# Birdville Independent School District

# Academy at C. F. Thomas

# 2024-2025 Campus Improvement Plan

# Mission Statement

***Academy at Carrie Frances Thomas empowers learners to become responsible citizens and use their passions to reach goals and maximize their potential.***

# Vision

***Transform education to ensure learning for ALL!***

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

have attended various schools. The inconsistency of instruction has caused learning gaps.

**Problem Statement 2 (Prioritized):** Our 4th grade African American population was significantly lower in math and reading than our other grade level demographics in approaches grade level. In math they are 15 points lower than than our second lowest population and in reading they are 19 points lower than the second lowest population, **Root Cause:** This population is more transient. These students have attended various schools and the inconsistency of instruction has caused learning gaps.

# Student Learning

**Student Learning Summary**

## STAAR

Our campus experienced an improvement in approaches on STAAR 3rd and 5th math and also 5th grade reading.  Meets was increased in 3rd-5th grade math, 5th grade reading. Masters was experienced an increase in 3rd-5th grade math, 5th grade reading and science.

## 2024 Results Third Grade

*Reading- Approaches 63%, Meets 28% and 4% Masters*

*Math-Approaches 66%, 36% Meets and 8% Masters*

## 2024 Results Fourth Grade

*Reading- Approaches 73%,Meets 45% and 8% Masters*

*Math- Approaches 65%, Meets 36% and 13% Masters*

## 2024 Results Fifth Grade

*Reading- Approaches 80%, Meets 56% and 32% Masters*

*Math-Approaches 81%, Meets 60% and 34% Masters*

*Science- Approaches 66%, Meets 31% and 9% Masters*

**Student Learning Strengths**

- Third grade math had an increase of 16% in meets.

- Fourth grade math had an increase of 3% in masters.
- Fifth grade math had an increase of 12% in approaches, 10% in meets and 16% in masters.
- Fifth grade reading had an increase of 10% in approaches, 4% in meets and 2% in masters.
- Fifth grade science had an increase of 10% in approaches.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The overall percentage of 3rd graders performing on the 2024 reading STAAR in comparison to the 2023 reading STAAR decreased by 7% meets . Approaches and masters remained the same. **Root Cause:** Students were not at a proficient level for the written text responses including both short and extended constructed responses. Data shows that 54% of returning students entered 3rd grade on a tier 2 or 3 which indicates they were not reading on grade level.

**Problem Statement 2 (Prioritized):** The overall percentage of 4th graders performing on the 2023 reading STAAR in comparison to the 2024 reading STAAR decreased by 10% on approaches, 7% meets and 7% masters. **Root Cause:** We had two new reading teachers in the spring. Students in our AABLE 2 class were required to take STAAR instead of STAAR Alt. These students were reading or performing at three or more grade levels below.

# School Processes & Programs

### School Processes & Programs Summary

# Perceptions

### Perceptions Summary

# Priority Problem Statements

**Problem Statement 1**: All Students had a target of 46% for reading 2023-2027 but our preliminary results indicate only 43% met or were above in Spring 2024.

**Root Cause 1**: Overall in grades 4-5 we had 40 students who did not make academic growth, due to a lack of effective Tier 1 instruction in written textual responses.

**Problem Statement 1 Areas**: School Processes & Programs

**Problem Statement 2**: According to parent and student surveys administered, mutual kindness to one another has become an issue of concern with 29% of students and 20% parents answering with neutral or lower ratings.

**Root Cause 2**: Students do not understand the difference between disagreement and personal preferences. Students will conclude someone is not being kind instead of acknowledging they feel differently about a situation.

**Problem Statement 2 Areas**: Perceptions

**Problem Statement 3**: The overall percentage of 3rd graders performing on the 2024 reading STAAR in comparison to the 2023 reading STAAR decreased by 7% meets . Approaches and masters remained the same.

**Root Cause 3**: Students were not at a proficient level for the written text responses including both short and extended constructed responses. Data shows that 54% of returning students entered 3rd grade on a tier 2 or 3 which indicates they were not reading on grade level.

**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: The overall percentage of 4th graders performing on the 2023 reading STAAR in comparison to the 2024 reading STAAR decreased by 10% on approaches, 7% meets and 7% masters.

**Root Cause 4**: We had two new reading teachers in the spring. Students in our AABLE 2 class were required to take STAAR instead of STAAR Alt. These students were reading or performing at three or more grade levels below.

**Problem Statement 4 Areas**: Student Learning

**Problem Statement 5**: Our 5th grade African American population was significantly lower in both math and reading than our other demographics. In math they are 18 points lower than than our second lowest population and in reading they are 33 points lower than the second lowest population,

**Root Cause 5**: This population is more transient and have attended various schools. The inconsistency of instruction has caused learning gaps.

**Problem Statement 5 Areas**: Demographics

**Problem Statement 6**: Our 4th grade African American population was significantly lower in math and reading than our other grade level demographics in approaches grade level. In math they are 15 points lower than than our second lowest population and in reading they are 19 points lower than the second lowest population,

**Root Cause 6**: This population is more transient. These students have attended various schools and the inconsistency of instruction has caused learning gaps.

**Problem Statement 6 Areas**: Demographics

# Comprehensive Needs Assessment Data Documentation

# 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 monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3

**Strategy 2 Details**

**Strategy 2:** Emphasize the continued implementation of reading and mathematics literacy instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.

**Actions:** a) Continue to support new teachers on the science of teaching reading based on TEA and HB3 requirements.
b) Provide elementary teachers the necessary coaching and training to continue the implementation of district and state literacy requirements.
c) Provide time for staff to conduct campus instructional walks and debriefing sessions.
d) Monitor the campus implementation of the district RLA curriculum through ongoing professional learning and coaching.
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) Integrate the use of proficiency scales for mathematics in PLC's for grades K-8.
g) Increase teacher capacity to teach the required K-3 phonics program.

**Staff Responsible for Monitoring:** Campus Administration
Instructional Coaches

**Problem Statement 1**: Our 5th grade African American population was significantly lower in both math and reading than our other demographics. In math they are 18 points lower than than our second lowest population and in reading they are 33 points lower than the second lowest population, **Root Cause**: This population is more transient and have attended various schools. The inconsistency of instruction has caused learning gaps.

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**Problem Statement 1**: The overall percentage of 3rd graders performing on the 2024 reading STAAR in comparison to the 2023 reading STAAR decreased by 7% meets . Approaches and masters remained the same. **Root Cause**: Students were not at a proficient level for the written text responses including both short and extended constructed responses. Data shows that 54% of returning students entered 3rd grade on a tier 2 or 3 which indicates they were not reading on grade level.

**Strategy 2 Details**

**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

**Funding Sources:** Title I Family Engagement - 211 - Title I - $1,750

**Strategy 3 Details**

**Strategy 3:** Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth.

**Actions:** a) Provide professional development for all teachers in analyzing and using a variety of data for the purpose of focused instruction, appropriate interventions, and approved accommodations.
b) Track student performance on common assessments, interims and district screeners to determine progress toward success on STAAR assessments during PLCs.

**Staff Responsible for Monitoring:** Campus Administration
Instructional Facilitators
Campus Staff

**Title I:**
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

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

**Funding Sources:** Professional Development - 211 - Title I - $6,700

**Strategy 4 Details**

**Strategy 4:** Implement a multi-tiered system of support (MTSS) for identified students.

**Actions:** a) Hold campus MTSS meetings throughout the year.
b) Regularly meet with campus staff to discuss progress, needs, curriculum and resources to develop individualized student plans.

**Staff Responsible for Monitoring:** Campus Administration
Campus Facilitators
Campus Staff

**Title I:**
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

**Problem Statements:** School Processes & Programs 1, 2

**Funding Sources:** SCE Campus Personnel - 199 - General Funds: SCE - $88,352

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

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Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3.

**Evaluation Data Sources:** Behavioral RtI data records

| Strategy 1 Details |
|---|
| **Strategy 1:** Implement the behavioral MTSS plan with fidelity.<br>**Actions:** a) Provide training on the district behavior MTSS plan.<br>b) Implement Conscious Discipline campus wide.<br>c) Schedule extended behavior MTSS collaboratives and utilize Success Ed or Focus to input behavioral student plans.<br>d) Utilize the behavior facilitator to guide best practices.<br>**Staff Responsible for Monitoring:** Campus Administration<br>Counselor<br>Crisis Counselor<br>Campus Staff<br>CSI Team<br>Behavior Facilitator<br><br>**Title I:**<br>2.6<br>- **TEA Priorities:**<br>Improve low-performing schools<br>**Problem Statements:** Perceptions 1 |

| |
|---|
| **Problem Statement 1**: According to parent and student surveys administered, mutual kindness to one another has become an issue of concern with 29% of students and 20% parents answering with neutral or lower ratings. **Root Cause**: Students do not understand the difference between disagreement and personal preferences. Students will conclude someone is not being kind instead of acknowledging they feel differently about a situation. |

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.

Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Staff and Student Survey, Accident Reports

| Strategy 1 Details |
| --- |
| **Strategy 1:** Foster a school community where students and staff feel safe and have a sense of belonging.<br>**Actions:** a) Review perception data from students, staff, and parents to identify strategies to improve campus safety.<br>b) Utilize the campus CSI team to review student and staff safety concerns.<br>c) Take corrective action of findings at the campus by utilizing our CSI Logistics Team.<br>d) Implement and review the district safety protocols.<br>e) Schedule and monitor safety drills through Navigate 360.<br>f) Identify potential school and safety threats using survey data to implement and refine procedures.<br>g) Continue to implement the Anonymous Alerts and Threat Assessment System. |

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

Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

**Evaluation Data Sources:** Campus WC Report

| Strategy 1 Details |
| --- |
| **Strategy 1:** Implement the district-wide program that promotes an accident-free work environment.<br>**Actions:** a) Conduct facility reviews to locate and address issues and needs.<br>b) Provide safety training for campus staff based on district protocols.<br>c) Provide safety equipment as needed.<br>d) Continue to monitor the implementation of safety procedures.<br>e) All employees will complete Safe Schools Training.<br>**Staff Responsible for Monitoring:** Campus Administration<br>Campus Staff<br><br>**Problem Statements:** Perceptions 1 |

| |
| --- |
| **Problem Statement 1**: According to parent and student surveys administered, mutual kindness to one another has become an issue of concern with 29% of students and 20% parents answering with neutral or lower ratings. **Root Cause**: Students do not understand the difference between disagreement and personal preferences. Students will conclude someone is not being kind instead of acknowledging they feel differently about a situation. |

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

# State Compensatory

**Budget for Academy at C. F. Thomas**

# 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

## 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.

## 2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 77.36% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

## 2.5: Increased learning time and well-rounded education

Student learning will be supported through research-based instructional strategies such as:

- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Character Development

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

## 4.1: Develop and distribute Parent and Family Engagement Policy

# Campus Funding Summary

| 199 - General Funds: SCE | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 4 | SCE Campus Personnel | | $88,352.00 |
| | | | | **Sub-Total** | $88,352.00 |
| | | | | **Budgeted Fund Source Amount** | $88,352.00 |
| | | | | **+/- Difference** | $0.00 |

| 211 - Title I | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 3 | Campus Personnel | | $154,615.00 |
| 1 | 2 | 1 | Title I Tutors | | $14,977.00 |
| 1 | 2 | 2 | Title I Family Engagement | | $1,750.00 |
| 1 | 2 | 3 | Professional Development | | $6,700.00 |
| | | | | **Sub-Total** | $178,042.00 |
| | | | | **Budgeted Fund Source Amount** | $178,042.00 |
| | | | | **+/- Difference** | $0.00 |
| | | | | **Grand Total Budgeted** | $266,394.00 |
| | | | | **Grand Total Spent** | $266,394.00 |
| | | | | **+/- Difference** | $0.00 |