Birdville Independent School District

Foster Village Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Preparing young minds to become productive members of society while providing a safe environment for growth and success today.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Foster Village Elementary serves a diverse student population of 424 students. The campus is primarily composed of White (39%) and Hispanic (35%) students, with smaller

Student Learning

Student Learning Summary

<u>Academic Achievement:</u>

Reading/Language Arts (RLA):

- **2024 Performance:** 51% of all students met the Grade Level (GL) standard, with the strongest performance in the Asian group (63%) and lower performance in African American (39%) and High Focus (44%) groups.

Mathematics:

2024 Performance:

Root Cause: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the Asian student group, similar supports are lacking or not adequately adapted for African American and High Focus students, necessitating more tailored interventions.

School Processes & Programs

School Processes & Programs Summary

Professional Learning Communities (PLCs): Grade-level teachers at Foster Village Elementary convene weekly, while vertical teams meet every three weeks to collaborate on strategies for enhancing student achievement. These meetings involve lesson planning, discussing instructional strategies, and analyzing data from screeners and common

Perceptions

Priority Problem Statements

Problem Statement 1: 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.

Root Cause 1: District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our campus has random variation in instructional delivery and student expectations.

Root Cause 2: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools.

Root Cause 3: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 39% of African American students met the Reading/Language Artigi N˛ p ל " !

Problem Statement 7: Campus attendance average is 1.12% below attendance target.

Root Cause 7: Insufficient communication of the importance of regular attendance and its impact on student success may contribute to the lower attendance rate, leading to a lack of

Comprehensive Needs Assessment Data Documentation

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

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

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 by the end of school year. a) Meet the progress

Strategy 2 Details
Strategy 2:

Strategy 4 Details

Strategy 4: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.

Actions: a) Provide Title 1 Tutors to fill administer accelerated instructions and fill learning gaps.
b) Provide research-based assessment tools for online learning.
c) Provide updated technology devices for classrooms that are not equipped with interactive boards.

Staff Responsible for Monitoring: Administration
Technology Department
Instructional Facilitator
Classroom Teachers

Title I:
2.4, 2.5, 2.6

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Tutors - 211 - Title I - $1,602

Problem Statement 1: Foster Village Elementary has experienced a notable increase in the percentage of Emergent Bilingual students, rising from 14.51% in 2020/21 to 17.92% in 2023/24. This growing population presents a challenge as the school must effectively address the evolving needs of these students. Despite a rise in percentage, academic outcomes for Emergent Bilingual students show room for improvement. **Root Cause**: The increasing proportion of Emergent Bilingual students underscores the need for enhanced support and resources to ensure that these students achieve academic success and fully integrate into the learning environment. Addressing this trend is critical for closing achievement gaps and supporting the diverse linguistic needs of the student body.

Problem Statement 2: Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 16% meeting grade-level standards in Reading/Language Arts and 22% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. **Root Cause**: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.

Problem Statement 1: 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. **Root Cause**: District curriculum, tier 1 priorities, and the district literacy initiative is not being implemented with fidelity.

Problem Statement 2: Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 39% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 43% met the Mathematics standard, highlighting significant achievement gaps. **Root Cause**: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the Asian student group, similar supports are lacking or not adequately adapted for African American and High Focus students, necessitating more tailored interventions.

Problem Statement 1: Our campus has random variation in instructional delivery and student expectations. **Root Cause**: Teachers do not have the opportunity to plan vertically in order to ensure that instruction is consistent and builds off learning strengths.

Problem Statement 1: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. **Root Cause**: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

Strategy 3 Details
Strategy 3:

Strategy 5 Details

Problem Statement 1: We have a large percentage of our high-performing students that utilize Open Enrollment to attend other BISD schools. **Root Cause**: This perception may stem from limited communication about the successes, resources, and individualized support available at the current campus.

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 district-administered student survey.

Evaluation Data Sources: District Survey
District Overcoming Obstacles Curriculum
Overcoming Obstacles Curriculum
CORE Value Curriculum and Celebrations

Strategy 1 Details
Strategy 1: Implement Conscious Discipline practices throughout the campus. **Actions:** a) Continue to deploy plan for implementing Conscious Discipline curriculum. b) Provide ongoing professional learning to all stakeholders on the Conscious Discipline program c) Identify Conscious Discipline champions to model classrooms using Conscious Discipline strategies. d) Continue to attend Conscious Discipline learning opportunities online and in person. e) Collect data on intervention effectiveness. f) Conduct nine week celebrations recognizing students who exemplify SEL behaviors. g) Utilize Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Counselor All Classroom Teachers Administration **Title I:** 2.5 **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Conscious Discipline professional Learning - 211 - Title I - $6,000

Strategy 2 Details
Strategy 2: Increase socially appropriate behaviors by teaching replacement behaviors and generalizing those across settings.. **Actions:** a) Implement evidence based strategies and interventions for managing behaviors. b) Implement individual behavior charts for students on a behavior tier. c) Provide items for students to purchase using their points. **Staff Responsible for Monitoring:** Behavior Specialist Campus Administration **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

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 RtI tiers 2 and 3.

Evaluation Data Sources: RtI and ABC Meeting minutes and individual student paperwork.

Strategy 1 Details
Strategy 1: Monitor the fidelity of implementation of the behavioral Response to Intervention plan. **Actions:** a) Provide training on the district behavior Response to Intervention plan. b) Identify needed support systems within the campus and educate faculty and staff on best use of such supports. c) Provide clear expectations and modeling of Behavior and Relationship Management system on campus. d) Communicate the Social Emotional Skills and establish a system for regular integration of these key beliefs

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.

Strategy 1 Details

Strategy 1: 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.

Actions: a) Design and implement improvement plan strategies to increase staff and student attendance.
b) Monitor student attendance and review progress with Campus Leadership Team on a nine weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance.
c) Create a system to celebrate campus attendance.
d) Utilize funding from district to provide incentives to improve student attendance.
e) Track student attendance and update staff and students in regards to progress on a quarterly basis.

Staff Responsible for Monitoring: Classroom Teachers
Faculty Student Celebration Committee
Students
Campus Administration

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

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

Use continuous improvement to identify and improve operations and outcomes in all areas.

Evaluation Data Sources: Use continuous improvement to identify and improve operations and outcomes in every aspect of campus.

Strategy 1 Details
Strategy 1: Develop and deploy continuous improvement processes at the campus level. **Actions:** 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 beginning of year, middle of year, and end of year to look at data. c) Monitor the use of data folders for all students to aid in individual data tracking. d) Model use of plan, do, study, act (PDSAs) by evaluating effectiveness of campus expectations.

Problem Statement 2: Foster Village Elementary's African American and High Focus student groups lag in academic performance compared to their peers. Only 39% of African American students met the Reading/Language Arts (RLA) Grade Level standard, and 43% met the Mathematics standard, highlighting significant achievement gaps. **Root Cause**: The achievement gaps stem from inconsistent implementation of effective instructional strategies across different student groups. While targeted approaches have benefited the

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

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.

Strategy 1 Details
Strategy 1: Deliver current and accurate information regarding college admission, financial aid, and the TEXAS grant program opportunities for staff, students, and parents. **Actions:** a) Provide and distribute information and training modules to staff, as received from the district. b) Monitor implementation of training and requirements of the district. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Demographics 1 - School Processes & Programs 1

Strategy 2 Details
Strategy 2: Develop and maintain a campus-wide coordinated health program. **Actions:** a) Convene with PE and a health advisory committee to develop a campus wide coordinated health plan and/or to strategically implement the district-wide coordinated health plan. b) Monitor participation of students in physical activity and collection of student fitness assessment data. **Staff Responsible for Monitoring:** Campus Administration Team Leaders/ LOL group **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

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Problem Statement 2: Special Education students at Foster Village Elementary are not making adequate progress in closing the gaps, with only 16% meeting grade-level standards in Reading/Language Arts and 22% in Mathematics, compared to higher overall student averages. Their academic growth scores also lag behind, indicating significant gaps in achievement and progress. **Root Cause**: The lower academic performance and growth of Special Education students may be related to the need for more individualized instructional strategies and support services. This indicates an opportunity to refine interventions and provide additional professional development for educators to better meet the diverse needs of these students.

Problem Statement 3: Campus attendance average is 1.12% below attendance target. **Root Cause**: Insufficient communication of the importance of regular attendance and its impact on student success may contribute to the lower attendance rate, leading to a lack of awareness and urgency among students and staff.

Problem Statement 1: 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

State Compensatory

Budget for Foster Village Elementary

$230,522.00

5.29

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2024 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Parents: **Crystal Lenz**
Community Members: Cindy Vickerman
Teachers: Lisa Holder, Amy Greene, Mandy Culp, Marie Suda, Cindy Sawai, Keylee Slough, Kathy LeDoux, Marie Winkley
Administrators: Jason Winans and Lauren Owens
Other Campus and District Staff: Courtney Maxwell

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

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 through the district website in English, and a printed copy may be requested in the campus front office.

- Leveled Literacy Intervention
- Social Skills Training

Parents: **Crystal Lenz**
Community Members: Cindy Vickerman
Teachers: Lisa Holder, Amy Greene, Mandy Culp, Marie Suda, Cindy Sawai, Keylee Slough, Kathy LeDoux, Marie Winkley
Administrators: Jason Winans and Lauren Owens
Other Campus and District Staff: Courtney Maxwell

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 parentsô work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- October Title I Meeting (Tuesday) on campus
- November Literacy Event (Thursday/Friday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus

  May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

Title I Personnel

Name	Position	Program	FTE
Courtney Maxwell	Instructional Facilator	Title I	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SCE Campus Personnel		$230,522.00
				Sub-Total	$230,522.00
				Budgeted Fund Source Amount	$230,522.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Substitutes for Leadership meeting dates.		$1,000.00
1	1	4	Tutors		$1,602.00
1	2	3	Personnel		$56,577.00
1	2	5	Title I Family Engagement		$1,000.00
1	3	1	Conscious Discipline professional Learning		$6,000.00
				Sub-Total	$66,179.00
				Budgeted Fund Source Amount	$66,179.00
				+/- Difference	$0.00
				Grand Total Budgeted	$296,701.00
				Grand Total Spent	$296,701.00
				+/- Difference	$0.00