

Birdville Independent School District

Academy at C. F. Thomas

2023-2024 Improvement Plan



Mission Statement

Vcdng"qh"Eqpvgpvu

Comprehensive Needs Assessment
Demographics

4
4

Comprehensive Needs Assessment

Ego qitcrjkeu

Demographics Summary

Demographics Summary

CEÔØVÁä•ÁæÁVác|ÁQÁ&æ {] ~ •Ác@æcÁ•Á!ç^ááÍJ€Á•c~á^}c•Áä}Á*!æá•ÁÒÒÁc@! [~ * @Á-ä-c@Á*!æáÁ-[!Ác@ÁG€GGÈG€GHÁ•&@ [[!Á^Áæ!ÉÁ

Students

U~!Á•c~á^}cÁá^ { [*!æ]@ä&•Áæ•Á[-ÁG€GGÈG€GHÁ•&@ [[!Á^Áæ!Á, ^!^Á { æá^Á~]Á[-Á!ÍÁÇGÍÁÚc~á^}c•DÁPä•]æ}ä&ÉÁHÁÇFÍÁÚc~á^}c•DÁCE•äæ}É
G€ÁÇFGFÁÚc~á^}c•DÁY @äc^ÉÁG I ÁÇF I I ÁÚc~á^}c•DÁCE-!ä&æ}ÁCE { ^!ä&æ}ÉÁ€ÉH I ÁÇGÁÚc~á^}c•DÁCE { ^!ä&æ}ÁQ}áäæ}Áæ}áÁ I ÁÇGÍÁÚc~á^}c•D
[c@^!Á!æ&^•ÉÁV@^Á^!&^}cæ*^Á[-Á•c~á^}c•Á•Á!ç^ááÀ^Á•] ^&äæ|Á^á~&æcá [} Á, æ•ÁFÍÁÇI I ÁÚc~á^}c•DÁæ}áÁ I ÁÇGFÁÚc~á^}c•DÁ, ^!^Á•Á!ç^á
à^Á*ä-c^ááæ}áÁcæ|~}c^áá•Á!ç^á•ÉÁÁ I I ÁÇ I I FÁÚc~á^}c•DÁ[-Á•c~á^}c•Á, ^!^Á& [} •äá^!^áÁCEÉ!ä•\æ}áÁ I I ÁÇ I I I ÁÚc~á^}c•DÁ, ^!^
& [} •äá^!^áÁÖ& [] [{ ä&æ||^ÁÖä•æáçæ}cæ*^áÉÁV@^Á&æ {] ~ •Á•Á!ç^ááG I ÁÇF I I ÁÚc~á^}c•DÁ[-Á•c~á^}c•Áä}Ác@^ÁÓä|ä} *~æ|ÁÚ! [*!æ { Áæ}áÁH I I Á
ÇGGFÁÚc~á^}c•DÁÁ, ^!^Ááá^}cá-á^ááæ•ÁÓÓÉÁ

Teachers

CEÁc [cæ|Á [-Á I I Ác^æ&@^!•Á•Á!ç^ááCEÔØVÁä~!ä} *Ác@^ÁG€GGÈG€GHÁ•&@ [[!Á^Áæ!ÉÁV@^Á { æb [!äc^Á [-Á [~ !Ác^æ&@^!•Á@æç^Á { [!^Ác@æ}Á I Á^Áæ!
^ç] ^!ä^} & ^É

Demographics Strengths

- This following information was current as of 8/28/23
- G I ÁÇF I I ÁÚc~á^}c•DÁÁæ!^Á&~!;!^}c|^Á^}! [| | ^áá} Áàä|ä} *~æ|Á&|æ••^•ÉÁ, @ä&@Á]! [çáá^Ác@^ { Ác@^Á []] [!c~ } äc^Ác [Áà^ÁàäÉ|äc^!æc^É
- I I ÁÇ I I I ÁÚc~á^}c•DÁæ!^ÁÖ& [] [{ ä&æ||^ÁÖä•æáçæ}cæ*^áá, @ä&@Á]! [çáá^Á-!^Áæ}áÁ!^á~&^á|~ } & @Áæ}áÁ-^á^!æ|Á~ } áä} *^Á- [!
æáááá [] æ|Á!^• [~ !&^Áæ}áÁ!^• [] } ^|Ác [Á { ^ÁcÁ•c~á^}c•DÁ} ^Áá•É

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our 4th grade African American population was significantly lower in math than our other demographics. They were at 33.3% at approaches and 0% for both Meets and Masters. **Root Cause:** This population is more transient and causes abruption in instruction. These are also students who are at-risk due to homelife.

Problem Statement 2 (Prioritized): Our 3rd grade African American population was significantly lower in math and reading than our other grade level demographics. In math they

Uvwfgpv"Ngctpkpi

Student Learning Summary

STAAR

U~!Á&æ {] ~•Á^φ] ^!â^ } & ^âÁæ } Áâ {]! [ç^ { ^ } cÁâ } Áæ]]! [æ&@^•Á [} ÁÛVCEÜÁ | c@Á*!æâ^Á { æc@Áæ } áÁ!^æââ } *ÉÁÁ T ^ ^ c•Á , æ•Áâ } &! ^æ•^âÁâ } Á | c@ *!æâ^Á!^æââ } *ÉÁÍc@Á*!æâ^Á { æc@Áæ } áÁÍc@Á*!æâ^Á•&â^ } & ^ÉÁÁ

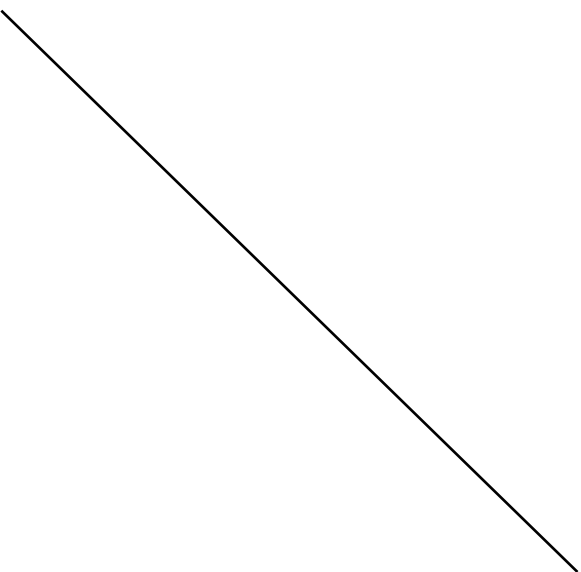
2023 Results Third Grade

Reading- Approaches 62%, Meets 38% and 7% Masters

Math-Approaches 64%, 22% Meets and 4% Masters

2023 Results Fourth Grade

Reading- Approaches 80%, Meets 52% and 15% Masters



- Fourth-grade reading had an increase of 10% in approaches and 5% in meets.
-

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The overall percentage of 3rd graders performing on the 2023 math STAAR in comparison to the 2022 math STAAR decreased by 20% on approaches, 23% meets, 27% masters. and in reading 3rd graders decreased 10% on approaches, 19% meets and 36% for masters. **Root Cause:** Tier 1 instruction was not proficient due to teacher performance.

Problem Statement 2 (Prioritized): The overall percentage of 5th graders performing on the 2023 reading STAAR in comparison to the 2022 reading STAAR decreased by 14% on approaches, 8% meets and 5% masters. **Root Cause:** Schedule and teacher changes during the year accompanied by a lack of classroom management caused a disruption in learning.

Uejqqn"Rtqeguugu" ("Rtqitc o u

School Processes & Programs Summary

The Academy at C.F. Thomas students are served by a variety of programs and processes. Currently, 77% of students are currently receiving free and reduced lunch, 24% are enrolled in our bilingual program and 37% are EB being served by certified ESL teachers. We currently have 15% receiving special education services and 4% qualified for gifted and talented.

At ACFT, we utilize Multi Tiered Systems of Support as a means to establish an individualized plan focused on student needs. In addition, students who did not meet the standard on reading, writing, and math STAAR tests will receive a minimum of 15 to 30 additional hours in accelerated instruction for each test he/she did not meet. Teachers and support staff meet every nine weeks to look at a preponderance of evidence and develop a plan to strengthen tier I, II, and III instruction. We schedule extended MTSS collaborative meetings for students who are moving from tier II to tier III, or have not progressed. During these extended MTSS meetings, we involve additional staff such as the counselor, crisis counselor, speech pathologist, LSSP, etc based on student needs. The team collaborates and develops an individualized plan for the student.

In order to strengthen tier I, II, and III instruction, professional development opportunities are offered throughout the school year for staff. Academic coaches, administration, and district coordinators are utilized during campus professional development training. Furthermore, we regularly conduct Professional Learning Communities to ensure teachers can collaborate on best practices to serve our students.

This year we will implement Conscious Discipline campus-wide. Conscious Discipline is an innovative social-emotional learning and classroom management program

Rgtegrvkqpu

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

Goals

Strategy 2 Details	Reviews			
<p>Strategy 2: Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on guided instruction and continuous improvement.</p> <p>Actions: a) Provide time for staff to conduct campus instructional walks and debriefing sessions. b) Utilize data from instructional walks and formative assessments to customize campus professional learning. c) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements. d) Infuse literacy-focused professional learning and discussions into monthly meetings. e) Implement training to support general education and all special program teachers with instructional practices that aligns to the district curriculum and assessment requirements. f) Increase teacher capacity to teach the required K-3 phonics program.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Leaders of Learners Team Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Professional Development - 211 - Title I - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details

Reviews

Strategy 3: Communicate and assist campus staff in implementing data informed instruction and responsive teaching.

Actions:

Strategy 5 Details	Reviews
Strategy 5: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics	

Problem Statement 1: Our 4th grade African American population was significantly lower in math than our other demographics. They were at 33.3% at approaches and 0% for both Meets and Masters. **Root Cause:**

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 and mathematics for all 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
<p>Strategy 1: Continue training and implementing the district continuous improvement process and requirements for goal setting, PDSA process and data folders in the classroom and across campus.</p> <p>Actions: a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Support, monitor and provide feedback regarding the implementation of continuous improvement practices across the campus. c) Utilize campus teams to analyze the campus needs and next steps required based on the continuous improvement rubric. d) Teachers will complete an analysis protocol for common assessments and complete PDSAs for core subjects assessed. e) Revisit campus vision and mission statement. f) Grade level teams utilize the PDSA process to monitor progress towards goals. g) Students regularly track individual growth in data folders.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff</p> <p>Title I: 2.4, 2.5, 2.6 -</p>	

Strategy 2 Details

Reviews

Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need.

- Actions:** a) Collaborate with PTA to schedule and host school-wide events to support students and families such as parent education classes.
- b) Identify and communicate the needs of student populations and their families with community partners.
- c) Develop parent and family engagement policy and offer flexible opportunities for meetings.

Staff Responsible for Monitoring: Campus Administration

Title I:


4.1, 4.2


- TEA Priorities:


Improve low-performing schools

Problem Statements: Demographics 1, 2 - Perceptions 1

Strategy 6 Details	Reviews			
<p>Strategy 6: Implement district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators.</p> <p>Actions: a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services.</p> <p>Staff Responsible for Monitoring: Campus Administration Attendance Clerk 504 Coordinator Special Education Staff</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Problem Statement 1:

Problem Statement 1: Due to recent events, there is a heightened concern about school safety. **Root Cause:** Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

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 as measured by a campus-administered student/staff survey.

Evaluation Data Sources: Observation Data
Social-Emotional Learning Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a district-approved program that teaches social-emotional skills.</p> <p>Actions: a) Provide training for all staff utilizing Conscious Discipline as a way to identify campus social and emotional needs and collaborate with campus staff to develop a plan and revise our plan throughout the school year. b) Implement district provided resource as a SEL curriculum used throughout the year. c) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff CSI Team Counselor</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the SEL component contained in the district ESSER plan.</p> <p>Actions: a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Collect data and information from campus staff to determine the needs of families in crisis.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus staff</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Problem Statement 1: Our 4th grade African American population was significantly lower in math than our other demographics. They were at 33.3% at approaches and 0% for both Meets and Masters. **Root Cause:** This population is more transient and causes abruption in instruction. These are also students who are at-risk due to homelife.

Problem Statement 2: Our 3rd grade African American population was significantly lower in math and reading than our other grade level demographics. In math they are 27 points lower than than our second lowest population and in reading they are 23 points lower than the second lowest population, **Root Cause:** This population is more transient and truant. These students have attended various schools and the inconsistency of instruction has caused learning gaps.


Problem Statement 1: Due to recent events, there is a heightened concern about school safety. **Root Cause:** Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.


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 behavioral MTSS Tiers 2 and 3.


Evaluation Data Sources: Behavioral RTI data records

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the behavioral MTSS plan with fidelity.</p> <p>Actions: a) Provide training on the district behavior MTSS plan. b) Implement Conscious Discipline campus wide. c) Schedule extended behavior MTSS collaboratives and utilize Success Ed or Focus to input behavioral student plans. d) Utilize the behavior facilitator to guide best practices.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff CSI Team Behavior Facilitator</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Problem Statement 2: The overall percentage of 5th graders performing on the 2023 reading STAAR in comparison to the 2022 reading STAAR decreased by 14% on approaches, 8% meets and 5% masters. **Root Cause:** Schedule and teacher changes during the year accompanied by a lack of classroom management caused a disruption in learning.

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

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

The campus will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Campus Site-Based Team Meetings

Strategy 1 Details	Reviews
<p>Strategy 1: Maintain a district-wide coordinated health program.</p> <p>Actions: a) Continue to implement health related plans at the campus level. Examples include: Play It Safe, Vision Screenings, Employee Wellness Challenges, etc. b) Follow district health requirements. c) Students participate in regular pacer and fitness gram tests in physical education class.</p> <p>Staff Responsible for Monitoring: Campus Administration Nurse Campus Staff</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1</p>	

State Compensatory

Dwfigv"hqt"Cecfg o {"cv"E0"H0"Vjq o cu

\$0.00

2.5

--

Rgtuqppgn"hqt"Cecfg o {"cv"E0"H0"Vjq o cu

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kim Saylor	Reading Interventionist	1
Natasia Armendariz	ESL Educational Assistant	1
Veronica Bustamante	Bilingual Reading Interventionist	0.5

Title I

303<"Eq o r t g j g p u k x g" P g g f u" C u u g u u o g p v

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

403<"E c o r w u" K o r t q x g o g p v" R n c p" f g x g n q r g f" y k v j" c r r t q r t k e v g" u v c m g j q n f g t u

The Campus Improvement Plan was developed through the input and involvement of the following:

Parents:

Community Members:

- David Crook
- Jessica Morris

Business Representatives:

- Vicki Brouse
- Monty Brouse

Teachers:

-

District Professional:

- Stephanie Jackson

404<"T g i w n c t" o q p k v q t k p i" c p f" t g x k u k q p

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

405<"C x c k n c d n g" v q" r c t g p v u" c p f" e q o o w p k v { " k p" c p" w p f g t u v c p f c d n g" h q t o c v" c p f" n c p i w c i g

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

- Sheltered Instruction

Leveled Literacy Intervention

- September Title I Meetings on campus
- September STEM Night (Thursday evening) on campus
- October Fall Festival on campus
- November Book Fair (Monday through Thursday on campus with Thursday night extended hours)

• November Veterans' Day Event on campus



• December Chorus Event on campus



• March STEM Night and Open House on campus

• March Book Fair on campus

March Discover Birdville Event

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Lopez	Bilingual Title I EA	Title I	1.0
Charlene Soto	Title I EA/Parent Liaison	Title I	1.0
Gayle Marshall	Math Interventionist	Title I	.5
Veronica Bustamante	Bilingual Reading Interventionist	Title I	.5

