

Dallas Independent School District
235 Birdie Alexander Elementary School
2026-2027 Campus Improvement Plan



Mission Statement

Birdie Alexander Elementary School is committed to delivering rigorous instruction, maximizing social and academic excellence using Social Emotional Learning, the Whole School Model and Project Based Learning with exposure to Fine Arts.

Vision

Birdie Alexander, with the collaboration of all its stakeholders, will be an elementary school where all scholars become critical thinkers, college and career ready, and productive citizens.

Value Statement

- There is no excuse for poor quality instruction.
- With our help, all kids can learn.
- Positive parent partnerships increase student achievement.
- Differentiated instruction makes a difference.

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	16
Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.	16
Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.	24
Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030.	25
Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.	26
Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.	27
Campus Funding Summary	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Summary

Birdie Alexander Elementary School of Performing Arts is a neighborhood school with a longstanding presence in the southern Dallas community. For more than 50 years, the campus has maintained a reputation as a traditional neighborhood school with a strong family atmosphere. Many current community members and families have personal connections to Birdie Alexander, having attended the school themselves or having family members who matriculated through the campus.

The surrounding community has changed over time. The immediate neighborhood includes a significant senior-citizen population, an apartment community, and an increasing number of families moving into recently renovated homes in the area. In addition, as Dallas ISD has expanded school choice and enrollment opportunities, Birdie Alexander serves students from communities beyond its immediate attendance zone. At the same time, increased family mobility and competition from charter schools in the surrounding area have contributed to declining enrollment. These conditions have created an opportunity for the campus to reexamine its academic program, school identity, recruitment efforts, and the educational experiences provided to scholars.

We have an average daily enrollment of 254 students in Pre-K through fifth grade. The student population was approximately 76% African American, 20% Hispanic, and 3% other racial/ethnic groups. Enrollment varied by grade, from 25 students in fourth grade to 53 students in Pre-K.

Birdie Alexander serves a student population with significant economic and academic needs. According to the profile:

- **90.8%** of students were identified as low socioeconomic status.
- **56.9%** were identified as at risk.
- **21.5%** were Emergent Bilingual students.
- **13.5%** received Special Education services.
- **18.1%** were identified for Talented and Gifted services.

Attendance & Mobility

- Average Student Attendance: 92.3%, below the district elementary target of 97%.
- Attendance by Grade Level: Attendance ranged from 90.4% in Kindergarten to 94.5% in fourth grade. All grade levels were below the 97% target.
- Chronic Absenteeism: 74.6% of students were absent fewer than 10% of their enrolled days, indicating a continued need to address chronic absenteeism.
- Student Retention/Mobility

- 2021-22: 65.4% of students returned from the prior year.
 - 2022-23: 44.8% returned.
 - 2023-24: 80.0% returned, representing significant improvement.
- Area of Focus: Despite improved student retention, attendance, mobility, and declining enrollment remain concerns. The campus will prioritize family engagement, attendance interventions, student retention, recruitment, and strengthening Birdie Alexander's competitive identity.

Demographics Strengths

1. Strong Cultural Identity: Birdie Alexander serves a predominantly African American student population (76%), with 20% Hispanic students and 3% representing other racial/ethnic groups, providing opportunities to build a school culture that celebrates students' identities and experiences.
2. Strong Talented and Gifted Representation: 18.1% of students (47 scholars) participate in Talented and Gifted services, providing a strong foundation for advanced academics, enrichment, leadership, and performing arts opportunities.
3. Support for Emergent Bilingual Students: 21.5% of students (56 scholars) are identified as Emergent Bilingual, supporting the need for and continued development of bilingual/ESL services and culturally responsive instructional practices.
4. Inclusive Special Education Programming: 13.5% of students (35 scholars) receive Special Education services, demonstrating the campus's responsibility and capacity to serve students with diverse learning needs within the school community.
5. Improving Student Retention: Despite historical mobility challenges, the percentage of students returning to the campus increased to 80.0% in 2023-24, compared with 44.8% in 2022-23, indicating a stronger foundation for building a stable school community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance remains below the district target. Birdie Alexander's average attendance rate was 92.3%, compared with the district elementary target of 97%. Only 74.6% of students were absent for fewer than 10% of their enrolled days.

Root Cause: The campus has not yet established a consistently effective, schoolwide system for early identification, progress monitoring, and intervention for students demonstrating patterns of chronic absenteeism. Family mobility may also contribute to inconsistent attendance.

Problem Statement 2 (Prioritized): A significant percentage of students are identified as at risk. 56.9% of students (148 scholars) were identified as at risk, creating a need for differentiated academic and intervention supports.

Root Cause: Students enter the campus with varying levels of academic readiness, and Tier 1 instruction and intervention systems have not consistently accelerated learning sufficiently to close existing achievement gaps.

Problem Statement 3 (Prioritized): Student mobility and enrollment stability remain concerns. Although the percentage of students returning to the campus improved from 44.8% in 2022-23 to 80.0% in 2023-24, historical data demonstrate significant fluctuations in student retention.

Root Cause: Family mobility, changing neighborhood demographics, and increased educational options in the surrounding community have contributed to enrollment instability. The campus needs a more intentional strategy for student retention, family engagement, and recruitment.

Problem Statement 4: Birdie Alexander serves a student population with significant economic needs. 90.8% of students (236 scholars) were identified as low socioeconomic status.

Root Cause: Economic barriers may limit families' access to resources and supports that contribute to consistent attendance and academic success. The campus needs stronger systems to identify family needs and connect families with school, district, and community-based resources.

Problem Statement 5 (Prioritized): Student achievement in Science is significantly below expectations, with only 17% of fifth-grade students meeting grade level and 5% mastering grade level on the 2024 STAAR.

Root Cause: The results suggest a need for stronger standards-aligned Science instruction, consistent opportunities for students to apply content knowledge, and frequent monitoring

and reteaching of TEKS not yet mastered.

Problem Statement 6 (Prioritized): Student achievement in Mathematics remains below expectations. In 2024, only 32% of students met grade level and 10% mastered grade level on STAAR Mathematics, compared with district performance of 41% meeting and 18% mastering.

Root Cause: The data indicate a need for more consistent, rigorous Tier 1 mathematics instruction focused on conceptual understanding, problem-solving, and opportunities for students to demonstrate mastery of grade-level TEKS.

Problem Statement 7 (Prioritized): STAAR data indicate a significant achievement gap among students receiving special education services. Of the 39 special education students who took STAAR assessments, only 23% (9 students) performed at the Approaches Grade Level or Above standard, while only 3% (1 student) performed at the Meets Grade Level or Above standard.

Root Cause: Special education students are not consistently receiving rigorous, standards-aligned instruction that is appropriately differentiated based on individual IEP goals and student data. Inconsistent implementation of specially designed instruction, targeted small-group intervention, and progress monitoring.

Student Learning

Student Learning Summary

Based on the 2024-25 School Profile, Birdie Alexander students demonstrate areas of academic growth and early readiness; however, overall achievement indicates a continued need to strengthen Tier 1 instruction and accelerate student growth. The campus received an estimated overall accountability score of 71 (C), with a Student Achievement score of 56, Academic Progress score of 70, Relative Progress score of 59, and Closing the Gaps score of 72.

In STAAR Reading Language Arts, 26% of students met grade level and 8% mastered grade level in 2024, compared with 34% meeting and 17% mastering in 2023. In Mathematics, 32% of students met grade level in 2024, an increase from 29% in 2023, while 10% mastered grade level. Fifth-grade Science remains an area of significant need, with 17% of students meeting grade level and 5% mastering grade level in 2024.

Early learning data also identify opportunities for growth. In 2024 MAP Growth Reading, 36% of K-2 students performed at or above the 40th percentile in English Reading, while 41% performed at or above the 40th percentile in Spanish Reading. In Mathematics, 50% of K-2 students performed at or above the 40th percentile. Kindergarten readiness is an area of strength, with 77% of kindergarten students identified as kindergarten-ready in Fall 2023, compared with 71% districtwide.

The campus serves a diverse range of learners, including 35 students receiving Special Education services, 56 Emergent Bilingual students, 148 students identified as at risk, and 47 students receiving Talented and Gifted services. Overall, the data demonstrate a need to increase the percentage of students achieving at the Meets and Masters levels through rigorous Tier 1 instruction, consistent progress monitoring, targeted intervention, and intentional acceleration.

Student Learning Strengths

Student learning data show strengths in early childhood readiness and mathematics growth. Kindergarten readiness is a notable strength, with 77% of students identified as kindergarten-ready compared with 71% districtwide. In K-2 Mathematics, 50% of students performed at or above the 40th percentile on MAP Growth, and STAAR Mathematics performance increased from 29% meeting grade level in 2023 to 32% in 2024. Additionally, the campus earned a 70 in Academic Progress and a 72 in Closing the Gaps, demonstrating evidence of student growth and progress across student groups.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in Reading Language Arts remains below expectations, with only 26% of students meeting grade level and 8% mastering grade level on the STAAR.

Root Cause: The data suggest a need for more consistent, rigorous Tier 1 instruction and targeted intervention to address foundational reading skills and accelerate students toward grade-level mastery. The profile identifies the achievement gap but does not directly establish its cause.

Problem Statement 2 (Prioritized): Student achievement in Science is significantly below expectations, with only 17% of fifth-grade students meeting grade level and 5% mastering grade level on the 2024 STAAR.

Root Cause: The results suggest a need for stronger standards-aligned Science instruction, consistent opportunities for students to apply content knowledge, and frequent monitoring and reteaching of TEKS not yet mastered.

Problem Statement 3 (Prioritized): Student achievement in Mathematics remains below expectations. In 2024, only 32% of students met grade level and 10% mastered grade level on STAAR Mathematics, compared with district performance of 41% meeting and 18% mastering.

Root Cause: The data indicate a need for more consistent, rigorous Tier 1 mathematics instruction focused on conceptual understanding, problem-solving, and opportunities for

students to demonstrate mastery of grade-level TEKS.

Problem Statement 4 (Prioritized): STAAR data indicate a significant achievement gap among students receiving special education services. Of the 39 special education students who took STAAR assessments, only 23% (9 students) performed at the Approaches Grade Level or Above standard, while only 3% (1 student) performed at the Meets Grade Level or Above standard.

Root Cause: Special education students are not consistently receiving rigorous, standards-aligned instruction that is appropriately differentiated based on individual IEP goals and student data. Inconsistent implementation of specially designed instruction, targeted small-group intervention, and progress monitoring.

School Processes & Programs

School Processes & Programs Summary

Birdie Alexander provides a variety of academic programs and student supports, including core instruction in Reading Language Arts, Mathematics, Science, and Social Studies, along with Bilingual/ESL, Special Education, Talented and Gifted, MTSS, dyslexia, and school psychological services. As a Visual and Performing Arts campus, students also have access to enrichment and extracurricular opportunities such as UIL, basketball, chess, ballet, band, coding, robotics, art, music, and performing arts. Professional development occurs weekly and focuses on strengthening instructional practices, data analysis, lesson planning, student engagement, and effective Tier 1 instruction. Technology is integrated into classroom instruction to support learning, engagement, and access to digital resources.

While the campus offers a variety of programs and supports, a significant area of need is the development of clear and consistent systems and processes. During the previous school year, expectations, roles, communication structures, instructional processes, and systems for monitoring implementation were not consistently defined or implemented campuswide.

School Processes & Programs Strengths

Birdie Alexander offers a comprehensive range of academic, intervention, enrichment, and extracurricular programs that support the whole child. Students have access to Bilingual/ESL, Special Education, Talented and Gifted, MTSS, dyslexia, and school psychological services, with 18.1% of students participating in Talented and Gifted services. The campus's Visual and Performing Arts focus provides additional opportunities through band, ballet, art, music, and performing arts, while extracurricular programs such as UIL, basketball, chess, coding, and robotics expand student engagement beyond the classroom. Weekly professional development provides dedicated time to strengthen instruction, analyze student data, improve lesson planning, and build staff capacity. Together, these programs provide a strong foundation for increasing student engagement, supporting diverse learners, and developing students academically, creatively, and socially.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance remains below the district target. Birdie Alexander's average attendance rate was 92.3%, compared with the district elementary target of 97%. Only 74.6% of students were absent for fewer than 10% of their enrolled days.

Root Cause: The campus has not yet established a consistently effective, schoolwide system for early identification, progress monitoring, and intervention for students demonstrating patterns of chronic absenteeism. Family mobility may also contribute to inconsistent attendance.

Problem Statement 2 (Prioritized): A significant percentage of students are identified as at risk. 56.9% of students (148 scholars) were identified as at risk, creating a need for differentiated academic and intervention supports.

Root Cause: Students enter the campus with varying levels of academic readiness, and Tier 1 instruction and intervention systems have not consistently accelerated learning sufficiently to close existing achievement gaps.

Problem Statement 3 (Prioritized): Student mobility and enrollment stability remain concerns. Although the percentage of students returning to the campus improved from 44.8% in 2022-23 to 80.0% in 2023-24, historical data demonstrate significant fluctuations in student retention.

Root Cause: Family mobility, changing neighborhood demographics, and increased educational options in the surrounding community have contributed to enrollment instability. The campus needs a more intentional strategy for student retention, family engagement, and recruitment.

Problem Statement 4: Birdie Alexander serves a student population with significant economic needs. 90.8% of students (236 scholars) were identified as low socioeconomic status.

Root Cause: Economic barriers may limit families' access to resources and supports that contribute to consistent attendance and academic success. The campus needs stronger systems to identify family needs and connect families with school, district, and community-based resources.

Problem Statement 5: Campuswide systems and processes were not clearly defined or consistently implemented, resulting in inconsistent expectations, communication, and accountability across the campus.

Root Cause: Clear operating procedures, defined roles and responsibilities, and consistent systems for monitoring implementation were not established or communicated with fidelity.

Problem Statement 6 (Prioritized): Professional development occurred regularly; however, professional learning was not consistently connected to follow-up coaching, classroom implementation, and monitoring of student outcomes.

Root Cause: The campus lacked a systematic professional development cycle that included training, modeling, implementation, observation, feedback, and progress monitoring.

Problem Statement 7: Although Birdie Alexander offers numerous academic, fine arts, and extracurricular programs, including UIL, basketball, chess, ballet, band, coding, and robotics, opportunities were not consistently organized and communicated to ensure equitable student participation.

Root Cause: The campus lacked a centralized process for coordinating programs, communicating opportunities to families, monitoring participation, and evaluating program effectiveness.

Problem Statement 8: Instructional systems were not consistently implemented across classrooms, contributing to variability in the quality and rigor of Tier 1 instruction.

Root Cause: Campuswide instructional expectations, planning protocols, data-analysis processes, and systems for monitoring instructional implementation were not clearly defined and consistently reinforced.

Problem Statement 9 (Prioritized): Student achievement in Reading Language Arts remains below expectations, with only 26% of students meeting grade level and 8% mastering grade level on the STAAR.

Root Cause: The data suggest a need for more consistent, rigorous Tier 1 instruction and targeted intervention to address foundational reading skills and accelerate students toward grade-level mastery. The profile identifies the achievement gap but does not directly establish its cause.

Problem Statement 10 (Prioritized): Student achievement in Science is significantly below expectations, with only 17% of fifth-grade students meeting grade level and 5% mastering grade level on the 2024 STAAR.

Root Cause: The results suggest a need for stronger standards-aligned Science instruction, consistent opportunities for students to apply content knowledge, and frequent monitoring and reteaching of TEKS not yet mastered.

Problem Statement 11 (Prioritized): Student achievement in Mathematics remains below expectations. In 2024, only 32% of students met grade level and 10% mastered grade level on STAAR Mathematics, compared with district performance of 41% meeting and 18% mastering.

Root Cause: The data indicate a need for more consistent, rigorous Tier 1 mathematics instruction focused on conceptual understanding, problem-solving, and opportunities for students to demonstrate mastery of grade-level TEKS.

Problem Statement 12 (Prioritized): STAAR data indicate a significant achievement gap among students receiving special education services. Of the 39 special education students who took STAAR assessments, only 23% (9 students) performed at the Approaches Grade Level or Above standard, while only 3% (1 student) performed at the Meets Grade Level or Above standard.

Root Cause: Special education students are not consistently receiving rigorous, standards-aligned instruction that is appropriately differentiated based on individual IEP goals and student data. Inconsistent implementation of specially designed instruction, targeted small-group intervention, and progress monitoring.

Perceptions

Perceptions Summary

Spring 2026 staff and parent climate data indicate that Birdie Alexander has a positive foundation in leadership, school culture, communication, and family engagement. Staff climate results show strengths in Beliefs and Priorities at 93.7%, College-Going Culture at 88.6%, Teacher-Principal Trust at 85.7%, Culture of Feedback and Support at 84.4%, and Positive Culture and Environment at 81.9%. Teacher-to-Teacher Trust was the lowest area at 81.7%, identifying staff collaboration and trust as an opportunity for continued improvement.

Parent perceptions were also highly positive, with approximately 97% reporting that students are learning what they need to be prepared for the next grade, 97% viewing the campus as safe, 99% satisfied with campus cleanliness, and 99% indicating that the school effectively communicates student progress. Additionally, 99% reported that the school welcomes family and community engagement and responds to concerns in a timely manner. Overall, 97% of parents were satisfied with the direction and success of the school, and 96% would recommend Birdie Alexander to other families. One area for growth is parent voice, as 87% agreed that the campus actively seeks parent and family feedback regarding procedures, activities, programs, and supports.

Overall, the data demonstrate strong family confidence and positive staff perceptions of campus leadership and direction. Continued improvement should focus on strengthening teacher-to-teacher trust, increasing opportunities for parent voice in decision-making, and establishing clear and consistent communication and organizational systems across the campus.

Perceptions Strengths

Birdie Alexander demonstrates strong staff and family confidence in the campus. Spring 2026 staff climate data show strengths in Beliefs and Priorities at 93.7%, College-Going Culture at 88.6%, and Teacher-Principal Trust at 85.7%. Parent survey results further demonstrate a positive school environment, with 99% of families reporting strong communication regarding student progress, 99% indicating the campus welcomes family and community engagement, and 97% reporting a safe learning environment. Additionally, 97% of parents are satisfied with the direction and success of the school, and 96% would recommend Birdie Alexander to other families. Overall, the data reflect strong leadership confidence, positive family relationships, effective

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teacher-to-teacher trust and collaboration remain an area for growth, with Spring 2026 Teacher-to-Teacher Trust at 81.7%, the lowest-rated area on the staff climate survey.

Root Cause: Campus structures and expectations for collaboration, shared accountability, communication, and collective problem-solving have not been consistently implemented across teams.

Problem Statement 2: Parent voice in campus decision-making needs to be strengthened. While overall parent satisfaction is high, 87.2% of parents agreed that the campus actively seeks their opinions and feedback, with 10% disagreeing.

Root Cause: The campus has not consistently established multiple structured opportunities for families to provide feedback regarding campus procedures, programs, activities, and supports.

Problem Statement 3: College and career communication with families is less favorable than other parent survey indicators. Only 80% of parents agreed that the school stresses the importance of college preparation, while 78.6% agreed that they receive information about district college and career options.

Root Cause: College and career awareness has not been consistently embedded into campus communication, family engagement activities, and student experiences, particularly in the elementary grades.

Problem Statement 4 (Prioritized): Student achievement in Science is significantly below expectations, with only 17% of fifth-grade students meeting grade level and 5% mastering grade level on the 2024 STAAR.

Root Cause: The results suggest a need for stronger standards-aligned Science instruction, consistent opportunities for students to apply content knowledge, and frequent monitoring and reteaching of TEKS not yet mastered.

Problem Statement 5 (Prioritized): Student achievement in Mathematics remains below expectations. In 2024, only 32% of students met grade level and 10% mastered grade level on STAAR Mathematics, compared with district performance of 41% meeting and 18% mastering.

Root Cause: The data indicate a need for more consistent, rigorous Tier 1 mathematics instruction focused on conceptual understanding, problem-solving, and opportunities for students to demonstrate mastery of grade-level TEKS.

Priority Problem Statements

Problem Statement 1: Student attendance remains below the district target. Birdie Alexander's average attendance rate was 92.3%, compared with the district elementary target of 97%. Only 74.6% of students were absent for fewer than 10% of their enrolled days.

Root Cause 1: The campus has not yet established a consistently effective, schoolwide system for early identification, progress monitoring, and intervention for students demonstrating patterns of chronic absenteeism. Family mobility may also contribute to inconsistent attendance.

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: A significant percentage of students are identified as at risk. 56.9% of students (148 scholars) were identified as at risk, creating a need for differentiated academic and intervention supports.

Root Cause 2: Students enter the campus with varying levels of academic readiness, and Tier 1 instruction and intervention systems have not consistently accelerated learning sufficiently to close existing achievement gaps.

Problem Statement 2 Areas: Demographics - School Processes & Programs

Problem Statement 3: Student mobility and enrollment stability remain concerns. Although the percentage of students returning to the campus improved from 44.8% in 2022-23 to 80.0% in 2023-24, historical data demonstrate significant fluctuations in student retention.

Root Cause 3: Family mobility, changing neighborhood demographics, and increased educational options in the surrounding community have contributed to enrollment instability. The campus needs a more intentional strategy for student retention, family engagement, and recruitment.

Problem Statement 3 Areas: Demographics - School Processes & Programs

Problem Statement 4: Teacher-to-teacher trust and collaboration remain an area for growth, with Spring 2026 Teacher-to-Teacher Trust at 81.7%, the lowest-rated area on the staff climate survey.

Root Cause 4: Campus structures and expectations for collaboration, shared accountability, communication, and collective problem-solving have not been consistently implemented across teams.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Student achievement in Reading Language Arts remains below expectations, with only 26% of students meeting grade level and 8% mastering grade level on the STAAR.

Root Cause 5: The data suggest a need for more consistent, rigorous Tier 1 instruction and targeted intervention to address foundational reading skills and accelerate students toward grade-level mastery. The profile identifies the achievement gap but does not directly establish its cause.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: Student achievement in Mathematics remains below expectations. In 2024, only 32% of students met grade level and 10% mastered grade level on STAAR Mathematics, compared with district performance of 41% meeting and 18% mastering.

Root Cause 6: The data indicate a need for more consistent, rigorous Tier 1 mathematics instruction focused on conceptual understanding, problem-solving, and opportunities for

students to demonstrate mastery of grade-level TEKS.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 7: Student achievement in Science is significantly below expectations, with only 17% of fifth-grade students meeting grade level and 5% mastering grade level on the 2024 STAAR.

Root Cause 7: The results suggest a need for stronger standards-aligned Science instruction, consistent opportunities for students to apply content knowledge, and frequent monitoring and reteaching of TEKS not yet mastered.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 8: Professional development occurred regularly; however, professional learning was not consistently connected to follow-up coaching, classroom implementation, and monitoring of student outcomes.

Root Cause 8: The campus lacked a systematic professional development cycle that included training, modeling, implementation, observation, feedback, and progress monitoring.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: STAAR data indicate a significant achievement gap among students receiving special education services. Of the 39 special education students who took STAAR assessments, only 23% (9 students) performed at the Approaches Grade Level or Above standard, while only 3% (1 student) performed at the Meets Grade Level or Above standard.

Root Cause 9: Special education students are not consistently receiving rigorous, standards-aligned instruction that is appropriately differentiated based on individual IEP goals and student data. Inconsistent implementation of specially designed instruction, targeted small-group intervention, and progress monitoring.

Problem Statement 9 Areas: Demographics - Student Learning - 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

Goals

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 1: Second-grade student achievement at or above the 50th percentile on a TEKS-aligned assessment at end-of-year in reading will increase from ____% to ____% by May 2026.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify Reading Assessment Data (BOY, MOY, EOY)

Teacher-made Reading Assessment

TEKS-Aligned Common Assessments

I-Ready Reading Diagnostic Data

Strategy 1 Details	Reviews		
Strategy 1: Utilize Amplify as a resource to improve and accelerate learning for Tier I students. Strategy's Expected Result/Impact: Students will improve reading skills and demonstrate academic growth. Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - School Processes & Programs 9	Formative		Summative
	Oct	Feb	Apr

Strategy 2 Details		Reviews		
Strategy 2: Implement structured guided reading lessons and L.A.B time based on student assessment data to provide targeted intervention and enrichment in reading. Strategy's Expected Result/Impact: Students will close identified reading gaps, increase reading fluency and comprehension, and demonstrate growth toward or above the 50th percentile on TEKS-aligned reading assessments Staff Responsible for Monitoring: Principal Assistant Principal Literacy Acceleration Specialist (LAS) Classroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - School Processes & Programs 6, 9		Formative		Summative
		Oct	Feb	Apr
Strategy 3 Details		Reviews		
Strategy 3: Conduct weekly PLCs and data meetings to analyze reading data, identify high-impact TEKS, and redesign instruction based on student needs. Strategy's Expected Result/Impact: Teachers will use assessment data to make timely instructional adjustments, resulting in increased student mastery of TEKS and improved performance on district and state reading assessments. Staff Responsible for Monitoring: Principal Assistant Principal, Grade-Level Team Leads Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - School Processes & Programs 9		Formative		Summative
		Oct	Feb	Apr

Strategy 4 Details		Reviews		
Strategy 4: Implement a campus-wide instructional framework that maximizes learning time by establishing clear routines and procedures, reducing transitions and instructional interruptions, monitoring student engagement, and ensuring all lessons are aligned to grade-level standards with opportunities for rigorous student discourse, collaborative learning, and frequent checks for understanding. Strategy's Expected Result/Impact: Increased learning time and student engagement will result in improved instruction, greater mastery of grade-level standards, and higher student achievement. Staff Responsible for Monitoring: Principal Assistant Principal, Grade-Level Team Leads Title I: 2.51 - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1 - School Processes & Programs 1		Formative		Summative
		Oct	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student attendance remains below the district target. Birdie Alexander's average attendance rate was 92.3%, compared with the district elementary target of 97%. Only 74.6% of students were absent for fewer than 10% of their enrolled days. Root Cause: The campus has not yet established a consistently effective, schoolwide system for early identification, progress monitoring, and intervention for students demonstrating patterns of chronic absenteeism. Family mobility may also contribute to inconsistent attendance.
Student Learning
Problem Statement 1: Student achievement in Reading Language Arts remains below expectations, with only 26% of students meeting grade level and 8% mastering grade level on the STAAR. Root Cause: The data suggest a need for more consistent, rigorous Tier 1 instruction and targeted intervention to address foundational reading skills and accelerate students toward grade-level mastery. The profile identifies the achievement gap but does not directly establish its cause.
School Processes & Programs
Problem Statement 1: Student attendance remains below the district target. Birdie Alexander's average attendance rate was 92.3%, compared with the district elementary target of 97%. Only 74.6% of students were absent for fewer than 10% of their enrolled days. Root Cause: The campus has not yet established a consistently effective, schoolwide system for early identification, progress monitoring, and intervention for students demonstrating patterns of chronic absenteeism. Family mobility may also contribute to inconsistent attendance. Problem Statement 6: Professional development occurred regularly; however, professional learning was not consistently connected to follow-up coaching, classroom implementation, and monitoring of student outcomes. Root Cause: The campus lacked a systematic professional development cycle that included training, modeling, implementation, observation, feedback, and progress monitoring.

School Processes & Programs

Problem Statement 9: Student achievement in Reading Language Arts remains below expectations, with only 26% of students meeting grade level and 8% mastering grade level on the STAAR. **Root Cause:** The data suggest a need for more consistent, rigorous Tier 1 instruction and targeted intervention to address foundational reading skills and accelerate students toward grade-level mastery. The profile identifies the achievement gap but does not directly establish its cause.

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Performance Objective 2: Grades 1 and 2 student achievement at or above the 50th percentile on a TEKS-aligned assessment at end-of-year in reading will increase from ----to ----by June 2030

High Priority

Evaluation Data Sources: TEKS-Aligned Common Assessments
 Amplify Reading Assessment Data (BOY, MOY, EOY)
 Progress Monitoring Data (every three weeks)- i-Ready Reading Data
 MTSS Documentation and Intervention Data
 PLC Data Analysis Reports
 Student Data Trackers
 Learning Achievement Block (LAB) Intervention Records
 Walkthrough and Observation Data

Strategy 1 Details		Reviews		
Strategy 1: Utilize Amplify as a resource to improve and accelerate learning for Tier I students in Grades 1 and 2. Strategy's Expected Result/Impact: Students will improve reading comprehension and demonstrate growth on TEKS-aligned reading assessments. Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - School Processes & Programs 9	Formative		Summative	
	Oct	Feb	Apr	

Strategy 2 Details		Reviews		
Strategy 2: Provide explicit vocabulary instruction and academic language development through readalouds, shared reading, and collaborative discussions Strategy's Expected Result/Impact: Students will expand vocabulary and strengthen comprehension of grade-level texts. Staff Responsible for Monitoring: Classroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building		Formative		Summative
		Oct	Feb	Apr
Strategy 3 Details		Reviews		
Strategy 3: Provide family literacy engagement opportunities, including Reading Nights, take-home literacy resources, and parent workshops. Strategy's Expected Result/Impact: Families will support reading development and reinforce literacy skills at home Staff Responsible for Monitoring: Principal CILT Classroom Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1 - School Processes & Programs 9		Formative		Summative
		Oct	Feb	Apr

Strategy 4 Details		Reviews		
Strategy 4: High-Quality Instructional Materials (HQIM) will be implemented to ensure effective, first-line instruction across all content areas. Title I funds will be utilized to provide instructional resources, curriculum, supplies, equipment, and nutritional snacks to support student learning and address instructional gaps and learning deficits. Strategy's Expected Result/Impact: Improved academic achievement in Domain 1 across all content areas Staff Responsible for Monitoring: Administrators Data Team Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Instructional Leadership and Capacity Building - Targeted Support Strategy Problem Statements: Demographics 2 - School Processes & Programs 2 Funding Sources: - 211 - Title I, Part A - 211-11-6399-2R-235-2-30 - \$20,000		Formative		Summative
		Oct	Feb	Apr

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: A significant percentage of students are identified as at risk. 56.9% of students (148 scholars) were identified as at risk, creating a need for differentiated academic and intervention supports. Root Cause: Students enter the campus with varying levels of academic readiness, and Tier 1 instruction and intervention systems have not consistently accelerated learning sufficiently to close existing achievement gaps.
Student Learning
Problem Statement 1: Student achievement in Reading Language Arts remains below expectations, with only 26% of students meeting grade level and 8% mastering grade level on the STAAR. Root Cause: The data suggest a need for more consistent, rigorous Tier 1 instruction and targeted intervention to address foundational reading skills and accelerate students toward grade-level mastery. The profile identifies the achievement gap but does not directly establish its cause.
School Processes & Programs
Problem Statement 2: A significant percentage of students are identified as at risk. 56.9% of students (148 scholars) were identified as at risk, creating a need for differentiated academic and intervention supports. Root Cause: Students enter the campus with varying levels of academic readiness, and Tier 1 instruction and intervention systems have not consistently accelerated learning sufficiently to close existing achievement gaps.

School Processes & Programs

Problem Statement 9: Student achievement in Reading Language Arts remains below expectations, with only 26% of students meeting grade level and 8% mastering grade level on the STAAR. **Root Cause:** The data suggest a need for more consistent, rigorous Tier 1 instruction and targeted intervention to address foundational reading skills and accelerate students toward grade-level mastery. The profile identifies the achievement gap but does not directly establish its cause.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4		211-11-6399-2R-235-2-30	\$20,000.00
Sub-Total					\$20,000.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$5,000.00
Grand Total Budgeted					\$25,000.00
Grand Total Spent					\$20,000.00
+/- Difference					\$5,000.00