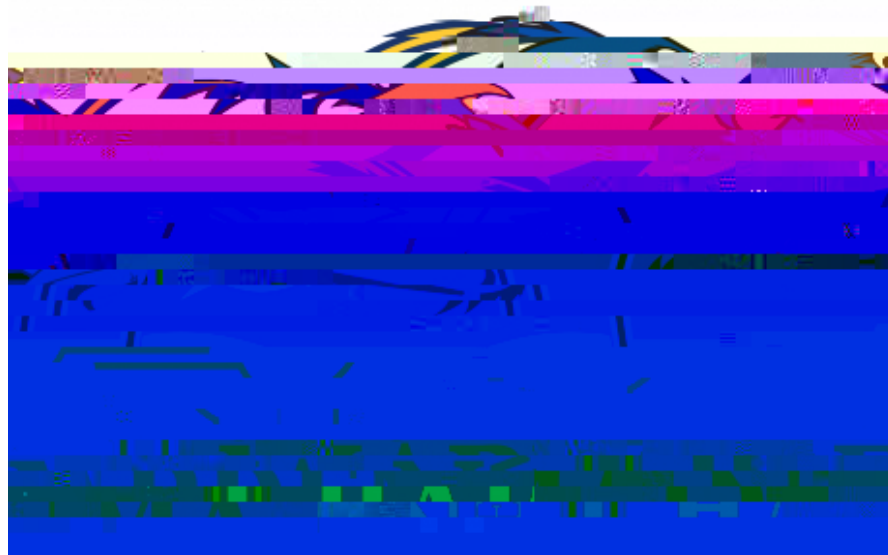


**Birdville Independent School District**  
**Grace E. Hardeman Elementary**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Background

Hardeman Elementary is a Title I school that served 612 students Pre-k-5th grade during the 2021-2022 school year. Our demographics are displayed in detail below.

- Title I Campus located in north end of Birdville ISD
- Serves approximately 612 students
  - PreK – 5<sup>th</sup> Grade
  - AABLE and ACCESS Special Education Program
- Student ethnicity
  - 43% White
  - 31% Hispanic/Latino
  - 9% African American
  - 12% Asian
  - 4% Two or more
  - 1% Pacific Islander
- 59% of students are Economically Disadvantaged
- 52% of students are identified as at risk
- 100 students are Limited English Proficient
- 100 students are served in EL Program
- 108 students are served in Special Education
- 30 students are served in Advanced Academic Program
- 50 students are served through dyslexia program
- 48 students are served under section 504
- 100% staff meet federal highly qualified requirements

### Gifted and Talented

In looking at the data, Hardeman has seen a decrease in gifted and talented students going from 10% to 5% in the last ten years. Additionally, we have seen an increase in our special education percentages going from 10% to 17% in that same time period. Our teachers have continued to learn and implement instructional strategies that have allowed our students to continue to perform at high levels on the state assessments and in comparison with our comparable schools.

### Asian Student Performance

According to the 2022 state accountability report on Closing the Gaps, our area for targeted support is the percentage of Asian students reaching the meets expectation level on reading and math STAAR is below the target percentage. In 2022, 68% were at meets or above in reading, where the target is 74%. In 2022, 68% of our Asian students were at the meets level in math, where the target was 82%. The majority of students in this subgroup are parsD



## Student Learning

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In reviewing the Fountas and Pinnell BAS assessment to determine the reading level and growth of each student, we saw a dramatic drop of the percentage of students ending the year on level post COVID. However in 2022 we increased the percentage of students ending on grade level by 3% in kindergarten, 18% in 1st grade, and 4% in 2nd grade.

When examining STAAR math data we had a similar drop post COVID. However in 2022 we increased the passing rate by 3% in 3rd grade, 2% in 4th grade, and 10% in 5th grade.

Similarly, in STAAR reading data we had a similar drop post COVID, but in 2022 we increased the passing rate by 11% in 3rd grade, 11% in 4th grade, and 4% in 5th grade.

Our 5<sup>th</sup> grade STAAR Science data followed the same pattern, and in 2022 we had 84% of students approaching grade level, 62% of students meet grade level, and 36% of student master grade level.

Based on overall STAAR performance our campus received a grade of 89 and 3 distinctions from the state.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Hardeman Elementary School met the target with a TELPAS progress rate of 54%. In 2021-2022 Hardeman Elementary School again met the target with a TELPAS progress rate of 46%. In comparing the progress rate from 2021 and 2022, Hardeman Elementary demonstrated a 8% point decrease in students' English language development.

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Every grade level increased the percentage of students passing STAAR in every subject area, resulting in a grade of 89 for our campus overall and 3 distinctions.

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## School Processes & Programs

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Students at Grace E. Hardeman Elementary are served by a number of specialized programs related to student need. fifty-nine percent of students are served by the free/reduced lunch

## Perceptions

### **Rgtegrvkqpu"Uw o o ct {**

The campus collects data on a regular basis from parents and staff regarding their perceptions of campus programs and procedures. The campus is also involved with the district survey on school safety issues. Data collected included perceptions of parent involvement and school safety issues. 91% of parents who responded to the survey reported they feel their child is safe at school. 100% of staff reported that they feel our campus is safe for staff and students.

Our campus offers ample parent engagement opportunities throughout the school year, and we saw an increase in participation this school year.

We will continue surveying parents this year and involving them in the decision making process.

### **Rgtegrvkqpu"Uvtgpivju**

The Hardeman staff, students, and parents feel like a school family. The majority feel like they are an integral and valued part of our campus. Parents report they are proud to be a part of the Hardeman community and feel that the school meets the needs of their students. They describe the school as having a family feel and caring staff members. We have an active and involved PTA and Watch DOG program from whom we receive regular feedback. We also conduct parent surveys each year.





# Comprehensive Needs Assessment Data Documentation

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

## Key Data Sources

- District goals
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## Student Performance Data

- STAAR current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

## Attendance Data

- Attendance data

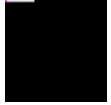

## Staff Feedback

- Staff surveys and/or other feedback

## Parent Feedback

- Parent surveys and/or other feedback
- Parent engagement rate



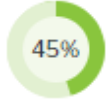
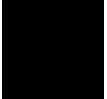
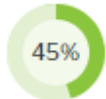
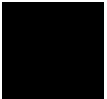
- X O " O D M	Uvtcvgi {"4" Fgvcknu	Tgxkgy u			
<p data-bbox="65 120 1423 180">Uvtcvgi {"4" Fgvcknu Align processes that encourage and facilitate personalized learning for students in reading and math in order to close achievement gaps in core content areas.</p> <p data-bbox="65 188 1423 248">Cevkqpu -Utilize Continuous improvement rubrics to strengthen instruction and assist teachers in supporting learning for all students including EL population.</p> <p data-bbox="65 256 1423 277">-Implement RTI processes to ensure alignment with district protocol and make adjustments as needed.</p> <p data-bbox="65 285 1423 306">-Utilize district resources with tier 1, 2, and 3 students during intervention time.</p> <p data-bbox="65 315 1423 336">-Utilize bilingual ESL EA and other staff to facilitate small group intervention with EL students.</p> <p data-bbox="65 344 1423 365">-Provide enrichment for tier 1 groups based on individual data.</p> <p data-bbox="65 373 1423 433">-Utilize Title 1 tutor, ESSER tutor, and interventionists to provide intervention for targeted students identified through the RTI process to decrease learning gaps and increase student performance.</p> <p data-bbox="65 441 1423 462">-Utilize ESSR funds for Accelerated Instruction.</p> <p data-bbox="65 470 1423 492">-Utilize Title 1 money to purchase high quality books for take home bags for students to practice reading at home.</p> <p data-bbox="65 500 1423 521">Uvchh" Tgurqpukdng" hqt" Oqpkvqtipi &lt; Principal, Assistant Principal, RTI team, campus blended learning team</p> <p data-bbox="65 561 218 621">Vkvng" K&lt; 2.4, 2.5, 2.6</p> <p data-bbox="65 630 1423 651">Rtqdnq o "Uvcvg o gpvu &lt; Demographics 1, 2, 3 - Student Learning 1</p> <p data-bbox="65 659 1423 751">Hwpfkpi "Uqwtegu &lt; Tutorials - 211 - Title I - \$15,000, Intervention Personnel - 211 - Title I - \$113,763, Instructional Materials - 211 - Title I - \$3,693, ESSER Tutors - ESSER - \$22,815, Campus Personnel - 199 - General Funds: SCE - \$171,751</p>	Hqt o cvkxg			Uw o o cvkxg	
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**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 groups as measured by STAAR, district assessments and screeners, and campus/grade level common assessments.

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**Gxcnwckqp" Fcvc"Uqwtegu** STAAR data, interim data, screener data (mclass, renaissance) and campus assessment data

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<p><b>Uvtcvgi{"3</b> Deepen implementation of the district continuous improvement process including use of mission statements, goal setting, PDSA process, and data folders in the classroom</p> <p><b>Cevkqpu</b> -Deliver clear expectations on the implementation of the continuous improvement process throughout the school year based on rubric and BOY data</p> <ul style="list-style-type: none"> <li>-Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus</li> <li>-Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric</li> <li>-Conduct "data days" where students explain their goals and data to their parents each nine weeks grading period.</li> <li>-Hold campus content area events to educate families and provide practice opportunities for academic skills. (Science night, math night)</li> </ul> <p><b>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi</b> Campus Administration, academic coach, vertical teams, staff</p> <p><b>Vkvnng" K</b> 2.4, 2.5, 2.6, 4.2</p> <p><b>Rtqdnng o" Uvcvg o gpvu</b> Demographics 1, 2, 3 - Student Learning 1</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	O ct	Lwpg
				
Uvtcvgi{"4" Fgvckmu	Tgxkgyu			
<p><b>Uvtcvgi{"4</b> Enlist community and business partners to assist in providing support to students and families who are in need</p> <p><b>Cevkqpu</b> -Collaborate with PTA to schedule and host school wide events to support students and families.</p> <ul style="list-style-type: none"> <li>-Identify and communicate the needs of student populations and their families with community organizations such as Sertoma.</li> <li>-Develop and distribute a Family and Parent Engagement Policy</li> <li>-Conduct campus events to engage families including math and science family nights.</li> </ul> <p><b>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi</b> Campus Administration, Counselor</p> <p><b>Vkvnng" K</b> 4.1, 4.2</p> <p><b>Hwpfkpi" Uqwtegu</b> Family Engagement - 211 - Title I - \$1,288</p>	Hqt o cvkxg			Uw o o cvkxg
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Implement PDCA process through grade level and vertical PLCs to ensure growth and performance of all  
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PLC Meetings of SCErqtv"Uvtevgi{

**Goal 1:**

**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 4:** Reduce the number of students assigned to behavioral RTI tiers 2 and 3.

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<p>Uvtcvgi{"3&lt; Implement the district behavioral Rtl plan.</p> <p><b>Cevkqpu&lt;</b> -Follow district protocols and procedures.</p> <p>-Utilize conscious Discipline strategies to support students through behavior interventions.</p> <p>-Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p><b>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi&lt;</b> Principal Assistant Principal Counselor Behavior RTI team</p> <p><b>Vkvnng"K&lt;</b> 2.5, 2.6</p> <p><b>Hwpfkipi"Uqwtegu&lt;</b> Crisis Counselor - 199 - General Funds: SCE</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:**



**Goal 2:**

**Goal 2:**

**Goal 3:**

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

**Performance Objective 2:**



# **Title I**

## **1. Comprehensive Needs Assessment (CNA)**

### **1.1: Comprehensive Needs Assessment**



- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training



activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Back to School Bash through Sertoma - August 6th, 10-1pm
- August 15th - Meet the Teacher Night on campus
- August 23-September 3 - grade level curriculum nights
- September 15th - Title 1 Meeting and family STEAM night
- September 26-30 Book Fair on campus
- September 28 - Grandparents Day Celebration
- Awards and data days at the end of each nine week's grading period
- October 4th - national family PE night at the park
- Grade level performances for families throughout the school year
- February 1st - World Read Aloud Day
- WatchDog program
- March 4 - Discover Birdville
- March 3-10 - Spring Book Fair
- March 9 - Open House
- April 6th - volunteer appreciation breakfast and parent engagement policy/compact review
- April 13 - Family Science Night through the Science Museum
- April - Kindergarten Round up & Popsicle on the playground
- May - families invited to Field Day
- May - End of year awards and celebrations

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Shupp	Reading Interventionist	Title I	1
Marsha Knowles	Math Interventionist	Title I	.5

# Campus Funding Summary

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I qcn	Qdlgevixg	Uvtcvgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	1	2	Campus Personnel		\$171,751.00
1	2	3	Academic Coaches		\$0.00
1	3	1	Crisis Counselor		\$0.00
1	4	1	Crisis Counselor		\$0.00
1	5	1	Prekindergarten		\$0.00
<b>Uwd/Vqvcn</b>					