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Demographics

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Our campus is primarily made up of White 46% and Hispanic 31%. We have smaller populations of Black students with 11% and Asian moving from 3% last year to 5%. We also have 46% White/Caucasian and 7% Two or More Races.   Our numbers have gone down the past few years from the high 400s to 375. Seventy-six students attend other BISD

Rtqdng o "Uvcvg o gpv"3< Our special education population is not making adequate progress in closing the gaps. **Tqqv"Ecwug**< Special education self-contained teachers are responsible for multiple gradez   ql

Student Learning

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Our campus overall accountability rating increased from a C to a B.

Math

- 4th grade math performed higher than other BISD schools in our comparison group
- 4th and 5th grade showed growth in all tested areas
- 3rd grade meets and masters both increased in math

Reading

- 3rd grade reading performed higher than other BISD schools in our comparison group
- 4th grade reading performed higher than other BISD schools in our comparison group
- 4th and 5th grade showed growth in all tested areas
- 3rd grade meets and masters both increased in reading
- 2nd and 5th grade had more than 50% of students make <u>more</u> than a year's growth in reading

"

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Foster Village Elementary School met the target with a TELPAS progress rate of 44%. In 2021-2022 Foster Village Elementary School did not meet the target with a TELPAS progress rate of 35%. In comparing the progress rate from 2021 and 2022 Foster Village demonstrated a 9% point decrease in students' English language development.

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Rtqdﬂgo "Uvcvgo gpv"3< We do not have at least 80% of students ending the year on tier 1 in grades Kindergarten through second grade. This is causing significant reading gaps in grades third through fifth. **Tqqv"Ecwug**< District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

Perceptions

Perceptions Summary

At this time we have a very positive school climate. Staff treats one another as family and supports those in need. Parents and visitors to the campus comment on the positive school climate. This year our families are excited to get back on campus and participate in campus activities. The PTA is planning several events. The campus leadership team is working with a local church and business to develop a partnership to support students and staff.   Last year, our school had a 11% teacher turnover rate. Teachers who left retired or moved out of the area.

At our core, we believe we must prepare young minds to become productive members of society while providing a safe environment for growth and success today. We believe if we provide opportunities for students to grow and the individualized supports that are needed, every child will be successful.

Perceptions Strengths

We have a positive campus culture. Staff members look out for one another and support each other.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. **Root Cause:** Our campus does not perform as high as other BISD campuses in the area. Our current rating is a B and other schools that are receiving our students have an A rating.

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

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

Performance Objective 1: All students will make at least one year's progress in reading and mathematics between the beginning and end of year.
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments(mathematics, 1-5), Istation (reading, grades 3-5), TEA Interim's (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews
Strategy 1: Continue to build capacity to implement the District literacy plan at the campus level. **Actions:** a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plan.	

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

Performance Objective 2: Close achievement gaps that exist for all under-performing 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.

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Gxcɒwcvkqp" Fcvc" Uqwtegu< Historical performance by student subgroup on state and district assessments

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Uvtcvgi{"3< Provide opportunities to develop and train Special Education Teachers in district initiatives and curriculum. **Cevkqpu**< a) Purchase curriculum sanctioned by the district that will allow teachers to instruct students at higher levels	
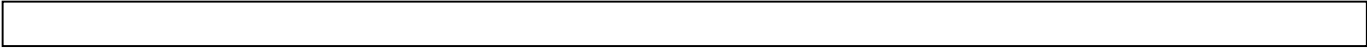
Strategy 4 Details	Review
Strategy 4: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data	

Goal 1:

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

Performance Objective 4:

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

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

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Uvtcvgi{"3< Refine and implement the district plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.	

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in all areas.

Gxcnwcvkqp Fcvc Uqwtegu Use continuous improvement to identify and improve operations and outcomes in every aspect of campus.

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Uvtcvgi{ 3 Develop and deploy continuous improvement processes at the campus level.		**Hqtocvkxg**	**Uwoocvkxg**
Cevkqpu a) Establish grade level, team, and personal SMART goals to improve overall academic performance in at least one subject area. b) Monitor SMART goal progress throughout the year by utilizing the PDSA tool and meeting at least BOY, MOY, and EOY to look at data. c) Monitor the use of data folders for all students to aid in individual data tracking. d) Model use of PDSAs by evaluating effectiveness of campus expectations. **Uvchh Tgurqpukdng hqt Oqpkvqtkpi** Classroom Teachers Students Campus Administration	**Pqx**		

Goal 3:

c) Insure that all staff have received Trust-Based Relational Interventions (TBRI) training.

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

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

Performance Objective 3: This campus will meet all compliance requirements for state and federal health programs.

Evaluation Data Sources: All state and federal health deadlines are met within the time frame set by the district.

Personnel for Foster Village Elementary

Name	Position	FTE
Rochelle Keehan	Educational Assistant Title 1 Tutor	0

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 32% of students were identified as at-ris b

- Workshop Model

- Sheltered Instruction

- Leveled Literacy Intervention

- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

2.6: Address needs of all students, particularly at-risk

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognition's, two-way communication between the school and home, and parent and family engagement activities.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics

2. Perceptions

3. Student Learning

4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

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Community Members:

Cindy Vickerman
Teachers:

Sheila Toombs, Amy Greene, Mandy Culp, Erin Hoover, Cindy Sawai, Steven Schmauss, Cassandra Money, Craig Roberts
Administrators:

Carrie Welborn, Aaron Sultan
Other Campus and District Staff:

Meredith Konlande, Laura Bean

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below).

Name	Position	Program	FTE
Jessica Nieto Avalos	Educational Assistant	Title I	1.0
Rochelle Keehan	Educational Assistant	Title I	1.0

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