

Mission Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Birdville Elementary School of Fine Arts is located in northeast Tarrant County in Haltom City, Texas. The campus serves approximately 489 students in grades prekindergarten through grade 5.

67% (329) Hispanic

Student Learning

Student Learning Summary

The 2021-2022 school year was the first year where all students attended in person classes for the entire year. This gave us the opportunity to accurately assess students' current levels of academic achievement. We were able to provide interventions to support learners at all levels.

STAAR scores showed improvement over the previous year.

Students on Tier 1 in math and reading increased while students on Tier 2 and 3 decreased.

Telpas scores reflect an increase in Advanced and/or Advanced High ratings in all grade levels except second.

Student Learning Strengths

STAAR performance in all grades showed improvement. Math scores increased in all grade levels. Reading scores increased in 3rd and 4th grade.

BES received a rating of B.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Writing instruction will need to be deliberately integrated into instruction for all subjects to ensure students are prepared for essay and short answer questions on assessments. 5th grade STAAR scores on the the reading assessment dropped by 8.75% from 81.63% in 2022 to 72.88% in 2023. **Root Cause:** The STAAR writing assessment has been discontinued, and assessments now integrate writing with the reading language arts test. We also saw 3rd grade students being asked to give a written response to questions on paired passages.

Problem Statement 2 (Prioritized): Second grade student ratings on TELPAS dropped 27% at the advanced level. Ratings increased at the intermediate level by 23%. Beginning ratings were steady. This implies students dropped a level from the previous year. We continued to have 0% of students rate at the advanced high level. **Root Cause:** The second grade teacher was a first year teacher. There were many expectations on her for the first year in the classroom.

School Processes & Programs

School Processes & Programs Summary

Birdville Elementary offers a wide range of programs to meet the unique needs of students. The percentage of students considered to be Emergent Bilingual (EB) is currently 43%, at-risk students are 77%, and students who are considered economically disadvantaged are 85%. These are all well above the district and state averages in these categories. Mobility rates have dropped from 15.7 % to 14.9%. This is still above the district and state average. AT Birdville Elementary, 17% of students receive special education services and 4% of

Problem Statement 1 (Prioritized): The attendance rate of 94.5% is still below pre-Covid levels. Attendance has not improved over the past 2 years. Students with chronic absenteeism miss a significant amount of instruction. **Root Cause:** Students often miss school for reasons other than illness. We need to educate parents about the learning lost due to chronic absenteeism.

Problem Statement 2 (Prioritized): Parents are not engaging in the information communicated by teachers and the campus. **Root Cause:** There has not been a consistent communication tool used across all grade levels. In addition, many parents report that they do not read emails or handouts from the school.

Perceptions

Perceptions Summary

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
Campus goals

- 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

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

All students will make at least one year's progress in reading and mathematics literacy 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 mathematics which would in turn increase the number of

Strategy 4 Details

Reviews

Strategy 4:

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

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 for all student groups as measured by a district approved monitoring instrument.

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

HB3 Goal

Evaluation Data Sources: STAAR, and district CBA assessments

Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.</p> <p>Actions: a) Provide all teachers with a timeline of specific expectations for the implementation of the CI components. b) Continue to support and monitor the implementation of the PDSA process and provide appropriate professional learning support. c) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. d) Meet regularly with all grade levels in PLC's to discuss formative data using the CI process. e) Monitor progress in the implementation of the CI components and provide feedback to teachers. f) Vertically align implementation of Continuous Improvement through Instructional Walks.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews
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Strategy 4 Details

Reviews

Strategy 4: Provide reading and math intervention for tier 2 and tier 3 students.

- Actions:** a) New students will be identified who need additional assistance and intervention services will begin by the end of the 1st quarter.
- b) Returning students on tier 3 will begin receiving intervention by the 4th week of the school year.

Problem Statement 1: Writing instruction will need to be deliberately integrated into instruction for all subjects to ensure students are prepared for essay and short answer questions on assessments. 5th grade STAAR scores on the the reading assessment dropped by 8.75% from 81.63% in 2022 to 72.88% in 2023.

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

Students will display an awareness of social-emotional development issues. M M

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

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
<p>Strategy 1: Implement the district behavioral RtI plan.</p> <p>Actions: a) Assemble a behavior RtI campus team. b) Utilize Make Your Day, a research-based campus-wide discipline plan, to ensure consistency. c) Provide multiple training opportunities on Make Your Day to ensure it is implemented consistently across the campus.</p>	

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

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			
<p>Strategy 1: Develop and implement a campus-wide program to increase student and staff attendance.</p> <p>Actions: a) Monitor the implementation of the attendance plan. b) Evaluate the effectiveness of the attendance plan by: * Collecting and tracking weekly attendance data provided by Student Services *Reviewing quarterly attendance reports provided by the district. c) Work with the district truancy officer to intervene before students accumulate excessive absences. d) Assistant Principal will monitor absences and make contact with families starting at the 3rd absence,</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.5</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Problem Statement 1:

State Compensatory

Budget for Birdville Elementary

\$0.00

1.565

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Personnel for Birdville Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carla Cotter	Reading Interventionist	0.4
Isaura Espinoza	BL Reading Interventionist	0.165
Karli Thompson	Educational Assistant	1

Title I

Kathleen Otero - Parent

Christina Molina – Parent

Debbie Showell - Assistant Principal

Tammy Pope – Principal

Invited but unable to attend:

Jennifer Linder - Parent

Kevin Steinhebel - Business Partner

Brandon Treadway - Community Representative

Basi Trejo – District Professional

Robert Clack – Business Partner

Angie Morrison – Teacher

Victoria Cator – Community Member

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

2.3: Available to parents and community in an understandable format and language

Our Campus Improvement Plan is made available to all parents on our campus webpage @ <https://www.birdvilleschools.net/be>

For those parents without internet access - we provide paper copies upon request.

2.4: Opportunities for all children to meet State standards

2.4 Opportunities for all children

Through the Campus Needs Assessment, 65.3% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program

7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

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

2.5: Increased learning time and well-rounded education

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

Kris Fletcher - 2nd Grade teacher

Lance Schmaltz - 2nd Grade teacher

Lauren Lindsay - 3rd Grade teacher

Amanda Dumas - 3rd Grade teacher

Sandra Melendez - 4th Grade teacher

Ken Puhl - 4th Grade teacher

Gabe Noguerras - 5th Grade Bilingual teacher

Sara Carlos – Resource teacher

Fred Vetrees – 5

House

of Aladdin

(Saturday)

Agency and Compact Revision- time and location TBD

Productions TBD

Nights at local busi "

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carla Cotter	Reading Interventionist	Title I	1.0
Claire Hillhouse	Math Interventionist	Title I	0.5

