supports such as Check-In/Check-Out, small group social skills lessons, and mentoring programs.<br>D. Provide Tier 3 students with individualized behavior intervention plans (BIPs) aligned with MTSS processes<br>E. Involve teachers, counselors, administrators, and parents in intervention planning to ensure consistency between school and home.<br><br><b>Problem Statements:</b> School Processes & Programs 4 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |

**Performance Objective 5 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 4:</b> Communication with parents regarding social/emotional initiatives is inconsistent. As a result, many families are not fully aware of the strategies being used to support student well-being or how they can reinforce these practices at home, limiting the overall effectiveness of SEL efforts. <b>Root Cause:</b> Communication about social-emotional programs has primarily focused on internal staff implementation, with limited structures in place to consistently share information, strategies, and outcomes with families in accessible and engaging ways. |

**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   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Promote a Positive School Climate that Encourages Attendance and strengthen Communication with Families about Attendance<br><br><b>Actions:</b> A. Implement schoolwide incentives and recognition for perfect/near-perfect attendance (certificates, announcements, special events).<br>B. Celebrate grade levels or classrooms with the highest weekly/monthly attendance through competitions, banners, or extra privileges.<br>C. Train staff to use positive relationships and Capturing Kids' Hearts strategies to increase students' sense of belonging<br>D. Launch a schoolwide attendance challenge where classes earn points or puzzle pieces for daily perfect attendance, working toward a class reward.<br>E.Send consistent parent reminders about the importance of daily attendance via newsletters, school social media, phone calls, and marquee messages.<br>F. Share ADA data trends with families in a user-friendly format, celebrating improvements.<br><br><b>Staff Responsible for Monitoring:</b> Admin Team<br>Attendance Clerk<br>Instructional Staff<br>Counselor<br><br><b>Problem Statements:</b> School Processes & Programs 4 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |



| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> Hire, train, and retain high-quality staff members across the campus to ensure strong instructional practices, student success, and a positive school culture.<br><b>Actions:</b> A. Involve teacher leaders in the interview process to ensure strong instructional alignment and cultural fit.<br>B. Provide a structured onboarding process for all new staff (campus orientation, mentor assignment, resource overview).<br>C. Pair new teachers with mentor teachers for coaching, planning, and instructional support throughout the year.<br>D. Implement regular staff recognition and appreciation initiatives (shoutouts in meetings, newsletters, staff events).<br>E. Encourage collaborative planning and professional learning communities (PLCs) to build strong team connections.<br><b>Staff Responsible for Monitoring:</b> Admin Team<br>Leaders of Learners<br>Instructional Facilitator<br><br><b>Problem Statements:</b> Perceptions 2 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |           |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 4:</b> Communication with parents regarding social/emotional initiatives is inconsistent. As a result, many families are not fully aware of the strategies being used to support student well-being or how they can reinforce these practices at home, limiting the overall effectiveness of SEL efforts. <b>Root Cause:</b> Communication about social-emotional programs has primarily focused on internal staff implementation, with limited structures in place to consistently share information, strategies, and outcomes with families in accessible and engaging ways. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Problem Statement 2:</b> Although it was not low, surveys did indicate a slight decrease in satisfaction with their job according to end of the year surveys <b>Root Cause:</b> Staff reported a slight decrease in job satisfaction due to factors such as increased workload demands, and the need for more consistent support in balancing professional responsibilities with personal well-being.                                                                                                                                                                                            |

**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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Strengthen campus safety, security, and student well-being by implementing proactive supervision measures, fostering strong community partnerships, and integrating social-emotional learning programs to ensure students and staff feel physically and emotionally safe at school.<br><br><b>Actions:</b> 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.<br>B. WATCH Dogs put in place to help monitor the building inside and out to provide an extra set of eyes for security.<br>C. Set multiple daily walks by administrators and head custodian to check doors and walk the perimeter.<br>D. Partner with local churches to provide mentoring programs to students who need extra support.<br>E. CKH program in place to help students feel welcome and have a voice at school<br>F. Implement Character Strong as SEL program with weekly lessons.<br>G. Partner with PTA to provide 2 evenings to have speakers come in to present relevant topics that are current with student concerns.<br>H. Implement de-escalation strategies learned during PD(professional development) from the Sped department.<br><b>Staff Responsible for Monitoring:</b> Administration, counselor and staff<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Although it was not a large percentage(7.1%) parents did not have a knowledge what the Standard Response Protocols were. <b>Root Cause:</b> Communication regarding safety procedures, including Standard Response Protocol, has not been consistently provided to parents in a clear and accessible way. |

**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   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Comply with all training provided by the district addressing employee safety.<br><b>Actions:</b> A. Forward information provided to all faculty and staff regarding employee safety.<br>B. Complete all required safety trainings<br>C. Ensure 100% of staff complete required district safety trainings (bloodborne pathogens, sexual harassment, active shooter, etc.) by designated deadlines.<br>D. Reinforce key safety practices from trainings through regular staff meetings and weekly newsletters.<br><b>Staff Responsible for Monitoring:</b> All Staff<br><br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> There were accidents on campus where worker's compensation had to be used for employees. <b>Root Cause:</b> There were minor injuries where more focus and awareness could have possibly prevented an injury.                                                                                             |
| Perceptions                                                                                                                                                                                                                                                                                                                           |
| <b>Problem Statement 1:</b> Although it was not a large percentage(7.1%) parents did not have a knowledge what the Standard Response Protocols were. <b>Root Cause:</b> Communication regarding safety procedures, including Standard Response Protocol, has not been consistently provided to parents in a clear and accessible way. |

**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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement the campus plan and all required required compliance plans.<br><b>Actions:</b> A Meet 3 times a year with our Leaders of Learners to review campus plan and evaluate progress.<br>B. Create teacher leadership to help maintain consistency in school and district compliance.<br><b>Staff Responsible for Monitoring:</b> Admin<br>Leaders of Learners Team<br><br><b>Problem Statements:</b> Student Learning 1 - Perceptions 2 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                  |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Our campus scored a 76 in Domain 2B on the STAAR report card. While the majority of students are meeting grade-level expectations in Approaches and Meets, a significant number of students are not demonstrating masters compared to other campuses that have similar student populations. <b>Root Cause:</b> While many students can demonstrate grade-level proficiency (Approaches), lessons may not consistently demand higher-order thinking, problem-solving, and application skills at all grade levels. |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Problem Statement 2:</b> Although it was not low, surveys did indicate a slight decrease in satisfaction with their job according to end of the year surveys <b>Root Cause:</b> Staff reported a slight decrease in job satisfaction due to factors such as increased workload demands, and the need for more consistent support in balancing professional responsibilities with personal well-being.                                                                                                                                     |

**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   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Drills will be performed monthly to ensure staff and students are trained to handle all emergency procedures.<br><b>Actions:</b> A. Contact Officer Brown and Hurst PD when performing lock down drills<br>B. Evaluate each drill afterwards problem solving areas that did not go as planned.<br>C. Safety team will meet to review plans and discuss scenarios to trouble shoot.<br>D. Raptor will be used to aid in communication during drills or actual emergencies with the expectation that 100% of students will be accounted for.<br><b>Staff Responsible for Monitoring:</b> Principal<br>Assistant Principal<br>Teachers on safety team<br><br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |           |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> There were accidents on campus where worker's compensation had to be used for employees. <b>Root Cause:</b> There were minor injuries where more focus and awareness could have possibly prevented an injury.                                                                                             |
| Perceptions                                                                                                                                                                                                                                                                                                                           |
| <b>Problem Statement 1:</b> Although it was not a large percentage(7.1%) parents did not have a knowledge what the Standard Response Protocols were. <b>Root Cause:</b> Communication regarding safety procedures, including Standard Response Protocol, has not been consistently provided to parents in a clear and accessible way. |

# State Compensatory

## Budget for W.A. Porter Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1.31

Brief Description of SCE Services and/or Programs

## Personnel for W.A. Porter Elementary

| <u>Name</u>   | <u>Position</u>           | <u>FTE</u> |
|---------------|---------------------------|------------|
| Darla Cowan   | Reading Intervention      | 0.15       |
| Debra Byczek  | Reading Intervention      | 0.33       |
| Julie Hester  | Instructional Facilitator | 0.5        |
| Kelly Vaughan | Teacher                   | 0.33       |

**Birdville Independent School District**  
**Walker Creek Elementary**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

***Walker Creek's Mission is to create life-long learners  
by building relationships and inspiring excellence.***



# Table of Contents

|                                                                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                     | 4  |
| Demographics .....                                                                                                                                       | 4  |
| Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) .....                                                                   | 4  |
| School Population 2023-2024 .....                                                                                                                        | 4  |
| Student Demographics 2023-2023 .....                                                                                                                     | 5  |
| Special Education Services 2022-2023 .....                                                                                                               | 5  |
| Staff Information 2022-2023 .....                                                                                                                        | 6  |
| Student Indicators 2022-2023 .....                                                                                                                       | 6  |
| Student Learning .....                                                                                                                                   | 9  |
| School Processes & Programs .....                                                                                                                        | 10 |
| Perceptions .....                                                                                                                                        | 12 |
| Priority Problem Statements .....                                                                                                                        | 13 |
| Goals .....                                                                                                                                              | 14 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... | 14 |
| Goal 2: Utilize efficient and effective operations to support and improve the learning organization. ....                                                | 19 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                            | 22 |
| State Compensatory .....                                                                                                                                 | 23 |
| Budget for Walker Creek Elementary .....                                                                                                                 | 23 |
| Personnel for Walker Creek Elementary .....                                                                                                              | 23 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

| Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) |  | Count | Percent |
|----------------------------------------------------------------------------------|--|-------|---------|
| <b>Gender</b>                                                                    |  |       |         |
| Female                                                                           |  | 208   | 47.60%  |
| Male                                                                             |  | 229   | 52.40%  |
| <b>Ethnicity</b>                                                                 |  |       |         |
| Hispanic-Latino                                                                  |  | 96    | 21.97%  |
| <b>Race</b>                                                                      |  |       |         |
| American Indian - Alaskan Native                                                 |  | 0     | 0.00%   |
| Asian                                                                            |  | 28    | 6.41%   |
| Black - African American                                                         |  | 20    | 4.58%   |
| Native Hawaiian - Pacific Islander                                               |  | 1     | 0.23%   |
| White                                                                            |  | 273   | 62.47%  |
| Two-or-More                                                                      |  | 19    | 4.35%   |

| 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%  |

| <b>Student Demographics 2023-2023</b> | <b>Count</b> | <b>Percent</b> |
|---------------------------------------|--------------|----------------|
| 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%         |
| Two-or-More                           | 27           | 5.38%          |

| <b>Special Education Services 2022-2023</b> | <b>Count</b> | <b>Percent</b> |
|---------------------------------------------|--------------|----------------|
| 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                      |              |                |

| Special Education Services 2022-2023 |  | Count | Percent |
|--------------------------------------|--|-------|---------|
| 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% |
| Unschooler Asylee/Refugee    |  | 0     | 0%      |
| Economic Disadvantage        |  |       |         |
| Economic Disadvantage Total  |  | 108   | 21.51%  |

| Student Indicators 2022-2023     | Count | Percent |
|----------------------------------|-------|---------|
| 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

| Area               | Strength                                                                       |
|--------------------|--------------------------------------------------------------------------------|
| Gender             | Near-equal gender distribution                                                 |
| Race & Ethnicity   | Moderate diversity with strong Hispanic, Asian, and multiracial representation |
| Cultural Inclusion | Opportunities for multicultural education and culturally responsive practices  |
| Social Environment | Balanced and inclusive foundation for peer interaction and equity              |

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** A rapidly increasing percentage of students at the campus are classified as At-Risk (45%), 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 could affect their educational opportunities and support.

**Problem Statement 2 (Prioritized):** The special education population continues to increase by multiple percentage points per year and now sits at 14% of the campus.

**Root Cause:** General education instruction and intervention systems may not be adequately meeting the needs of specific learners, leading to increased gaps for special education students especially with transient special education students who are new to the campus or withdraw and enroll frequently.

# Student Learning

## Student Learning Summary

### State Accountability Ratings:

The Campus Domain I Score for **Student Achievement** reflects a commendable achievement with a score of 90, indicating that our campus has met or exceeded the necessary benchmarks. This score is particularly noteworthy given the stipulation that if any Domain II score is below 60, or if any Domain I score is below 70, or any Alternative Education Accountability (AEA) Domain I score is below 50, the score would have been capped at 89. Our ability to surpass these thresholds demonstrates the effectiveness of our instructional strategies and the dedication of our staff and students.

In Domain II-A for **Academic Growth**, our campus achieved a score of 87, which signifies strong performance in this area. This score is indicative of our commitment to maintaining high standards in academic growth and progress. It reflects the hard work of our educators in fostering an environment where students can thrive and improve consistently over time.

In Domain II-B **Relative Performance**, our Score of 77 suggests there is room for improvement in this area. While this score is respectable, it highlights the need for targeted interventions and strategies to enhance student outcomes further. We are committed to analyzing the underlying factors contributing to this score and implementing measures to support our students' continued growth and success.

Our Campus Domain III **Closing the Gaps** score stands at 78, which, while solid, is capped at 89 if any campus Domain III score is below 70 or any AEA Domain III score is below 60. This score indicates that while we are meeting certain expectations, there is potential for growth. We will focus on identifying areas where we can enhance our performance and ensure that all students have the opportunity to achieve their full potential.

## Student Learning Strengths

Our school has set a reading performance measure goal for 2025, aiming for 73% of all students to earn a score that meets grade level or above. I am proud to report that we have already surpassed this target, achieving a score of 75%. This accomplishment reflects the dedication of our educators and the hard work of our students. It is a testament to the effectiveness of our reading programs and the supportive learning environment we have cultivated. We will continue to build on this success, ensuring that our students not only meet but exceed academic expectations.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Walker Creek Elementary needs to improve 4th grade STAAR Mathematics performance. Although 59% of all students met or mastered the 2025 STAAR assessment, our goal was 65% and we fell short due to 4th grade Math.

**Root Cause:** Gaps in Foundational Math Skills of new students, Instructional Misalignment to STAAR Rigor, Limited or misdirected Math Intervention or Tier 2/Tier 3 Supports

# School Processes & Programs

## School Processes & Programs Summary

In our commitment to enhancing curriculum and instruction, we prioritize Tier 1 instructional strategies to ensure that all students receive high-quality education from the outset. Our collaboration with the instructional facilitator is pivotal in aligning our teaching methods with the BISD curriculum, which is consistently implemented across all classrooms. Each year, we offer professional development opportunities that are intricately linked to the T-TESS Professional Goals and Student Learning Objectives, ensuring that our educators are equipped with the latest pedagogical skills and knowledge.

Our professional development initiatives are designed to foster continuous improvement among our staff. Programs such as Capturing Kids' Hearts and the BISD curriculum are integral to our training sessions, which are aligned with the T-TESS framework. This alignment ensures that our educators are not only meeting their professional goals but are also enhancing student learning outcomes.

Effective communication is a cornerstone of our school community. We maintain open lines of communication through regular parent and staff newsletters, and we hold parent conferences each semester, as well as on an as-needed basis. Parent information events and the Focus family portal provide additional platforms for engagement, while our presence on social media ensures that our community is informed and connected.

Our leadership and decision-making processes are collaborative and inclusive. Leadership teams, along with Site-Based and Campus Operations Committees, work together to ensure that decisions are made with input from all stakeholders. Collaboration between grade-level teams and administrators is facilitated through monthly PLC meetings, fostering a cohesive and unified approach to school management.

In terms of scheduling, we have implemented systematic small group interventions to address the diverse needs of our students. Our academic master schedules are carefully crafted to maximize instructional time and support student learning effectively.

Support services are an essential component of our educational framework. We offer comprehensive counseling services and a Social Emotional curriculum to support the well-being of our students. Our MTSS services are closely monitored through grade-level collaborative meetings, ensuring that interventions are timely and effective. Additionally, our staff has access to an instructional facilitator and BISD curriculum coordinators, providing them with the resources and support necessary to deliver exceptional education.

## School Processes & Programs Strengths

At our school, we prioritize professional development and program updates annually to ensure that our campus remains at the forefront of educational excellence. Our top priorities include Continuous Improvement, which focuses on refining our teaching practices and school operations to enhance student outcomes. Capturing Kids Hearts is another key initiative, aimed at fostering positive relationships and creating a supportive school environment. We also emphasize the importance of a Social Emotional Curriculum, which equips students with essential life skills and emotional intelligence. Additionally, we adhere to the BISD Tier 1 Priorities 2.0, ensuring that our instructional strategies are aligned with district goals. The T-TESS framework is implemented with fidelity, providing a structured approach to teacher evaluation and professional growth.

We believe in the power of collaboration and have established ongoing partnerships between teachers, instructional experts, and administrators through professional learning communities. These collaborative efforts allow us to share best practices, address challenges, and innovate our teaching methods. By working together, we ensure that our staff is aligned with our campus priorities, leading to consistent and effective implementation across all classrooms. This alignment not only enhances the educational experience for our students but also fosters a cohesive and supportive professional environment for our educators.

## 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 56 students (12.61% of all students) in 2023-24 to 65 students which is over 14% of our current school population, contributing to the challenges in closing academic gaps.

# Perceptions

## Perceptions Summary

At our school, we prioritize the consistent implementation and communication of our Positive Behavior Intervention System - Capturing Kid's Hearts. This program is integral to fostering a supportive and nurturing environment for our students, and we ensure that all staff members are well-versed in its principles and practices. By maintaining a unified approach, we are able to effectively promote positive behavior and create a cohesive school culture.

We are fortunate to have a large number of dedicated parent volunteers and a strong Parent-Teacher Association (PTA). The PTA plays a crucial role in our school community, organizing monthly board meetings and community meetings that are aligned with grade-level student performance nights. This collaboration not only enhances student learning experiences but also strengthens the bond between the school and families.

Communication is a cornerstone of our school's success, and we strive to maintain positive and open lines of communication with parents and staff. Through various channels such as committees, staff meetings, grade-level newsletters, Blackboard, Focus, Facebook, and teacher/family events, we ensure that everyone is informed and engaged. This multi-faceted approach allows us to build a strong community and foster a sense of belonging among all stakeholders.

Each year, we conduct a safety survey for students, parents, and employees to gather valuable feedback on our school environment. The results of this survey are carefully reviewed and addressed at the beginning of each new school year, allowing us to make informed decisions and improvements to ensure the safety and well-being of our school community.

Accessibility to administrators is a priority at our school, and we are committed to providing staff and community members with easy and consistent access. This open-door policy encourages transparency and collaboration, enabling us to address concerns promptly and work together towards the common goal of enhancing our educational environment.

## Perceptions Strengths

Our entire staff is fully aware and actively engaged in implementing our campus's positive behavior intervention program, "Capturing Kids' Hearts." This program is integral to our school culture, focusing on building meaningful relationships and fostering a supportive environment for our students. By consistently applying the principles of this program, we ensure that every student feels valued and understood, which is crucial for their personal and academic growth.

The emphasis on respect is a cornerstone of our school community, as evidenced by the survey results showing that over 95% of our staff believe it is a priority throughout the campus. This commitment to respect is reflected in our daily interactions and the way we address challenges, creating a nurturing atmosphere where students and staff alike can thrive. By promoting respect, we lay the foundation for a positive and inclusive school environment.

Safety and order are paramount in our school, and it is reassuring to know that almost 100% of those surveyed perceive our campus as safe and orderly. This perception is a testament to the diligent efforts of our staff and administration in maintaining a secure environment where students can focus on learning without distractions. Our commitment to safety is unwavering, and we continuously strive to uphold the highest standards to ensure the well-being of everyone on campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** In our most recent feedback from stakeholders, there is a desire for more support from male parents and guardians in regard to showing a safety presence on our campus.

**Root Cause:** Lack of Clear Communication or Invitation, Unclear Role Expectations, Many males work during the school day

# Priority Problem Statements

**Problem Statement 1:** Walker Creek Elementary needs to improve 4th grade STAAR Mathematics performance. Although 59% of all students met or mastered the 2025 STAAR assessment, our goal was 65% and we fell short due to 4th grade Math.

**Root Cause 1:** Gaps in Foundational Math Skills of new students, Instructional Misalignment to STAAR Rigor, Limited or misdirected Math Intervention or Tier 2/Tier 3 Supports

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** A rapidly increasing percentage of students at the campus are classified as At-Risk (45%), 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 could 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 56 students (12.61% of all students) in 2023-24 to 65 students which is over 14% of our current school population, contributing to the challenges in closing academic gaps.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** In our most recent feedback from stakeholders, there is a desire for more support from male parents and guardians in regard to showing a safety presence on our campus.

**Root Cause 4:** Lack of Clear Communication or Invitation, Unclear Role Expectations, Many males work during the school day

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** The special education population continues to increase by multiple percentage points per year and now sits at 14% of the campus.

**Root Cause 5:** General education instruction and intervention systems may not be adequately meeting the needs of specific learners, leading to increased gaps for special education students especially with transient special education students who are new to the campus or withdraw and enroll frequently.

**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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Align all instructional practices with BISD Tier 1 priorities.<br><b>Actions:</b> 1) Utilize district curriculum documents in PK-5th grade every day with fidelity<br>2) Create a culture of positive, growth-mindset collaboration between administration, teachers, and instructional facilitators regarding curriculum and instruction<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Classroom teachers<br>Instructional Facilitator<br><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Ensure that structured intervention is provided for all students with particular attention paid to high focus groups determined by the most recent state and district assessment data.<br><b>Actions:</b> 1) Analyze previous year's assessment data for all students within professional learning communities<br>2) Give monthly screeners in Math and RLA provided by BISD throughout the school year<br>3) Respond to all assessment data with structured small group intervention, structured tutorials, as well as reteaching strategies<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Classroom teachers<br>Instructional Facilitator<br><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
| <b>Strategy 3:</b> Collaborate, implement, and engage with the Continuous Improvement Cycle.<br><b>Actions:</b> 1) Train all staff on the Continuous Improvement Cycle and the Plan Do Study Act process<br>2) Create and focus on professional goals and student learning objectives for all staff and students throughout the entire school year.<br>3) Monitor and respond to student progress using screener data, data folders, and interactive classroom Plan Do Study Act visuals.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Classroom teachers<br>Instructional Facilitator<br><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1                                                                        | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> A rapidly increasing percentage of students at the campus are classified as At-Risk (45%), indicating challenges that impact their academic progress. <b>Root Cause:</b> The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that could affect their educational opportunities and support.                                                                                                         |
| <b>Problem Statement 2:</b> The special education population continues to increase by multiple percentage points per year and now sits at 14% of the campus. <b>Root Cause:</b> General education instruction and intervention systems may not be adequately meeting the needs of specific learners, leading to increased gaps for special education students especially with transient special education students who are new to the campus or withdraw and enroll frequently. |

### Student Learning

**Problem Statement 1:** Walker Creek Elementary needs to improve 4th grade STAAR Mathematics performance. Although 59% of all students met or mastered the 2025 STAAR assessment, our goal was 65% and we fell short due to 4th grade Math. **Root Cause:** Gaps in Foundational Math Skills of new students, Instructional Misalignment to STAAR Rigor, Limited or misdirected Math Intervention or Tier 2/Tier 3 Supports

### 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 56 students (12.61% of all students) in 2023-24 to 65 students which is over 14% of our current school population, 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:** Community survey, and discipline data in Focus

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement Character Strong and Capturing Kids Hearts strategies on a daily basis<br><b>Actions:</b> 1) Train all staff members on Capturing Kids Hearts strategies and Character Strong concepts<br>2) Teach Capturing Kids Hearts and Character Strong lessons in all classrooms every Friday<br>2) Utilize Counselors to provide support to students in areas of social-emotional learning<br><b>Staff Responsible for Monitoring:</b> Counselor<br>Administrators<br>Classroom Teachers<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
| <b>Strategy 2:</b> Implement a school wide initiative to strengthen student/staff relationships using positive behavior intervention systems.<br><b>Actions:</b> 1) Follow components of Capturing Kids Hearts (Positive Behavior Intervention System) such as the Four Questions model, Social Contract, Good Things, Launches, and Affirmations on a daily basis.<br>B) Classrooms will have tangible incentives for students to earn based on positive behaviors<br><br><b>Problem Statements:</b> Demographics 1 - Perceptions 1                                                                           | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> A rapidly increasing percentage of students at the campus are classified as At-Risk (45%), indicating challenges that impact their academic progress. <b>Root Cause:</b> The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that could affect their educational opportunities and support. |

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Problem Statement 1:</b> In our most recent feedback from stakeholders, there is a desire for more support from male parents and guardians in regard to showing a safety presence on our campus. <b>Root Cause:</b> Lack of Clear Communication or Invitation, Unclear Role Expectations, Many males work during the school day                                                                                                                         |



**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   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Update systems to positively impact student attendance<br><b>Actions:</b> 1) Use campus and district provided funding in order to encourage, increase, and reward attendance PK-5th grade<br>2) Provide incentives for classes with the highest attendance each each month<br>3) Grade-level attendance achievements will be displayed in the main hallway with a campus goal of 96% or above.<br><b>Staff Responsible for Monitoring:</b> Administrators<br>Teachers<br>Attendance Clerk<br><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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| <b>Problem Statement 2:</b> The special education population continues to increase by multiple percentage points per year and now sits at 14% of the campus. <b>Root Cause:</b> General education instruction and intervention systems may not be adequately meeting the needs of specific learners, leading to increased gaps for special education students especially with transient special education students who are new to the campus or withdraw and enroll frequently. |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Problem Statement 1:</b> Walker Creek Elementary needs to improve 4th grade STAAR Mathematics performance. Although 59% of all students met or mastered the 2025 STAAR assessment, our goal was 65% and we fell short due to 4th grade Math. <b>Root Cause:</b> Gaps in Foundational Math Skills of new students, Instructional Misalignment to STAAR Rigor, Limited or misdirected Math Intervention or Tier 2/Tier 3 Supports                                              |

**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 56 students (12.61% of all students) in 2023-24 to 65 students which is over 14% of our current school population, contributing to the challenges in closing academic gaps.

**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   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Utilize the Continuous Improvement Process with fidelity<br><b>Actions:</b> 1) Teachers will follow the BISD continuous improvement timeline each nine weeks<br>2) All students will engage with mission statements on a weekly basis<br>3) All staff will be trained on continuous improvement and PDSA as it relates to T-TESS and student achievement<br>4) Each classroom will have a Plan Do Study Act cycle in progress based on recent assessment data<br>5) Students will use data folders to track progress in reading, math, and science<br><b>Staff Responsible for Monitoring:</b> Classroom Teachers<br>Administrators<br><br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> A rapidly increasing percentage of students at the campus are classified as At-Risk (45%), indicating challenges that impact their academic progress. <b>Root Cause:</b> The high percentage of At-Risk students is primarily due to learning gaps and socioeconomic factors that could affect their educational opportunities and support.                                                                                    |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Problem Statement 1:</b> There is a need to address academic gaps, particularly for students with learning disabilities, who are struggling to meet grade-level expectations. <b>Root Cause:</b> The Special Education population has increased significantly, growing from 56 students (12.61% of all students) in 2023-24 to 65 students which is over 14% of our current school population, 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:** Respond to results of the campus safety survey that is administered annually to students, staff, and parents.

**Evaluation Data Sources:** 1) District provided campus safety survey from all stakeholders  
2) Campus Safety Committee Meeting Data

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Review perception data from students, staff, and parents to identify strategies to improve campus operations and culture.<br><b>Actions:</b> 1) Review and respond to most recent (previous year's) end-of-year safety survey data<br>2) Communicate survey results to all stakeholders<br>3)Take corrective action from survey results<br>4)Conduct and respond to monthly campus safety committee feedback<br><b>Staff Responsible for Monitoring:</b> Administration<br>Teachers<br>Safety Committee Team Members<br><br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> In our most recent feedback from stakeholders, there is a desire for more support from male parents and guardians in regard to showing a safety presence on our campus. <b>Root Cause:</b> Lack of Clear Communication or Invitation, Unclear Role Expectations, Many males work during the school day |

# State Compensatory

## Budget for Walker Creek Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 2.15

**Brief Description of SCE Services and/or Programs**

## Personnel for Walker Creek Elementary

| <u>Name</u>       | <u>Position</u>           | <u>FTE</u> |
|-------------------|---------------------------|------------|
| 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       |

**Birdville Independent School District**  
**Watauga Elementary**  
**2025-2026 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.*

# Table of Contents

|                                                                                                                                                          |    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                     | 4  |
| Demographics .....                                                                                                                                       | 4  |
| Student Learning .....                                                                                                                                   | 5  |
| School Processes & Programs .....                                                                                                                        | 7  |
| Perceptions .....                                                                                                                                        | 9  |
| Priority Problem Statements .....                                                                                                                        | 11 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                  | 12 |
| Goals .....                                                                                                                                              | 14 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... | 14 |
| Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. ....                                | 22 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                            | 23 |
| State Compensatory .....                                                                                                                                 | 25 |
| Budget for Watauga Elementary .....                                                                                                                      | 25 |
| Personnel for Watauga Elementary .....                                                                                                                   | 25 |
| Title I .....                                                                                                                                            | 26 |
| Title I Personnel .....                                                                                                                                  | 27 |



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our campus serves approximately 700 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 72% (502) Hispanic, 18% (127) White, and 5% (32) African American. We have 49% (344) of our students as Emergent Bilinguals. Students identified as economically disadvantaged make up 83% (579) of our students population. Our students labeled At Risk make up 79% (556) of our population. 49% (344) of Watauga students are enrolled in the bilingual or ESL program.

Other Demographics to consider: 4% (27) of our students are identified as Dyslexic, 17% (119) of students are identified under special education, 4% (25) are served under Gifted and Talented and 4% (28) 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 been trained on Conscious Discipline training and are implementing the tools in their classrooms.

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.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Overall campus attendance rates are 94.7%. 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 2025 STAAR results, there was an increase in all of the fourteen tests in at least one area. Nine of the tests showed growth in the percent of students reaching Approaches, Meets and Masters.

Based on the End of Year 2025 MTTS tiers, 60% of Kinder students were reading on grade level in English, 50% in Spanish, and 74% were on level for Math. 66% of 1st graders were reading on level in English, 42% in Spanish, and 68% were on level for Math. 61% of 2nd graders were reading on level in English, 59% in Spanish and 63% were on level in Math. 56% of 3rd graders were reading on level in English, 79% in Spanish and 59% were on level in Math. 62% of 4th graders were reading on level in English, 42% in Spanish and 43% were on level in Math.

## Student Learning Strengths

The percent of Watauga 3rd graders who scored at the Masters level for English Math increased by 11%.

The campus improved the district ranking in all fifth grade assessments.

The campus increased by sixteen percent for 4th grade Math in Approaches.

One hundred percent of students who tested in Spanish (twenty five students) for 3rd grade Math reached Approaches and seventy-six% reached Meets. Of these same students, eighty percent scored Approaches in Spanish Reading.

All Spanish tests for grades three through five showed an increase in the passing rates for Approaches and Meets.

The campus scored the highest or the second highest in the district on five of the seven Spanish STAAR assessments.

Twenty-five fourth graders improved their performance level category for STAAR Math and twenty-seven improved their STAAR Reading.

Eighteen fifth graders improved their performance level category for STAAR Math and thirty-one improved their STAAR Reading.

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 (Prioritized):** The African American subgroup has a target of 33% for math for 2023-27. Campus results indicate 8% met grade level or above in Spring 2025. This subgroup has a target of 34% for reading for 2023-2027. Campus results indicate 15% met grade level or above in Spring 2025.

**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):** The White subgroup has a target of 60% for math for 2023-27. Campus results indicate 42% met grade level or above in Spring 2025. This subgroups has a target of 59% for reading for 2023-27. Campus results indicate 50% met grade level or above in Spring 2025.

**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.

# 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-nine percent of the campus is served through a bilingual or ESL program in some capacity. Seventeen percent of our students are served in special education. Approximately four percent of our students are served through 504, as well. Approximately four 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. Title I tutors have been hired to help meet the differentiated academic needs of students. We have three 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 offer a series of parenting classes through a program called 4Families.

Our campus follows district expectations for instructional and curricular practices. We include personnel recruitment, support, and retention plans through our Title One supplemental plans.

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 lesson internalization.

## 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 have completed 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 2025 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:** The White subgroup has a target of 60% for math for 2023-27. Campus results indicate 42% met grade level or above in Spring 2025. This subgroups has a target of 59% for reading for 2023-27. Campus results indicate 50% met grade level or above in Spring 2025.

**Root Cause 2:** 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 Areas:** Student Learning

**Problem Statement 3:** Overall campus attendance rates are 94.7%. 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

**Problem Statement 5:** The African American subgroup has a target of 33% for math for 2023-27. Campus results indicate 8% met grade level or above in Spring 2025. This subgroup has a target of 34% for reading for 2023-2027. Campus results indicate 15% met grade level or above in Spring 2025.

**Root Cause 5:** 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 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)
- 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 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 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**

**HB3 Goal**

**Evaluation Data Sources:** 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), District Common Formative Assessments

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Continue to build capacity to implement the district curriculum and state-approved resources with fidelity at the campus level.<br><b>Actions:</b> a) Provide tiered professional learning opportunities, including coaching cycles, that is responsive to all staff needs to build their capacity to implement campus plans.<br>b) Support teachers in implementing district curriculum, identified resources and strategies.<br>c) Use data to provide targeted support and progress monitoring.<br>d) Adopt and implement a new campus PLC process to provide weekly time for grade level teams.<br>e) Utilize district common assessments to ensure alignment of pacing and instruction.<br>f) Utilize curriculum embedded strategies to support Tier I instruction.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Facilitators, Leaders of Learners<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1, 2<br><b>Funding Sources:</b> Title I Personnel - 211 - Title I | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reviews   |     |     |           |
| <b>Strategy 2:</b> Strengthen reading and mathematics instruction by focusing on lesson internalization, the use of best practices, and continuous improvement.<br><b>Actions:</b> a) Implement with fidelity the new district math curriculum.<br>b) Provide teachers with weekly PLCs to internalize the curriculum and plan for student learning.<br>c) Plan specific PLC agendas based on the needs of teachers and data from student learning.<br>d) Provide support to individual teachers and teams with the campus instructional facilitators.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Facilitators, Leaders of Learners, Teachers<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> School Processes & Programs 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Provide training in data analysis, progress monitoring, and data driven decision-making to enhance instruction and promote responsive teaching.<br><b>Actions:</b> a) Train campus staff in analyzing student data and utilizing a Plan Do Study Act cycle after formative assessments and district screeners.<br>b) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the Professional Learning Community process.<br>c) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance and DCAs) to inform instruction.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Facilitators, Campus staff<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1 | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Problem Statement 1:</b> The African American subgroup has a target of 33% for math for 2023-27. Campus results indicate 8% met grade level or above in Spring 2025. This subgroup has a target of 34% for reading for 2023-2027. Campus results indicate 15% met grade level or above in Spring 2025. <b>Root Cause:</b> Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters. |
| <b>Problem Statement 2:</b> The White subgroup has a target of 60% for math for 2023-27. Campus results indicate 42% met grade level or above in Spring 2025. This subgroups has a target of 59% for reading for 2023-27. Campus results indicate 50% met grade level or above in Spring 2025. <b>Root Cause:</b> Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.            |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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 among underperforming student groups, as identified through state and district assessments. Ensure all identified student groups in grades PreK-3 meet progress monitoring targets in reading and mathematics, as measured by a district-approved assessment tool.

**HB3 Goal**

**Evaluation Data Sources:** Historical performance by student subgroup on state (STAAR, TELPAS) and district and campus assessments

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Provide professional development that assists teachers in developing, administering, and utilizing student performance data to evaluate student growth.<br><b>Actions:</b> 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).<br>b) Track student performance on common assessments 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.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Facilitators, Campus Staff<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> School Processes & Programs 1<br><b>Funding Sources:</b> Title I Tutors - 211 - Title I | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Implement a multi-tiered system of support (MTSS) for identified students.<br><b>Actions:</b> a) Hold campus MTSS meetings throughout the year. Evaluate the progress of each student and revise plans accordingly.<br>b) Coordinate with campus staff to discuss progress, needs and curriculum utilized for individual student learning.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Facilitators and Campus Staff<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1, 2 - Perceptions 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE                                                                                                                                                              |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> 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.<br><b>Actions:</b> a) Deliver clear expectations on the implementation of the Continuous Improvement process throughout the school year. Model the processes for grade level teams.<br>b)Continue to support, monitor the implementation of the PDSA process and provide feedback for appropriate, tiered professional learning support.<br>c) Monitor the PDSA development process with common assessments and or district screeners through PLCs to ensure alignment.<br>d) Utilize the rubric to evaluate progress of campus growth.<br><b>Staff Responsible for Monitoring:</b> Campus Administration and Campus Staff<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> School Processes & Programs 1 |  | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Enlist community and business partners to assist in providing support to students and families.<br><b>Actions:</b> a) Coordinate with PTA to form a strong partnership with campus and families and host family events.<br>b) Coordinate with Northwood Church and Academy 4 about meeting campus needs and providing resources.<br>c)Continue relationships with SERTOMA, other local area churches, the Tree, and counseling resources to increase the support of community involvement.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Nurse, Parent Liaison<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 2: Strategic Staffing, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> Family Engagement - 211 - Title I | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reviews   |     |     |           |
| <b>Strategy 5:</b> Ensure accuracy and consistency in PEIMS coding across all critical areas- including at-risk indicators, special education and bilingual.<br><b>Actions:</b> a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students.<br>b) Ensure students are receiving appropriate services.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Attendance Clerk, Counselor, SPED staff<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1, 2                                                                                                                                                                                             | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |     |     |           |

## Performance Objective 2 Problem Statements:

| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Problem Statement 1:</b> The African American subgroup has a target of 33% for math for 2023-27. Campus results indicate 8% met grade level or above in Spring 2025. This subgroup has a target of 34% for reading for 2023-2027. Campus results indicate 15% met grade level or above in Spring 2025. <b>Root Cause:</b> Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters. |



### Student Learning

**Problem Statement 2:** The White subgroup has a target of 60% for math for 2023-27. Campus results indicate 42% met grade level or above in Spring 2025. This subgroups has a target of 59% for reading for 2023-27. Campus results indicate 50% met grade level or above in Spring 2025. **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.

### 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:** Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3 who are assigned disciplinary placements.

**Evaluation Data Sources:** Behavioral MTSS records.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement with fidelity the behavioral MTSS plan.<br><b>Actions:</b> a) Provide training on the district behavior MTSS plan.<br>b) Implement Conscious Discipline campus wide and provide teachers with clear expectations for Tier 1 behavior supports.<br>c) Train staff on de escalation strategies.<br>d) Utilize district behavior facilitators<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Crisis Counselors, Campus Staff, Behavior Facilitators<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |     |     |           |
| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> 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:** 25-26 Campus Attendance

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 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.<br><b>Actions:</b> a) Develop and refine campus attendance with leadership teams.<br>b) Communicate campus attendance plan with all stakeholders.<br>c) Monitor student attendance and review progress regularly in order to determine effectiveness of the campus plan related to incentives to improve student attendance.<br>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.<br>e) Utilize district tribunal process.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Attendance Clerk, Counselors, Campus Teachers<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |
| <div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Overall campus attendance rates are 94.7%. This is an increase from the past few years but still below our desired rate of 96%. <b>Root Cause:</b> 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   |     |     |           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being.<br><b>Actions:</b> a) Review perception data from students, staff and parents to identify strategies to improve campus safety.<br>b) Utilize campus leadership teams to guide next steps.<br>c) Identify potential school and safety threats using survey data to implement and refine procedures.<br>d) Schedule and monitor safety drills and revise plans as needed.<br>e) Implement and review safety protocols.<br>f)Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Campus staff<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> There is a lack of comprehensive professional development focused on trauma-informed practices for our educators. |

**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   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement a district-wide program that promotes an accident-free work environment.<br><b>Actions:</b> a) Conduct facility reviews to locate and address issues and needs.<br>b) Provide safety training for campus staff based on district protocols.<br>c) Provide safety equipment as needed.<br>d) Continue to monitor the implementation of safety procedures.<br>e) All employees will complete Safe School trainings.<br>f) Implement campus protocol for staff to report safety concerns.<br><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff<br><br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Nov       | Jan | Mar | June      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                                       |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Students are coming to school having greater social and behavior, academic and language needs. |

# State Compensatory

## Budget for Watauga Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 1.81

**Brief Description of SCE Services and/or Programs**

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

## Personnel for Watauga Elementary

| <u>Name</u>      | <u>Position</u>           | <u>FTE</u> |
|------------------|---------------------------|------------|
| Allyson Cortez   | Reading Intervention      | 0.33       |
| Edith Tavera     | Reading Intervention      | 0.15       |
| Heather Becraft  | Instructional Facilitator | 1          |
| Jessica Sandmann | Reading Intervention      | 0.33       |

# Title I

# Title I Personnel

| <u>Name</u>    | <u>Position</u>               | <u>Program</u> | <u>FTE</u> |
|----------------|-------------------------------|----------------|------------|
| Ana Moller     | Title I Parent Liaison        | Title I        | 1.0        |
| Nancy Tijerina | Instructional Facilitator     | Title I        | 1.0        |
| Sara Chaney    | Crisis Intervention Counselor | Title I        | 0.3        |



**Birdville Independent School District**

**Watauga Middle School**

**2025-2026 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

# Table of Contents

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Comprehensive Needs Assessment .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 4  |
| Needs Assessment Overview .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4  |
| Demographics .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5  |
| Student Learning .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 7  |
| At Watauga Middle School, our 6th-grade students demonstrated commendable performance in the 2025 STAAR Math assessment, with 69% of students reaching the Approaches level, 30% achieving the Meets standard, and 8% excelling at the Masters level. This indicates a solid foundation in mathematical concepts, though there is room for growth in advancing more students to the Meets and Masters levels. Our 7th-grade math results show a similar pattern, with 63% Approaches, 33% Meets, and 7% Masters, suggesting a need for targeted interventions to enhance mastery. The 8th-grade math scores reflect significant progress, with 78% Approaches, 54% Meets, and 18% Masters, highlighting the effectiveness of our instructional strategies at this level. Notably, our Algebra EOC results are outstanding, with all students achieving the Approaches level, 92% meeting the standard, and 75% mastering the content, showcasing the strength of our algebra curriculum and instruction. .... | 7  |
| In reading, our 6th-grade students achieved 73% Approaches, 48% Meets, and 23% Masters, indicating a strong start in literacy skills. The 7th-grade reading scores are impressive, with 76% Approaches, 58% Meets, and 28% Masters, reflecting effective reading instruction and student engagement. Our 8th-grade students maintained this positive trend, with 77% Approaches, 54% Meets, and 27% Masters, demonstrating consistent literacy development across grade levels. ....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 7  |
| The 8th-grade social studies results show that 61% of students reached the Approaches level, 27% met the standard, and 10% achieved mastery. These results suggest a need for enhanced focus on critical thinking and analytical skills to improve student performance in social studies. ....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 7  |
| In science, our 8th-grade students achieved 75% Approaches, 49% Meets, and 12% Masters, indicating a solid understanding of scientific concepts. However, there is an opportunity to further develop inquiry-based learning and hands-on experiences to increase the number of students reaching the Masters level. Overall, these results provide valuable insights into our students' academic strengths and areas for growth, guiding our efforts to support and challenge all learners. ....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 7  |
| School Processes & Programs .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 9  |
| Perceptions .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 11 |
| Priority Problem Statements .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 12 |
| Comprehensive Needs Assessment Data Documentation .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 13 |
| Goals .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15 |
| Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. ....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15 |
| Goal 2: Watauga Middle School will utilize efficient and effective operations to support and improve the learning environment. ....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 25 |
| Goal 3: All students and staff will learn and work in a safe and responsive environment. ....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 26 |
| State Compensatory .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 28 |
| Budget for Watauga Middle School .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 28 |
| Personnel for Watauga Middle School .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 28 |
| Title I .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 29 |
| Site Based Decision Making Committee .....                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 |

# 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 2024-2025. (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 8th grade RLA 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):** 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.

**Problem Statement 3 (Prioritized):** White student math scores have plateaued, indicating a need for targeted instruction to accelerate growth and maximize their academic potential.

**Root Cause:** A lack of differentiated instruction and rigorous, engaging tasks may be limiting growth for our White students who are performing at or near grade level.

# Student Learning

## Student Learning Summary

- At Watauga Middle School, our 6th-grade students demonstrated commendable performance in the 2025 STAAR Math assessment, with 69% of students reaching the Approaches level, 30% achieving the Meets standard, and 8% excelling at the Masters level. This indicates a solid foundation in mathematical concepts, though there is room for growth in advancing more students to the Meets and Masters levels. Our 7th-grade math results show a similar pattern, with 63% Approaches, 33% Meets, and 7% Masters, suggesting a need for targeted interventions to enhance mastery. The 8th-grade math scores reflect significant progress, with 78% Approaches, 54% Meets, and 18% Masters, highlighting the effectiveness of our instructional strategies at this level. Notably, our Algebra EOC results are outstanding, with all students achieving the Approaches level, 92% meeting the standard, and 75% mastering the content, showcasing the strength of our algebra curriculum and instruction.
- In reading, our 6th-grade students achieved 73% Approaches, 48% Meets, and 23% Masters, indicating a strong start in literacy skills. The 7th-grade reading scores are impressive, with 76% Approaches, 58% Meets, and 28% Masters, reflecting effective reading instruction and student engagement. Our 8th-grade students maintained this positive trend, with 77% Approaches, 54% Meets, and 27% Masters, demonstrating consistent literacy development across grade levels.
- The 8th-grade social studies results show that 61% of students reached the Approaches level, 27% met the standard, and 10% achieved mastery. These results suggest a need for enhanced focus on critical thinking and analytical skills to improve student performance in social studies.
- In science, our 8th-grade students achieved 75% Approaches, 49% Meets, and 12% Masters, indicating a solid understanding of scientific concepts. However, there is an opportunity to further develop inquiry-based learning and hands-on experiences to increase the number of students reaching the Masters level. Overall, these results provide valuable insights into our students' academic strengths and areas for growth, guiding our efforts to support and challenge all learners.
- The scores of students in Special Education continue to perform below their peers based on 2025 data.
- We had 17 students take the Advanced Placement (AP) Spanish Language and Culture Exam in 2025. 88% of the students scored a three or higher. This was a 15% increase from 2024.
- Three of seven Distinctions Earned in 2025. Academic Achievement in Mathematics, Postsecondary Readiness, and Top 25%: Comparative Closing the Gaps

## Student Learning Strengths

- Watauga Middle received an 87 campus rating in Spring 2025. This is considered “Recognized” by the TEA.
- Algebra EOC: 100% Approaches, 92% Meets, 75% Masters
- We had 17 students take the Advanced Placement (AP) Spanish Language and Culture Exam in 2025. 88% of the students scored a three or higher.

## Problem Statements Identifying Student Learning 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.



# 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):** The need for professional development aligned to district and campus initiatives is significant.

**Root Cause:** A lack of coordinated, ongoing professional development has resulted in inconsistent implementation of district and campus initiatives across classrooms.

# 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):** Increasing community involvement through consistent, two-way communication will strengthen partnerships that support student learning and success.

**Root Cause:** Limited opportunities for meaningful, two-way communication have hindered strong community involvement and partnership in supporting student achievement.

# Priority Problem Statements

**Problem Statement 1:** Based on student achievement data, our 8th grade RLA 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

**Problem Statement 2:** Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing.

**Root Cause 2:** There is a need for increased expectations for learners and for more comprehensive training for teachers to effectively support Honors-level instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag.

**Root Cause 3:** 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 3 Areas:** Student Learning

**Problem Statement 4:** The need for professional development aligned to district and campus initiatives is significant.

**Root Cause 4:** A lack of coordinated, ongoing professional development has resulted in inconsistent implementation of district and campus initiatives across classrooms.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Increasing community involvement through consistent, two-way communication will strengthen partnerships that support student learning and success.

**Root Cause 5:** Limited opportunities for meaningful, two-way communication have hindered strong community involvement and partnership in supporting student achievement.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** White student math scores have plateaued, indicating a need for targeted instruction to accelerate growth and maximize their academic potential.

**Root Cause 6:** A lack of differentiated instruction and rigorous, engaging tasks may be limiting growth for our White students who are performing at or near grade level.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives.

**Root Cause 7:** 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 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
- 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   |     |     |           |
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| <b>Strategy 1:</b> Build capacity to implement tier 1 priorities.<br><b>Actions:</b> a) Deploy campus leadership teams to lead the implementation of Tier 1 instructional priorities<br>b) Provide support for campus-level implementation plans focused on high-quality Tier 1 instruction<br>c) Provide training for all staff to build capacity in delivering strong Tier 1 instruction that meets the needs of all learners<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners<br><br><b>Title I:</b><br>2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535<br>- <b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1, 2<br><b>Funding Sources:</b> Instructional Facilitator - 255 - Title II |  | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Implement literacy strategies through established priorities for system-wide literacy practices.<br><b>Actions:</b> a) Embed content-focused instructional strategies into PLCs, faculty meetings, and professional development sessions<br>b) Conduct classroom walks to gather evidence of instructional strategy implementation<br>c) Continue implementing and supporting department-specific instructional strategies through ongoing professional learning<br>d) Maintain and refine previously introduced strategies across content areas to support student engagement and discourse<br>e) Promote student-centered instruction and questioning techniques across all departments<br>f) Use relevant instructional approaches to encourage student talk and deeper thinking in all subject areas<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Communicate and assist teachers in implementing data informed and responsive teaching.<br><b>Actions:</b> a) Collaborate with grade level teams during PLC on continuous improvement using the Plan, Do, Study, Act (PDSA) cycle<br>b) Discuss "Meets Expectations" targets set by the state and use them as campus goals for continuous improvement across all subject areas<br>c) Conduct campus walks that are specific to instruction and program implementation for the purpose of continuous improvement<br>d) Conduct training on using data from multiple assessments (Star Renaissance, Interims & Common Assessments) to inform instruction<br>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<br>f) Continue to build capacity of instructional facilitator and principal/assistant principals through participation in district training on student-centered coaching<br>g) Collect, analyze and use data for progress monitoring<br>h) Communicate areas of concern in regards to underperforming student groups to ensure teachers target super groups in order to close learning gaps<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1<br><b>Funding Sources:</b> SCE Campus Staff - 199 - General Funds: SCE | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reviews   |     |     |           |
| <b>Strategy 4:</b> Implement a comprehensive plan for advanced students, including Gifted and Talented (GT), that provides opportunities for rigorous learning beyond advanced coursework<br><b>Actions:</b> a) Train teachers of advanced academics classes through district approved/provided GT hours<br>b) Expand genre options and rigorous text selections in advanced academics classes<br>c) Provide campus professional learning for extension strategies<br>d) Implement honors+ curriculum for gifted learners<br><b>Staff Responsible for Monitoring:</b> District AP Director and Coordinator, Principal, Assistant Principals, Guidance Counselor, Instructional Facilitator, Leaders of Learners<br><br><b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 2<br><b>Funding Sources:</b> Instructional Facilitator - 255 - Title II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <b>Strategy 5:</b> Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals.<br><b>Actions:</b> a) Analyze data (TELPAS, STAR Renaissance, STAAR) to determine progress in reading and English language development<br>b) Ongoing PD for all PLCs on learning strategies for increasing English language development for all EBs<br>c) Align research-based practices to support EBs with district tier one priorities<br>d) Schedule Year 1 and Year 2 EBs in ESL Support class<br>e) Schedule Year 3-6 EBs who have not passed STAAR into Reading lab sections<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Facilitator, ESL Coach<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1                                                                                                                                                                                                                                    | Formative |     |     | Summative |
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| Strategy 6 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
| <b>Strategy 6:</b> Align processes that encourage and facilitate personalized learning for students<br><b>Actions:</b> a) Implement the district personalized learning framework aligned to district initiatives<br>b) Conduct training for teachers to implement personalized learning with students<br>c) Monitor and provide feedback to support campus implementation of personalized learning for students<br>d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.<br>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<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1<br><b>Funding Sources:</b> Title I Tutors - 211 - Title I, Professional Development - 211 - Title I | Formative |     |     | Summative |
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| Strategy 7 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reviews   |     |     |           |
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| <b>Strategy 7:</b> Improve internalization of math instruction to align with Tier I priorities, curricular standards, and state and local assessments.<br><b>Actions:</b> a) Provide targeted professional development on Tier 1 math instructional strategies that promote deep understanding and student engagement.<br>b) Implement regular lesson planning and collaborative PLC sessions focused on aligning math instruction with curricular standards and assessment expectations.<br>c) Conduct classroom walkthroughs and observations to monitor the use of best practices that support internalization of math concepts.<br>d) Use student assessment data to inform instruction and identify areas where deeper conceptual understanding is needed.<br>e) Facilitate peer coaching and modeling of effective math instructional practices to build teacher capacity.<br>f) Integrate formative assessments and reflective practices to help students internalize and apply math skills consistently.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Facilitator, Social Studies Department Chair, District Coordinator<br><br><b>ESF Levers:</b><br>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1 | Formative |     |     | Summative |
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 Continue/Modify
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### Performance Objective 1 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Problem Statement 1:</b> Based on student achievement data, our 8th grade RLA students are under performing. <b>Root Cause:</b> There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. <b>Root Cause:</b> 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.<br><br><b>Problem Statement 2:</b> Honors courses are not reaching appropriate level of rigor to promote increase in Masters Grade Level on STAAR Testing. <b>Root Cause:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Problem Statement 1:</b> The need for professional development aligned to district and campus initiatives is significant. <b>Root Cause:</b> A lack of coordinated, ongoing professional development has resulted in inconsistent implementation of district and campus initiatives across classrooms.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

**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 the achievement gaps for all underperforming and designated subgroups, 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   |     |     |           |
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| <b>Strategy 1:</b> Improve instructional interventions for students with disabilities to align with Tier I priorities, curricular standards, and state and local assessments.<br><b>Actions:</b> a) Increase the opportunities for collaboration between gen ed and special ed teachers supporting their content area<br>b) Provide professional development for gen ed teachers to respond appropriately to the needs of students with disabilities<br>c) Utilize Learning Lab to provide students with targeted instruction to support Tier 1 learning<br>d) Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.<br>e) Track assessment data for students in super groups and provided targeted tutorials as needed<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals,Instructional Facilitator, Leaders of Learners, District Special Ed Coordinator<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> Student Learning 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> 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).<br><br><b>Actions:</b> a) Provide quality training for all instructional staff to engage English language learners<br>b) Monitor performance data to identify where additional support is needed<br>c) Engage in regular, scheduled discussions and shared strategies from ESL coach through PLCs<br>d) Use Talk Read Talk Write, QSSSA, and additional targeted literacy strategies in all classes<br>e) Track assessment data for students in super groups and provided targeted tutorials as needed<br>f) Year 1 and Year 2 EBs are placed in ESL support class<br>g) Years 3, 4, 5 and 6+ students who are not meeting growth targets are placed in Reading Lab<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Facilitator, District ESL Coach,<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1 - Student Learning 1 |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> 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.<br><br><b>Actions:</b> 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.<br>b) Continue to support and monitor implementation of continuous improvement in the classroom using PDSA with the students.<br>c) Guide PLCs in professional learning and mentoring of continuous improvement strategies.<br>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.<br>e) Introduce and use campus-wide digital data folders for students to track their learning.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Facilitator, Leaders of Learners<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br><b>Problem Statements:</b> School Processes & Programs 1         |  | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Enlist community and business partners to assist in providing support to students and families.<br><b>Actions:</b> 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.<br>b) Identify and communicate the needs of the student population and their families with community partners<br>c) Design and implement a Family and Parent Engagement Policy<br>d) Host a Title I Meeting<br>e) Continue Camp Connect group to promote student self-discovery, empathy, and community service.<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Interventionists<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1<br><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Nov       | Jan | Mar | June      |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 2 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> Based on student achievement data, our 8th grade RLA students are under performing. <b>Root Cause:</b> There are opportunities to enhance the personalization of learning and the use of data to evaluate instructional effectiveness.                                                                                                                                                             |
| Student Learning                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Problem Statement 1:</b> While Approaches Grade Level achievement remains relatively steady, Meets Grade Level achievement continues to lag. <b>Root Cause:</b> 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. |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> The need for professional development aligned to district and campus initiatives is significant. <b>Root Cause:</b> A lack of coordinated, ongoing professional development has resulted in inconsistent implementation of district and campus initiatives across classrooms.                                                                                                                      |
| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> Increasing community involvement through consistent, two-way communication will strengthen partnerships that support student learning and success. <b>Root Cause:</b> Limited opportunities for meaningful, two-way communication have hindered strong community involvement and partnership in supporting student achievement.                                                                    |

**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   |     |     |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Implement the behavioral RtI plan with fidelity<br><b>Actions:</b> a) Provide training on the WMS behavior RtI plan<br>b) Ensure all teacher use the campus Positive Behavior Intervention System (PBIS) system of CHAMPs with fidelity<br>c) Utilize Focus to input behavioral RtI student plans<br>d) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Processes & Programs 1 | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reviews   |     |     |           |
| <b>Strategy 2:</b> Monitor campus-wide behavioral RtI program.<br><b>Actions:</b> A) Train new staff to implement the campus discipline management program (CHAMPS)<br>B) Align campus discipline management program (CHAMPS) with requirements of the district RtI plan<br>C) Monitor the assignment of students to the DAEP and their subsequent behavioral progress<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 3 - School Processes & Programs 1                                              | Formative |     |     | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>                                                                                                                                                                                                                                  |           |     |     |           |

**Performance Objective 3 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 3:</b> White student math scores have plateaued, indicating a need for targeted instruction to accelerate growth and maximize their academic potential. <b>Root Cause:</b> A lack of differentiated instruction and rigorous, engaging tasks may be limiting growth for our White students who are performing at or near grade level. |

|                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School Processes &amp; Programs</b>                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> The need for professional development aligned to district and campus initiatives is significant. <b>Root Cause:</b> A lack of coordinated, ongoing professional development has resulted in inconsistent implementation of district and campus initiatives across classrooms. |



**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   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Develop and implement a campus-wide program that incentivizes student and staff attendance<br><b>Actions:</b> a) Utilize the funds to purchase student attendance incentives<br>b) Communicate incentives for improved student and staff attendance to all stakeholders<br>c) Monitor student and staff attendance and review progress on a nine-weeks basis<br>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<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Attendance Clerk, SBDM, Truancy Officer, Teachers<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> Demographics 2 - School Processes & Programs 1 | Formative |     |     | Summative |
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| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 2:</b> The Parent-Teacher Association (PTA) is experiencing low membership rates, impacting the level of parental involvement and support for school initiatives.<br><b>Root Cause:</b> Families face barriers to PTA participation due to financial constraints and limited availability, which hinder their ability to engage fully with the organization. |
| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                       |
| <b>Problem Statement 1:</b> The need for professional development aligned to district and campus initiatives is significant. <b>Root Cause:</b> A lack of coordinated, ongoing professional development has resulted in inconsistent implementation of district and campus initiatives across classrooms.                                                                         |

**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   |     |     |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.<br><br><b>Actions:</b> 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.<br>b) Collaborate with local public safety officials and other community agencies to develop communication protocols for efficient incident management.<br>c) Conduct safety meetings with students, administrators and community members to evaluate and problem solve district safety concerns.<br>d) Conduct safety audits to identify security issues on campus.<br>e) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.<br>f) Schedule and monitor a minimum of two safety drills per month (1 fire and 1 other).<br><br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Head Custodian, Security Guard, School Resource Officer (SRO)<br><br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1 |  | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Nov       | Jan | Mar | June      |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | Reviews   |     |     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------|-----|-----|-----------|
| <b>Strategy 2:</b> 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%.<br><b>Actions:</b> a) Develop and implement a campus-wide program that promotes an accident-free work environment<br>b) Require staff to review district plan and campus plan through the SafeSchools platform<br>c) Work with District Supervisors to provide mandatory safety training sessions<br>d) Facilitate Safety Committee meetings per district plan<br>e) Review and report claim information to decision makers<br>f) Perform campus/building safety walk-throughs as required by district plan<br><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Nurse, Head Custodian, Security Guard, School Resource Officer (SRO)<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture<br><b>Problem Statements:</b> School Processes & Programs 1 |  | Formative |     |     | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Problem Statement 1:</b> The need for professional development aligned to district and campus initiatives is significant. <b>Root Cause:</b> A lack of coordinated, ongoing professional development has resulted in inconsistent implementation of district and campus initiatives across classrooms.                                                      |
| Perceptions                                                                                                                                                                                                                                                                                                                                                    |
| <b>Problem Statement 1:</b> Increasing community involvement through consistent, two-way communication will strengthen partnerships that support student learning and success.<br><b>Root Cause:</b> Limited opportunities for meaningful, two-way communication have hindered strong community involvement and partnership in supporting student achievement. |

# State Compensatory

## Budget for Watauga Middle School

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 2.08

**Brief Description of SCE Services and/or Programs**

## Personnel for Watauga Middle School

| <u>Name</u>           | <u>Position</u>              | <u>FTE</u> |
|-----------------------|------------------------------|------------|
| 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

# Site Based Decision Making Committee

| Committee Role    | Name           | Position  |
|-------------------|----------------|-----------|
| Site Based Member | Jenna Williams | IF        |
| Site Based Member | James Hollis   | Principal |

**Birdville Independent School District**  
**West Birdville Elementary**  
**2025-2026 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.*



# Table of Contents

- Comprehensive Needs Assessment ..... 4
  - Demographics ..... 4
  - Student Learning ..... 6
  - School Processes & Programs ..... 8
  - Perceptions ..... 9
- Priority Problem Statements ..... 10
- Comprehensive Needs Assessment Data Documentation ..... 12
- Goals ..... 14
  - Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. .... 14
  - Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. .... 28
  - Goal 3: All students and staff will learn and work in a safe and responsive environment. .... 32
- State Compensatory ..... 35
  - Budget for West Birdville Elementary ..... 35
  - Personnel for West Birdville Elementary ..... 35
- Title I ..... 36
- Title I Personnel ..... 37

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

West Birdville is a suburban campus located in Haltom City, Texas, serving approximately 665 students. As a Title I school, it is noteworthy that 86% of our student body is economically disadvantaged, which underscores the importance of providing targeted support and resources to ensure that all students have the opportunity to succeed academically. The demographic composition of our school is predominantly Hispanic at 91.73%, with smaller percentages of White, Asian, Two-or-More races, and Black students, reflecting a diverse and vibrant community.

A significant portion of our student population, 68.72%, are Emergent Bilingual students, which highlights the critical need for effective bilingual education programs to support language development and academic achievement. Additionally, 12.18% of our students receive Special Education services, 1.80% are served in Dyslexia programs, and 4.51% are identified as Gifted and Talented, indicating a wide range of educational needs that our staff is dedicated to addressing. With 86.62% of our students identified as At-Risk, it is imperative that we continue to implement strategies and interventions that support their academic and social-emotional growth.

The immigrant population at West Birdville has seen an increase from 6.98% in 2024 to 8.12% in 2025, reflecting broader demographic trends and the need for culturally responsive teaching practices. For the 2024-2025 academic year, we have employed 49 teachers and 21 educational aides, ensuring a strong staffing structure to meet the diverse needs of our students. As the largest bilingual program in Birdville ISD and serving the district's highest percentage of economically disadvantaged students, West Birdville is uniquely positioned to address both the challenges and opportunities in fostering equitable academic growth and achievement for all learners. Our commitment to excellence and equity remains steadfast as we strive to create a supportive learning environment for every student.

### Demographics Strengths

West Birdville's diverse demographics foster a rich learning environment supported by intentional leadership. The addition of a completely bilingual administrative team has strengthened parent communication and engagement, creating stronger connections between home and school. With 68.7% of students identified as Emergent Bilingual, this leadership structure ensures families feel welcomed, informed, and supported in their child's education. As the largest bilingual campus in Birdville ISD and with a high percentage of economically disadvantaged students, West Birdville's ability to bridge language and cultural barriers is a significant strength that promotes community involvement and student success.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** A significant portion of West Birdville's students are Emergent Bilinguals (68.7%) and economically disadvantaged (86%), which can contribute to gaps in academic achievement and access to grade-level content.

**Root Cause:** Limited language proficiency, combined with socio-economic challenges, impacts students' ability to fully engage with instruction and access academic support, leading to disparities in achievement across core subjects.

**Problem Statement 2 (Prioritized):** The percentage of students identified and served in the Gifted and Talented program at West Birdville remains low at 4.51%. Students in bilingual classrooms are underrepresented compared to their peers in monolingual classrooms.

**Root Cause:** The Gifted and Talented assessment has historically been administered in English only, creating barriers for Emergent Bilingual students and limiting equitable

identification.

# Student Learning

## Student Learning Summary

The Spring 2025 STAAR results provide a clear picture of student performance across grades 3–5 in reading, math, and science. In 3rd grade, English and Spanish students demonstrated consistent achievement in reading, with nearly identical results at the Approaches, Meets, and Masters levels. Math performance at this grade level showed Spanish students slightly ahead at the Approaches and Meets levels, though mastery remained low for both groups.

In 4th grade, reading outcomes reflected stronger performance among English students, while Spanish students scored significantly lower across all performance levels. Math results revealed challenges for both groups, with Spanish students showing particularly low performance and no representation at the Masters level.

By 5th grade, reading outcomes were stronger, with higher percentages of students meeting and mastering the standards compared to earlier grades. Spanish students surpassed their peers at the Approaches level, while both groups demonstrated progress at Meets and Masters. In math, Spanish students outperformed at the Meets level, though English students had stronger results at Approaches and Masters. Science outcomes were consistent between English and Spanish students at Approaches, but very few students in either group achieved Meets or Masters.

Overall, the data indicates steady development of foundational skills in reading, with encouraging gains in 5th grade. Math and science results highlight the need for continued instructional focus, particularly on moving more students beyond the Approaches level and increasing mastery rates.

### ***STAAR Results Spring 2025:***

#### **3<sup>rd</sup> Grade Reading**

English: Approaches 70%, Meets 34%, Masters 9%

Spanish: Approaches 69%, Meets 34%, Masters 9%

#### **3<sup>rd</sup> Grade Math**

English: Approaches 58%, Meets 21%, Masters 6%

Spanish: Approaches 61%, Meets 28%, Masters 6%

#### **4<sup>th</sup> Grade Reading**

English: Approaches 70%, Meets 33%, Masters 11%

Spanish: Approaches 42%, Meets 15%, Masters 8%

#### **4<sup>th</sup> Grade Math**

English: Approaches 46%, Meets 16%, Masters 6%

Spanish: Approaches 22%, Meets 17%, Masters 0%

#### **5<sup>th</sup> Grade Reading**

English: Approaches 63%, Meets 36%, Masters 15%

Spanish: Approaches 76%, Meets 29%, Masters 14%

### **5<sup>th</sup> Grade Math**

English: Approaches 64%, Meets 25%, Masters 9%

Spanish: Approaches 42%, Meets 32%, Masters 5%

### **5<sup>th</sup> Grade Science**

English: Approaches 52%, Meets 12%, Masters 2%

Spanish: Approaches 53%, Meets 11%, Masters 0%

## **Student Learning Strengths**

The Spring 2025 STAAR results highlight important areas of student learning strength in reading and math across grades 3–5. In 3rd grade, English and Spanish students performed nearly identically in reading, reflecting consistent literacy development across both language groups. In math, Spanish students outperformed their peers at the Approaches and Meets levels, indicating growth in early numeracy skills.

By 5th grade, students demonstrated encouraging progress in reading, with higher percentages reaching Meets and Masters compared to earlier grades. Spanish-speaking students performed especially well at the Approaches level in reading, while both language groups showed similar results at the Masters level. In math, Spanish students demonstrated strength at the Meets level, while English students showed stronger performance at the Approaches and Masters levels.

Overall, the results point to consistent reading achievement across languages in 3rd grade and encouraging gains in both reading and math by 5th grade. These areas of strength provide a solid foundation to build upon as we continue to increase the number of students achieving at higher levels of proficiency.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** While students in grades 3-5 demonstrate consistent achievement at the Approaches level in reading, too few are advancing to the Meets and Masters performance levels.

**Root Cause:** Instructional practices are not consistently providing the level of rigor needed to develop the higher-level comprehension and analytical skills required for Meets and Masters.

**Problem Statement 2 (Prioritized):** Spanish-speaking students in grades 4-5 are performing below their English-speaking peers in both reading and math at the Meets and Masters levels.

**Root Cause:** Spanish-speaking students have not consistently received targeted instructional support and scaffolding to address language-specific barriers that impact higher-level academic performance.

# School Processes & Programs

## School Processes & Programs Summary

West Birdville Elementary has established multiple systems and programs designed to foster strong family and community engagement. The campus implements ongoing culturally responsive communication and outreach to ensure families are informed and supported in their child's learning. Family surveys and feedback mechanisms are used to gather input and guide campus initiatives, while student surveys provide additional perspectives on programs, safety, and school climate.

To support families of Emergent Bilinguals and other at-risk students, West Birdville provides bilingual communication, translation services, and targeted outreach to connect families with both campus and community resources. Partnerships with local churches and organizations, such as the Academy 4 mentorship program, offer supplemental support including weekend food programs, mentoring opportunities, and academic enrichment aligned to student needs.

Additionally, the campus hosts events and workshops aimed at increasing family involvement and awareness of school programs. Title I and other funding sources support initiatives that help families navigate academic, social, and emotional supports available to their children. These processes and programs are structured to maximize accessibility and engagement; however, variations in language proficiency, access, and understanding of resources remain challenges that the campus continues to address through targeted outreach and culturally responsive practices.

## School Processes & Programs Strengths

West Birdville Elementary leverages strong family and community engagement through culturally responsive practices and bilingual administration, which allows for meaningful communication and relationship-building with families of Emergent Bilingual students. Partnerships with local organizations, including churches and Academy 4, provide mentoring, academic enrichment, and additional support services. Bilingual communication, translation services, and targeted outreach ensure families have access to the resources needed to support student learning. Family and student surveys guide campus initiatives, helping West Birdville foster an environment where families are active partners in academic and social-emotional growth.

In addition, the campus continues the implementation of the PLC+ model, providing extended collaborative planning time for teachers both within and across grade levels. This structure supports aligned instruction, data-driven decision-making, and the development of high-quality Tier I instruction that meets the needs of all students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** West Birdville's growing immigrant population and high percentage of At-Risk students (86.6%) can result in inconsistent family engagement and barriers to leveraging community resources to support learning.

**Root Cause:** Despite ongoing culturally responsive communication and family outreach, variations in access, language proficiency, and understanding of available resources limit some families' ability to fully engage in supporting their child's learning and participating in school activities.

**Problem Statement 2 (Prioritized):** Campus PLCs have not consistently translated data analysis and planning into high-quality Tier I instruction in the classroom.

**Root Cause:** PLC+ has not been fully implemented as designed, limiting teachers' ability to collaboratively analyze data, plan Tier I instruction, and ensure consistent, rigorous classroom practices across grade levels.

# Perceptions

## Perceptions Summary

West Birdville Elementary demonstrates a positive and supportive campus culture, as reflected in staff and community feedback. Staff participate in both district and campus surveys, as well as broader climate assessments, providing input on school culture, professional learning, and overall campus operations. Staff consistently report feeling safe and supported, with access to resources and services, including counseling, guidance programs, and opportunities to provide input on instructional and campus priorities.

Communication and collaboration are strong components of the campus culture. Staff are encouraged to contribute agenda items for administrative meetings, with timely feedback provided. These practices support staff engagement, responsiveness, and a sense of shared ownership in campus decision-making.

The campus also emphasizes family and community engagement, hosting a variety of events such as data nights, literacy programs, cultural celebrations, and student performances to strengthen connections between the school and its families. Even with teacher transitions and changes in staff, West Birdville continues to maintain a positive and collaborative environment that promotes both staff and student success.

## Perceptions Strengths

West Birdville Elementary maintains a positive and collaborative campus culture that supports both staff and student success. Staff consistently report feeling safe, supported, and empowered to provide input on instructional practices and campus initiatives. Strong communication and collaborative structures, including regular administrative meetings and survey opportunities, allow staff to share feedback and influence decision-making.

Family and community engagement is also a notable strength. The campus hosts a variety of events, such as data nights, literacy programs, cultural celebrations, and student performances, which foster meaningful connections between families and the school. Even amid staff transitions, West Birdville continues to cultivate a welcoming, supportive, and engaged environment for all members of the campus community.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** While staff and families generally report positive perceptions of campus culture and engagement, there are inconsistencies in communication and access to resources that can limit some families' and staff members' full participation in school initiatives.

**Root Cause:** Variations in language proficiency, familiarity with school systems, and access to information prevent some families and staff from fully engaging, despite existing communication structures and outreach efforts.

# Priority Problem Statements

**Problem Statement 1:** While students in grades 3-5 demonstrate consistent achievement at the Approaches level in reading, too few are advancing to the Meets and Masters performance levels.

**Root Cause 1:** Instructional practices are not consistently providing the level of rigor needed to develop the higher-level comprehension and analytical skills required for Meets and Masters.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Spanish-speaking students in grades 4-5 are performing below their English-speaking peers in both reading and math at the Meets and Masters levels.

**Root Cause 2:** Spanish-speaking students have not consistently received targeted instructional support and scaffolding to address language-specific barriers that impact higher-level academic performance.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** West Birdville's growing immigrant population and high percentage of At-Risk students (86.6%) can result in inconsistent family engagement and barriers to leveraging community resources to support learning.

**Root Cause 3:** Despite ongoing culturally responsive communication and family outreach, variations in access, language proficiency, and understanding of available resources limit some families' ability to fully engage in supporting their child's learning and participating in school activities.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** A significant portion of West Birdville's students are Emergent Bilinguals (68.7%) and economically disadvantaged (86%), which can contribute to gaps in academic achievement and access to grade-level content.

**Root Cause 4:** Limited language proficiency, combined with socio-economic challenges, impacts students' ability to fully engage with instruction and access academic support, leading to disparities in achievement across core subjects.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** The percentage of students identified and served in the Gifted and Talented program at West Birdville remains low at 4.51%. Students in bilingual classrooms are underrepresented compared to their peers in monolingual classrooms.

**Root Cause 5:** The Gifted and Talented assessment has historically been administered in English only, creating barriers for Emergent Bilingual students and limiting equitable identification.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Campus PLCs have not consistently translated data analysis and planning into high-quality Tier I instruction in the classroom.

**Root Cause 6:** PLC+ has not been fully implemented as designed, limiting teachers' ability to collaboratively analyze data, plan Tier I instruction, and ensure consistent, rigorous classroom practices across grade levels.

**Problem Statement 6 Areas:** School Processes & Programs



**Problem Statement 7:** While staff and families generally report positive perceptions of campus culture and engagement, there are inconsistencies in communication and access to resources that can limit some families' and staff members' full participation in school initiatives.

**Root Cause 7:** Variations in language proficiency, familiarity with school systems, and access to information prevent some families and staff from fully engaging, despite existing communication structures and outreach efforts.

**Problem Statement 7 Areas:** Perceptions

# 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 - 5th 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 (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5), TEA Interims (grades 3-5 reading and mathematics) District Common Assessments

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> 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.</p> <p><b>Actions:</b> a) Continue to follow the campus literacy plan that is aligned with the district plan<br/> 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 through weekly PLC+ and calibration walks.<br/> c) Utilize the Grade Level Lead teachers and the LOL committee to help communicate the plan.<br/> d) Help teachers visualize practice in action during weekly PLC+ meetings.<br/> e) Teachers will engage in mandatory coaching cycles that correlate with professional growth needs.<br/> f) Teachers will conduct progress monitoring every 3 weeks in accordance with campus reading goals</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/> LOL team<br/> Instructional Facilitators<br/> Classroom teachers</p> <p><b>Title I:</b><br/> 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p>- <b>TEA Priorities:</b><br/> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Instructional Facilitator - 211 - Title I</p> | Formative |     |     | Summative |
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| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reviews   |     |     |           |
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| <p><b>Strategy 2:</b> 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.</p> <p><b>Actions:</b> a) Host and participate in regularly scheduled instructional calibration focus walks.<br/> b) Lead reading and math focused discussions into monthly faculty meetings and weekly PLCs.<br/> c) Conduct campus walks for the purpose of collecting artifacts to support and celebrate reading and math guided instruction implementation.<br/> d) Provide immediate coaching feedback to classroom teachers following instructional and/or campus walks.<br/> e) Collect artifacts to support teaching mastery of reading and math TEKS.<br/> f) Continue to provide training to support teachers in meeting HB3 goals and closing the gap regarding student performance.<br/> g) Create capacity to implement successfully the required K-3 phonics program.</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/> Instructional Facilitators<br/> Classroom teachers</p> <p><b>Title I:</b><br/> 2.51, 2.52, 2.53<br/> - <b>TEA Priorities:</b><br/> Build a foundation of reading and math, Improve low-performing schools<br/> - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 2</p> | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
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| <b>Strategy 3:</b> Redesign and implement teacher proficiency levels in data informed instruction and responsive teaching.<br><b>Actions:</b> a) Administration and campus instructional facilitators deepen teacher understanding of data-driven, responsive instruction through the use of the campus PLC process.<br>b) Conduct regular campus walks that are specific to areas of focus for the purpose of continuous improvement.<br>c) Provide additional training on district screeners and progress monitoring (CIRCLE, mClass, Star Ren, and District Based Assessments)<br>d) Support teachers on rigorous tier 1 instruction and calibrating mastery across the content areas<br>e) Collect, analyze, and use of data for progress monitoring in all classrooms.<br>f) Decrease in random variance among classrooms with the use of district aligned resources and feedback model.<br>g) Increase support in creation of rigorous student tasks aligning to state standards<br><b>Staff Responsible for Monitoring:</b> Administration<br>Instructional Facilitators<br>Classroom teachers<br><br><b>Title I:</b><br>2.51, 2.52, 2.534<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 2   | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reviews   |     |     |           |
| <b>Strategy 4:</b> Train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades pre kindergarten - 5th.<br><b>Actions:</b> a) Continue to support and train teachers with the BAS/SEL, mClass, Star Ren, and CIRCLE assessment.<br>b) From grades pre kindergarten - 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.<br>c) Continue to train instructional facilitators to work with teachers on designing instruction in response to the progress monitoring data.<br>d) Train teachers on using provided progress monitoring lessons from each screener program<br>e) Embed implementation strategies for progress monitoring in curriculum overviews and student work products<br><b>Staff Responsible for Monitoring:</b> Campus administration, instructional facilitators, and classroom teachers<br><br><b>Title I:</b><br>2.52, 2.534<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1<br><b>Funding Sources:</b> SCE Campus Personnel - 199 - General Funds: SCE, Staff Development - 211 - Title I | Formative |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Student Learning

**Problem Statement 1:** While students in grades 3-5 demonstrate consistent achievement at the Approaches level in reading, too few are advancing to the Meets and Masters performance levels. **Root Cause:** Instructional practices are not consistently providing the level of rigor needed to develop the higher-level comprehension and analytical skills required for Meets and Masters.

**Problem Statement 2:** Spanish-speaking students in grades 4-5 are performing below their English-speaking peers in both reading and math at the Meets and Masters levels. **Root Cause:** Spanish-speaking students have not consistently received targeted instructional support and scaffolding to address language-specific barriers that impact higher-level academic performance.

#### School Processes & Programs

**Problem Statement 1:** West Birdville's growing immigrant population and high percentage of At-Risk students (86.6%) can result in inconsistent family engagement and barriers to leveraging community resources to support learning. **Root Cause:** Despite ongoing culturally responsive communication and family outreach, variations in access, language proficiency, and understanding of available resources limit some families' ability to fully engage in supporting their child's learning and participating in school activities.

**Problem Statement 2:** Campus PLCs have not consistently translated data analysis and planning into high-quality Tier I instruction in the classroom. **Root Cause:** PLC+ has not been fully implemented as designed, limiting teachers' ability to collaboratively analyze data, plan Tier I instruction, and ensure consistent, rigorous classroom practices across 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 underperforming student groups (Hispanic, Emergent Bilingual, and high focus) as measured by state and district assessments.

Meet all progress monitoring targets for grades pre kindergarten - 2nd 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, District Common Assessments)

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviews   |     |     |           |
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| <p><b>Strategy 1:</b> Conduct consistent program evaluations and progress monitoring to ensure program quality, coherency, and efficiency.</p> <p><b>Actions:</b> a) Redesign and implement plans based upon the various program evaluations targeting specifically closing the achievement gaps of our special populations.<br/>b) Continue to monitor and ensure compliance in the district and state requirements of special programs<br/>c) Continue to train and implement a plan to collect, analyze and progress monitor student data (qualitative and quantitative)<br/>d) Implement accelerated instruction as required by TEA guidelines<br/>e) Train tutors on accelerated instruction model and increase performance to close achievement gaps</p> <p><b>Staff Responsible for Monitoring:</b> Administration<br/>Staff<br/>Title I tutors<br/>Certified teachers</p> <p><b>Title I:</b><br/>2.51, 2.52, 2.534<br/>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Title I Tutors - 211 - Title I</p> |           |     |     |           |

| Strategy 2 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Reviews   |     |     |           |
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| <b>Strategy 2:</b> Redesign and implement system-wide practices appropriate for EBs to evaluate academic growth.<br><b>Actions:</b> a) Monitor performance data to identify where additional support is needed targeting language support.<br>b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model with the assistance of a hired instructional coach<br>c) Continue to utilize Dual-language PLC as a training platform for best practices<br><b>Staff Responsible for Monitoring:</b> Administration<br>Campus staff<br>Instructional Facilitators<br><br><b>Title I:</b><br>2.51, 2.53<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math, Improve low-performing schools<br><b>Problem Statements:</b> Demographics 1                                                                                                  |  | Formative |     |     | Summative |
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| Strategy 3 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Reviews   |     |     |           |
| <b>Strategy 3:</b> 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.<br><b>Actions:</b> a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year with modeling.<br>b) Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus.<br>c) Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric<br><b>Staff Responsible for Monitoring:</b> Administration<br>Campus staff<br>Instructional Facilitators<br><br><b>Title I:</b><br>2.52<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> School Processes & Programs 2 |  | Formative |     |     | Summative |
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| Strategy 4 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
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| <b>Strategy 4:</b> Enlist community and business partners to assist in providing support to students and families who are in need.<br><b>Actions:</b> 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.<br>b) Identify and communicate the needs of student populations and their families with community partners.<br>c) Developed parent and family engagement policy and offer flexible number of meetings<br>d) Collaborate with community partners to enlist assistance with a multitude of needs (social, emotional, mentorship, food, etc...)<br><b>Staff Responsible for Monitoring:</b> Administration<br>Counselors<br><br><b>Title I:</b><br>2.53<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> Parent Family Engagement - 211 - Title I                                                                                                                                            |  | Formative |     |     | Summative |
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| Strategy 5 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Reviews   |     |     |           |
| <b>Strategy 5:</b> Provide professional development that assists teachers in developing, implementing and progress monitoring student learning<br><b>Actions:</b> 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).<br>b) Track student performance to determine progress toward success on STAAR assessments<br>c) Provide professional development for teachers for the purpose of developing personalized plans through SuccessEd.<br>d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Academic Coaches<br>Classroom Teachers<br>Special Education Teacher<br>Interventionists<br><br><b>Title I:</b><br>2.52, 2.534<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> School Processes & Programs 1, 2 |  | Formative |     |     | Summative |
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No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:****Demographics**

**Problem Statement 1:** A significant portion of West Birdville's students are Emergent Bilinguals (68.7%) and economically disadvantaged (86%), which can contribute to gaps in academic achievement and access to grade-level content. **Root Cause:** Limited language proficiency, combined with socio-economic challenges, impacts students' ability to fully engage with instruction and access academic support, leading to disparities in achievement across core subjects.

**School Processes & Programs**

**Problem Statement 1:** West Birdville's growing immigrant population and high percentage of At-Risk students (86.6%) can result in inconsistent family engagement and barriers to leveraging community resources to support learning. **Root Cause:** Despite ongoing culturally responsive communication and family outreach, variations in access, language proficiency, and understanding of available resources limit some families' ability to fully engage in supporting their child's learning and participating in school activities.

**Problem Statement 2:** Campus PLCs have not consistently translated data analysis and planning into high-quality Tier I instruction in the classroom. **Root Cause:** PLC+ has not been fully implemented as designed, limiting teachers' ability to collaboratively analyze data, plan Tier I instruction, and ensure consistent, rigorous classroom practices across grade levels.

**Perceptions**

**Problem Statement 1:** While staff and families generally report positive perceptions of campus culture and engagement, there are inconsistencies in communication and access to resources that can limit some families' and staff members' full participation in school initiatives. **Root Cause:** Variations in language proficiency, familiarity with school systems, and access to information prevent some families and staff from fully engaging, despite existing communication structures and outreach efforts.

**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   |     |     |           |
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| <b>Strategy 1:</b> Continue to perform with fidelity the district-approved program (Character Strong) that teaches social-emotional skills.<br><b>Actions:</b> a) Continue with successful implementation of Character Strong at the campus level.<br>b) Utilize the SEL taskforce to assess and evaluate the effectiveness of the SEL program.<br>c) Provide ongoing professional learning to all stakeholders on the SEL program.<br>d) Use character lessons as the basis for identifying the Outstanding Citizen recipients<br>e) Utilize Mustang celebrations to enhance the effectiveness of our SEL program<br><b>Staff Responsible for Monitoring:</b> Administration<br>Campus Staff<br>LOL Team<br>Counselor team<br><br><b>Title I:</b><br>2.531, 2.533<br><b>Problem Statements:</b> Demographics 1, 2 - School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
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### Performance Objective 3 Problem Statements:

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Problem Statement 1:</b> A significant portion of West Birdville's students are Emergent Bilinguals (68.7%) and economically disadvantaged (86%), which can contribute to gaps in academic achievement and access to grade-level content. <b>Root Cause:</b> Limited language proficiency, combined with socio-economic challenges, impacts students' ability to fully engage with instruction and access academic support, leading to disparities in achievement across core subjects. |
| <b>Problem Statement 2:</b> The percentage of students identified and served in the Gifted and Talented program at West Birdville remains low at 4.51%. Students in bilingual classrooms are underrepresented compared to their peers in monolingual classrooms. <b>Root Cause:</b> The Gifted and Talented assessment has historically been administered in English only, creating barriers for Emergent Bilingual students and limiting equitable identification.                        |

### School Processes & Programs

**Problem Statement 1:** West Birdville's growing immigrant population and high percentage of At-Risk students (86.6%) can result in inconsistent family engagement and barriers to leveraging community resources to support learning. **Root Cause:** Despite ongoing culturally responsive communication and family outreach, variations in access, language proficiency, and understanding of available resources limit some families' ability to fully engage in supporting their child's learning and participating in school activities.

### Perceptions

**Problem Statement 1:** While staff and families generally report positive perceptions of campus culture and engagement, there are inconsistencies in communication and access to resources that can limit some families' and staff members' full participation in school initiatives. **Root Cause:** Variations in language proficiency, familiarity with school systems, and access to information prevent some families and staff from fully engaging, despite existing communication structures and outreach efforts.

**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   |     |     |           |
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| <b>Strategy 1:</b> Implement the updated district behavioral MTSS behavior plan on a campus level<br><b>Actions:</b> a) Provide training on the updated district behavior MTSS plan.<br>b) Provide professional development opportunities and implement with fidelity CHAMPS<br>c) Schedule extended behavior MTSS collaboratives and utilize Focus to input behavioral student plans.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Campus staff<br><br><b>Title I:</b><br>2.533<br><b>Problem Statements:</b> School Processes & Programs 1, 2 | Formative |     |     | Summative |
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| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |     |     |           |

**Performance Objective 4 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Problem Statement 1:</b> West Birdville's growing immigrant population and high percentage of At-Risk students (86.6%) can result in inconsistent family engagement and barriers to leveraging community resources to support learning. <b>Root Cause:</b> Despite ongoing culturally responsive communication and family outreach, variations in access, language proficiency, and understanding of available resources limit some families' ability to fully engage in supporting their child's learning and participating in school activities.<br><b>Problem Statement 2:</b> Campus PLCs have not consistently translated data analysis and planning into high-quality Tier I instruction in the classroom. <b>Root Cause:</b> PLC+ has not been fully implemented as designed, limiting teachers' ability to collaboratively analyze data, plan Tier I instruction, and ensure consistent, rigorous classroom practices across 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:** 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   |     |     |           |
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| <b>Strategy 1:</b> Students will show at least one year's growth in the area of third through fifth grade math and reading as measured by STAAR.<br><b>Actions:</b> a) Teachers will conduct progress monitoring each 3 weeks utilizing student data to drive instruction.<br>b) Calibration training will be conducted to reduce random variation within guided reading lexile levels and guided math.<br>c) Continue to strengthen PLCs and all grade levels to autonomy to plan as a team with admin and Instructional Facilitators support<br>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.<br>e) Implementation of facilitators/teachers creation of rigorous student tasks to align with expected reproduction state standard levels<br><b>Staff Responsible for Monitoring:</b> Administration<br>Instructional Facilitators<br>Classroom teachers<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>Targeted Support Strategy</b><br><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 | Formative |     |     | Summative |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Nov       | Jan | Mar | June      |
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| <div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |     |     |           |

**Performance Objective 5 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Problem Statement 1:</b> A significant portion of West Birdville's students are Emergent Bilinguals (68.7%) and economically disadvantaged (86%), which can contribute to gaps in academic achievement and access to grade-level content. <b>Root Cause:</b> Limited language proficiency, combined with socio-economic challenges, impacts students' ability to fully engage with instruction and access academic support, leading to disparities in achievement across core subjects. |



### Demographics

**Problem Statement 2:** The percentage of students identified and served in the Gifted and Talented program at West Birdville remains low at 4.51%. Students in bilingual classrooms are underrepresented compared to their peers in monolingual classrooms. **Root Cause:** The Gifted and Talented assessment has historically been administered in English only, creating barriers for Emergent Bilingual students and limiting equitable identification.

### Student Learning

**Problem Statement 1:** While students in grades 3-5 demonstrate consistent achievement at the Approaches level in reading, too few are advancing to the Meets and Masters performance levels. **Root Cause:** Instructional practices are not consistently providing the level of rigor needed to develop the higher-level comprehension and analytical skills required for Meets and Masters.

**Problem Statement 2:** Spanish-speaking students in grades 4-5 are performing below their English-speaking peers in both reading and math at the Meets and Masters levels. **Root Cause:** Spanish-speaking students have not consistently received targeted instructional support and scaffolding to address language-specific barriers that impact higher-level academic performance.

**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%.

| Strategy 1 Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Reviews   |     |     |           |
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| <b>Strategy 1:</b> Develop and implement a campus-wide program to incentivize student and staff attendance.<br><b>Actions:</b> 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.<br>b) Each classroom is provided a perfect attendance pie chart that allows for daily celebrations.<br>c) Create incentives for staff members to encourage better attendance<br><b>Staff Responsible for Monitoring:</b> Administration<br>All Staff<br><br><b>Title I:</b><br>2.53<br>- <b>TEA Priorities:</b><br>Improve low-performing schools<br>- <b>ESF Levers:</b><br>Lever 5: Effective Instruction<br><b>Problem Statements:</b> Demographics 1 - School Processes & Programs 1 |  | Formative |     |     | Summative |
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| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Problem Statement 1:</b> A significant portion of West Birdville's students are Emergent Bilinguals (68.7%) and economically disadvantaged (86%), which can contribute to gaps in academic achievement and access to grade-level content. <b>Root Cause:</b> Limited language proficiency, combined with socio-economic challenges, impacts students' ability to fully engage with instruction and access academic support, leading to disparities in achievement across core subjects. |

**School Processes & Programs**

**Problem Statement 1:** West Birdville's growing immigrant population and high percentage of At-Risk students (86.6%) can result in inconsistent family engagement and barriers to leveraging community resources to support learning. **Root Cause:** Despite ongoing culturally responsive communication and family outreach, variations in access, language proficiency, and understanding of available resources limit some families' ability to fully engage in supporting their child's learning and participating in school activities.

**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   |     |     |           |
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| <b>Strategy 1:</b> Communicate and implement continuous improvement processes at the campus level.<br><b>Actions:</b> a) Revisit and recalibrate continuous improvement strategies in classrooms.<br>b) Classrooms develop a mission statement and strategic learning goals.<br>c) Campus departments and classes utilize the PDSA process to monitor progress towards goals.<br>d) Students regularly track individual growth beginning with data folders (K-2)<br>e) Students regularly track individual growth in implemented digital data binders (3-5)<br>f) Progress monitoring data check points are disaggregated in PLCs with teacher led action plans put into place<br><b>Staff Responsible for Monitoring:</b> Administration<br>Classroom teachers<br><br><b>Title I:</b><br>2.51, 2.53<br><b>- TEA Priorities:</b><br>Improve low-performing schools<br><b>Problem Statements:</b> Demographics 2 - Student Learning 2 | Formative |     |     | Summative |
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**Performance Objective 2 Problem Statements:**

| Demographics                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Problem Statement 2:</b> The percentage of students identified and served in the Gifted and Talented program at West Birdville remains low at 4.51%. Students in bilingual classrooms are underrepresented compared to their peers in monolingual classrooms. <b>Root Cause:</b> The Gifted and Talented assessment has historically been administered in English only, creating barriers for Emergent Bilingual students and limiting equitable identification. |

## Student Learning

**Problem Statement 2:** Spanish-speaking students in grades 4-5 are performing below their English-speaking peers in both reading and math at the Meets and Masters levels. **Root Cause:** Spanish-speaking students have not consistently received targeted instructional support and scaffolding to address language-specific barriers that impact higher-level academic performance.

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

**Performance Objective 1:** Attain a 5% 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   |     |     |           |
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| <b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.<br><b>Actions:</b> a.) Take corrective action of findings at the campus by utilizing our campus Logistics Team.<br>b.) Review and continue to implement the district safety protocols.<br>c.) Schedule and monitor safety drills with a completed after action report.<br>d.) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.<br>e.) Conduct door audits daily completing the district issued spreadsheet.<br>f.) Conduct safety meetings monthly with the campus safety committee.<br>g.) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors.<br>h.) Continue to utilize the Anonymous Alerts, Raptor, and Threat Assessment System for students, staff, and families to report safety concerns and threats.<br><b>Staff Responsible for Monitoring:</b> Administration<br>Safety Committee<br><br><b>Title I:</b><br>2.533<br><b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1 | Formative |     |     | Summative |
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**Performance Objective 1 Problem Statements:**

| School Processes & Programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Problem Statement 1:</b> West Birdville's growing immigrant population and high percentage of At-Risk students (86.6%) can result in inconsistent family engagement and barriers to leveraging community resources to support learning. <b>Root Cause:</b> Despite ongoing culturally responsive communication and family outreach, variations in access, language proficiency, and understanding of available resources limit some families' ability to fully engage in supporting their child's learning and participating in school activities. |

## Perceptions

**Problem Statement 1:** While staff and families generally report positive perceptions of campus culture and engagement, there are inconsistencies in communication and access to resources that can limit some families' and staff members' full participation in school initiatives. **Root Cause:** Variations in language proficiency, familiarity with school systems, and access to information prevent some families and staff from fully engaging, despite existing communication structures and outreach efforts.

**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   |     |     |           |
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| <b>Strategy 1:</b> Develop and implement a campus-wide program that promotes an accident-free work environment.<br><b>Actions:</b> a) Conduct facility reviews to locate and address facility issues and needs.<br>b) Provide training for campus staff.<br>c) Provide safety equipment as needed.<br>d) Continue to monitor the implementation of safety procedures.<br>e) All employees will complete Safe Schools Training.<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>Title I:</b><br>2.534<br><b>Problem Statements:</b> Perceptions 1 | Formative |     |     | Summative |
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| <div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>                                                                                                                                                                                                                                                                                                                                                                                                                  |           |     |     |           |

**Performance Objective 2 Problem Statements:**

| Perceptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Problem Statement 1:</b> While staff and families generally report positive perceptions of campus culture and engagement, there are inconsistencies in communication and access to resources that can limit some families' and staff members' full participation in school initiatives. <b>Root Cause:</b> Variations in language proficiency, familiarity with school systems, and access to information prevent some families and staff from fully engaging, despite existing communication structures and outreach efforts. |



# State Compensatory

## Budget for West Birdville Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE:** 3.98

**Brief Description of SCE Services and/or Programs**

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## Personnel for West Birdville Elementary

| <u>Name</u>        | <u>Position</u>           | <u>FTE</u> |
|--------------------|---------------------------|------------|
| 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

# Title I Personnel

| <u>Name</u>            | <u>Position</u>           | <u>Program</u> | <u>FTE</u> |
|------------------------|---------------------------|----------------|------------|
| Yolenny Olmeda Marrero | Instructional Facilitator | Title I        | 1.0        |