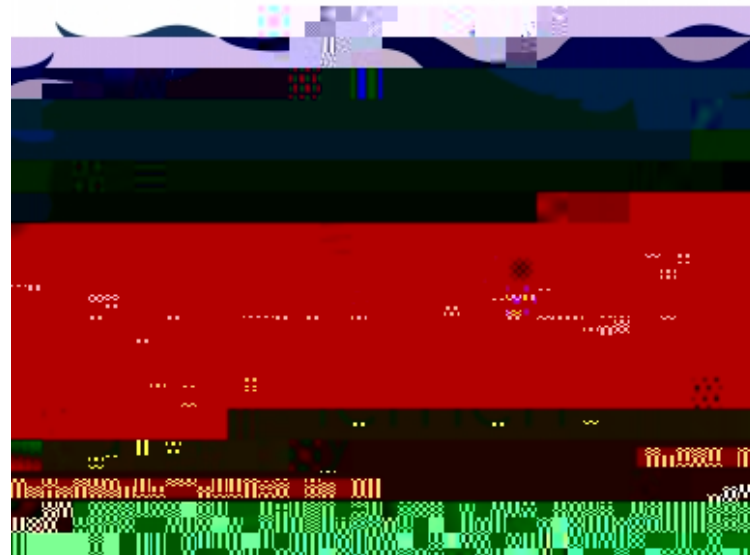


# Birdville Independent School District

## North Ridge Elementary

### 2024-2025 Campus Improvement Plan



# Mission Statement

## Vision



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

North Ridge Elementary is located in North Richland Hills, Texas, Northeast Tarrant County. North Ridge serves 490 students in pre-kindergarten through fifth grade based on the Fall 2023 PEIMS report. North Ridge has two special education self-contained classrooms, serving a total of 25 Kindergarten-5th grade students. North Ridge Elementary has been identified as a Title 1 campus for the 2024-2025 school year.



# Student Learning

## Student Learning Summary

### 2023-2024 State of Texas Assessments of Academic Achievement (STAAR) Data

#### Third Grade State Assessment

STAAR Reading Language Arts: 84% (64) of student scored approaching grade level and 24% (18) scored at the mastered level.

STAAR Math: 84% (64) of students scored approaching grade level and 21% (16) scored at the mastered level.

STAAR Alternate 2 Reading: (2) Satisfactory

STAAR Alternate 2 Math: (2) Satisfactory

#### Fourth Grade State Assessment

STAAR Reading Language Arts: 87% (59) of students scored approaching grade level and 19% (13) scored at the mastered level.

STAAR Math: 74% (51) of students scored approaching grade level and 22% (15) scored at the mastered level.

STAAR Alternate 2 Reading: (3) Satisfactory

STAAR Alternate 2 Math: (3) Satisfactory

#### Fifth Grade State Assessment

STAAR Reading Language Arts: 94% (78) of students scored approaching grade level and 53% (44) scored at the mastered level.

STAAR Math: 90% (73) of students scored approaching grade level and 23% (19) scored at the mastered level.

STAAR Science: 94% (78) of students scored approaching grade level and 46% (38) scored at the mastered level.

STAAR Alternate 2 Reading: (6) Satisfactory and (1) Accomplished

STAAR Alternate 2 Math: (4) Satisfactory and (3) Accomplished

STAAR Alternate 2 Science: (2) Satisfactory and (5) Accomplished

#### MClass Reading

Kindergarten: 42% benchmark, 42% strategic, 16% intensive

### **Renaissance Math**

Second Grade: 40% approaches, 18% meets, 22% masters

Third Grade: 34% approaches, 25% meets, 20% masters

Fourth Grade: 26% approaches, 32% meets, 12% masters

Fifth Grade: 33% approaches, 13% meets, 28% masters

### **Tier Placements Math**

Kindergarten: Tier 1: 97% Tier 2: 2% Tier 3: 1%

First Grade: Tier 1: 78% Tier 2: 15% Tier 3: 6%

Second Grade: Tier 1: 75% Tier 2: 16% Tier 3: 9%

### **Tier Placements Reading**

Kindergarten: Tier 1: 98% Tier 2: 1% Tier 3: 1%

First Grade: Tier 1: 70% Tier 2: 15% Tier 3: 15%

Second Grade: Tier 1: 74% Tier 2: 12% Tier 3: 14%

### **Student Learning Strengths**

North Ridge Elementary demonstrates strong student performance across assessments for the 2023-2024 school year. Significant gains were observed, including a four-point increase in fifth-grade STAAR Science percentages and a two-point rise in third-grade STAAR Math percentages. Fifth-grade STAAR Reading saw a two-point increase in both meeting and mastering grade levels. Early

points. **Root Cause:** The decline is due to inconsistencies in implementing instructional strategies and targeted interventions for economically disadvantaged students, which impacted their performance in Math.





challenges, family issues, mental health conditions and a lack of social skills.

# Perceptions

## Perceptions Summary

We believe learning starts in the heart of our students. Building positive relationships with our students and families are top priority. We have implemented Capturing Kids Hearts to

# Priority Problem Statements

**Problem Statement 1:** The Gifted and Talented population percentage has not shown adequate growth.

**Root Cause 1:** There is a lack of adequate information and guidance provided to both parents and teachers regarding the identification and support of Gifted and Talented students, which hinders the effective recognition and development of these students.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** STAAR scores for 3rd grade Reading lowered by three percentages points.

**Root Cause 2:** The decline is attributed to inconsistencies in the application of instructional strategies and targeted interventions, which hindered the effectiveness of reading instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** STAAR scores for 4th grade Math in the "approaches grade level" category for economically disadvantaged students lowered by two percentage points.

**Root Cause 3:** The decline is due to inconsistencies in implementing instructional strategies and targeted interventions for economically disadvantaged students, which impacted their performance in Math.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Targeted interventions are inconsistently applied and do not attain expected results.

**Root Cause 4:** Our Response to Intervention collaborative meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results.

**Root Cause 5:** North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

**Problem Statement 5 Areas:** Perceptions

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**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Survey results reveal inadequate communication between classroom teachers and home.

**Root Cause 8:** The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** At the end of last school year, 15% of first graders were below grade level in Reading.

**Root Cause 9:** The implementation of a new Phonics program in its inaugural year was marked by inconsistent instructional strategies, which contributed to the observed shortfall in student reading proficiency.

**Problem Statement 9 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

# Goals

### Strategy 1 Details

**Strategy 1:** All teachers will implement TIER 1 Priorities, follow district content standards, and plan with a focus on targeted instructional practices to improve student learning utilizing district aligned resources.

- Actions:** A) Implementation of district curriculum and literacy strategies.  
B) Vertical Teams will use the district's expectations rubric and fish bone model to align and guide instruction.  
C) Grade level teams will meet in a Professional Learning Community (PLC) to monitor student progress and plan for learning.  
D) Utilize our Academic Coach and Digital Learning Specialist for support of the implementation of Tier 1 priorities and district curriculum.  
E) All students will have access to a Student Data Folder and will use the data to monitor their progress and set goals.  
F) Teachers will meet in Super PLC meetings before each quarter to design curriculum and assessments.

**Staff Responsible for Monitoring:** Principal

Assistant Principal  
Leaders of Learners  
Vertical Team Members  
Academic Coach  
Digital Learning Specialist

**Title I:**

2.4, 2.5, 2.6

**Problem Statements:** Student Learning 2

**Funding Sources:** Instructional Facilitator - 211 - Title I - \$37,315

### Strategy 2 Details

**Strategy 2:** Provide embedded professional learning opportunities that support district initiatives and increase student engagement with TIER 1 instruction through PLCs, Coaching Cycle, Texas Teacher Evaluation & Support Systems (T-TESS) Coaching Sessions and professional learning.

- Actions:** A) Complete a needs assessment to identify professional learning needs of teachers and paraprofessionals.  
B) Provide professional development opportunities to meet the needs of all teachers and educational paraprofessionals.  
C) Utilize District Content Coordinators, Digital Learning Specialist and Academic Coach as an instructional support.  
D) Utilize our Academic Coach for MClass training and reading instructional support.  
E) Teachers will complete a Teaching Cycle with the Academic Coach.  
F) Teachers will assist in identifying students for accelerated instruction as well as those needing interventions.

**Staff Responsible for Monitoring:** Principal

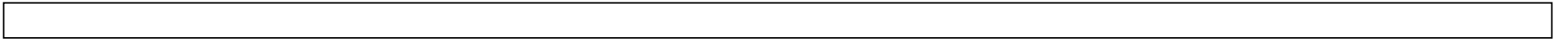
Assistant Principal  
Academic Coach  
Digital Learning Specialist  
District Content Coordinators  
Leaders of Learners  
Vertical Team Members  
Teaching Staff

**Title I:**

2.4, 2.6

**Problem Statements:** Student Learning 1





### Strategy 5 Details

**Strategy 5:** Establish Vertical Teams in the subject areas of Math, RLA, and Science to increase communication across grade levels, allowing teachers to collaboratively develop and implement a vertically aligned curriculum system.

**Actions:** A) Vertical Target Teams will meet three times yearly, using the district expectations rubrics and the system process fish bone model for teaching and learning to guide and align their work towards their written goals.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Vertical Target Team Leads

Teaching Staff

**Title I:**

2.4, 2.6

**Problem Statements:** School Processes & Programs 1

**Problem Statement 1:** STAAR scores for 3rd grade Reading lowered by three percentages points. **Root Cause:** The decline is attributed to inconsistencies in the application of instructional strategies and targeted interventions, which hindered the effectiveness of reading instruction.

**Problem Statement 2:** STAAR scores for 4th grade Math in the "approaches grade level" category for economically disadvantaged students lowered by two percentage points.

**Root Cause:** The decline is due to inconsistencies in implementing instructional strategies and targeted interventions for economically disadvantaged students, which impacted their performance in Math.

**Problem Statement 1:** Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause:** Our Response to Intervention collaborative meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.

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**HB3 Goal**

**Evaluation Data Sources:** RTI Campus Data

Interim Data

CBA Data

Benchmark Data

Report Cards

On Data Suite (ODS) Reports

STAAR (State of Texas Assessments of Academic Readiness) Data

**Strategy 1 Details**

**Strategy 1:** All teachers will implement continuous improvement strategies to monitor student progress of identified under-performing groups.

### Strategy 2 Details

**Strategy 2:** Review and monitor data of identified under-performing groups and develop action plans for targeted interventions following all assessments using data tracking systems during the PLC/RTI processes.

**Actions:** A) Teachers will analyze data to identify students not making adequate progress and plan interventions.

B) Teachers and Dyslexia Specialist will design interventions during RTI Collaboratives.

C) Resource Teachers will meet with General Education Teachers during Special Education RTI Collaboratives to monitor progress and plan intervention for our special populations.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Academic Coach

**Title I:**

2.4, 2.6

**Problem Statements:** School Processes & Programs 1

**Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - \$119,954

**Problem Statement 1:** STAAR scores for 3rd grade Reading lowered by three percentages points. **Root Cause:** The decline is attributed to inconsistencies in the application of instructional strategies and targeted interventions, which hindered the effectiveness of reading instruction.

**Problem Statement 2:** STAAR scores for 4th grade Math in the "approaches grade level" category for economically disadvantaged students lowered by two percentage points.

**Root Cause:** The decline is due to inconsistencies in implementing instructional strategies and targeted interventions for economically disadvantaged students, which impacted their performance in Math.

**Problem Statement 1:** Targeted interventions are inconsistently applied and do not attain expected results. **Root Cause:** Our Response to Intervention collaborative meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.

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**Evaluation Data Sources:** Behavior RTI Data  
Discipline Referrals/ Reports  
Counseling Referrals/ Reports  
Student Survey Results

**Strategy 1 Details**

**Strategy 1:** The School Counselor and all teachers will implement district curriculum for social - emotional learning.

- Actions:** A) Identify areas in need of improvement as shown from student surveys and Behavior RTI Collaboratives.
- B) Develop interventions and strategies to implement using the perception data.
- C) Counselor classroom lessons will be delivered each month.
- D) Award Longhorn Pride Tickets to students displaying positive behavior and good character.
- E) Recognize Longhorn Pride Ticket winners each Friday on the morning announcements.
- F) Implement Character Strong lessons.
- G) Capturing Kids Hearts will be implemented in all classrooms.
- H) Utilize State Compensatory Education (SCE)-funded Crisis Counselors to provide support to students in areas of social-emotional learning.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Counselor  
Crisis Counselor  
Classroom Teachers

**Title I:**  
2.6

**Problem Statements:** School Processes & Programs 2

**Strategy 2 Details**

### Strategy 3 Details

**Strategy 3:** Campus-wide implementation of Capturing Kids Hearts.

- Actions:** 1) Provide training and support for new staff members.  
2) The Leaders of Learners will meet to design an implementation plan and monitor campus effectiveness.  
3) Appoint a Process Champion Team and send to additional training.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Counselor

Discipline Committee

Classroom Teachers

**Title I:**

2.6

**Problem Statements:** School Processes & Programs 2

**Problem Statement 2:** Data shows there is a rise in the number of students needing emotional support. **Root Cause:** Students are displaying behaviors due to social challenges, family issues, mental health conditions and a lack of social skills.

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- Evaluation Data Sources:** RTI Student Roster Notes  
RTI Grade Level Tier Service Reports  
RTI Success ED Documentation  
Discipline referral reports

**Strategy 1 Details**

**Strategy 1:** Review, monitor data and plan interventions for identified Tier 2 and 3 behavioral students during the PLC/RTI/MTSS process.

**Evaluation Data Sources:** 2023-2024 ADA: 96.1%  
Nine Week Attendance Reports  
District Weekly Attendance Reports  
Campus Attendance Graph  
FOCUS

**Strategy 1 Details**

**Strategy 1:** Implement Attendance Incentive Plan.

- Actions:** A) Communicate the importance of attendance and share the attendance plan with parents.
- B) Monitor attendance through nine week attendance reports.
- C) Plan and implement monthly attendance contests.
- D) Track, post and celebrate grade level attendance percentages in Longhorn Celebrations each nine weeks.
- E) Recognize Perfect Attendance in Longhorn Celebrations each nine weeks.
- F) Send truancy documentation home per district attendance procedures.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Attendance Clerk  
Truancy Officer

**Title I:**  
2.5, 2.6

**Problem Statements:** Perceptions 2

**Problem Statement 2:** Survey results reveal inadequate communication between classroom teachers and home. **Root Cause:** The school needs to refine and improve its process of teacher/parent communication to foster better engagement and support.



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**Evaluation Data Sources:** Navigate 360  
Discipline Referrals  
Threat Assessment Meeting Data  
Plan4 Learning - Campus Improvement Plan (CIP)

**Strategy 1 Details**

**Strategy 1:** Campus Leadership Teams meet throughout the year to monitor and improve operations.

- Actions:** A) Site-Based Team shall meet at least once each semester to review budget and Campus Improvement Plan (CIP).
- B) LOL Team shall meet four times a year to monitor, assess and adjust CIP.
- C) Safety/Discipline Team shall meet monthly to monitor, assess and adjust Safety Plan.
- D) Administration Team will meet once a quarter to address bullying cases on campus.
- E) Administration Team will meet weekly to address the Threat Assessment.

**Staff Responsible for Monitoring:** Leaders of Learners

- Campus Site-Based Team
- Principal
- Assistant Principal
- Team Leads

**Problem Statements:** Perceptions 1

**Problem Statement 1:** Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. **Root Cause:** North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.

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**Evaluation Data Sources:** District Workers' Comp Reports  
Campus Safety Walks  
Campus Workers' Comp Reports

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Comply with all training provided by the district addressing employee safety.</p> <p><b>Actions:</b> A) All staff will complete the required Safe Schools training. B) Principal will conduct monthly safety training.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Perceptions 1</p>

<p><b>Problem Statement 1:</b> Stakeholder surveys are not collecting all facets of data needed to create useful, actionable results. <b>Root Cause:</b> North Ridge Elementary needs to improve the stakeholder survey process, as the two surveys conducted last year focused only on elements of the Capturing Kids Hearts program.</p>
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**Evaluation Data Sources:** Formative and Summative Reviews

Strategy 1 Details
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<p><b>Strategy 1:</b> Implement the campus plan and all required compliance plans.</p>
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| <p><b>Actions:</b> A) Leaders of Learners meet four times a year to complete formative and summative reviews.<br/>B) Develop a plan if progress is not being made or modify plan.</p> |
|---|

<p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Leaders of Learners</p>
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<p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>
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<p><b>Problem Statement 1:</b> Targeted interventions are inconsistently applied and do not attain expected results. <b>Root Cause:</b> Our Response to Intervention collaborative meeting uses a lengthy process for tiering students, which may contribute to a lack of focus on discussing and planning interventions.</p>
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**Evaluation Data Sources:** North Ridge Elementary Parent Surveys  
Event Attendance

Strategy 1 Details
<p><b>Strategy 1:</b> North Ridge Elementary in partnership with the NRE PTA will plan activities to increase family engagement. <b>Actions:</b> A) Hold Parent Teacher Association (PTA)/ Parent meetings to distribute family engagement policy.</p>

# State Compensatory

## Budget for North Ridge Elementary

\$119,954.00

# Title I

## 1.1: Comprehensive Needs Assessment

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## 2.1: Campus Improvement Plan developed with appropriate stakeholders

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## 2.2: Regular monitoring and revision

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

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The North Ridge Elementary CIP can be found on the campus webpage and is available in the English language.







# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	SCE Campus Personnel		\$119,954.00
<b>Sub-Total</b>					\$119,954.00
<b>Budgeted Fund Source Amount</b>					\$119,954.00
<b>+/- Difference</b>					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Facilitator		\$37,315.00
<b>Sub-Total</b>					\$37,315.00
<b>Budgeted Fund Source Amount</b>					\$37,315.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					