

Mission Statement

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Reaching our goals and inspiring others in a safe and student-centered environment where everyone is a valued member of our school family.	2
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Grace E. Hardeman Elementary (GEH) is a Title I campus located in the North end of the Birdville Independent School District (BISD). During the 2022-2023 school year Hardeman served 600 students in Pre-K to 5th grade. Our specific demographics are as follows:

- Student Gender
 - 51% (306) Male
 - 49% (294) Female
- Student ethnicity
 - 44% (264) White
 - 33% (194) Hispanic/Latino
 - 8% (49) African American
 - 10% (62) Asian
 - 4% (22) Two or more
 - 1% (9) Other
- 69% (414) of students are considered At-Risk
- 64% (382) of students are Economically Disadvantaged
- 19% (116) of students are Limited English Proficient
- 19% (116) of students are served in a English as a Second Language (ESL) Program
- 19% (116) of students are served in Special Education
- 4% (24) of students are served in Advanced Academic Program
- 100% (92) of staff meet federal highly qualified requirements

Grace E. Hardeman Elementary School currently employs 92 individuals. We place a high priority on recruiting and hiring teachers with a passion for working with students.

One hundred percent of the certified teachers on staff are English as a Second Language certified. Teachers in Kindergarten through third grade and some support staff have been trained or are currently participating in Texas Reading Academy. Grace E. Hardeman uses a Professional Learning Community (PLC) model to provide collaborative opportunities for successful communication of the campus routines, procedures and philosophy for all staff members. Grade level team outlooks are positive and productive.

GEH is developing a strong Parent Teacher Association (PTA). The Executive Board of the PTA is made up of parents and staff members who work collaboratively to encourage family engagement and community involvement to enhance the goals of the campus.

Demographics Strengths

Some of the most notable demographic strengths for our students include:

- The male to female ratio at Hardeman Elementary is almost equivalent at 51% (306) male and 49% (294) female.
- Six different ethnicities are represented at Hardeman Elementary. This provides students on our campus the opportunity to learn from and learn with students of diverse

cultural and ethnic backgrounds.

- The special education programs available on campus allow our student population to be accepting of those with disabilities.
- Teacher retention for the campus is high.
- The campus PTA is growing.

Problem Statements Identifying Demographics Needs

Student Learning

Student Learning Summary

Review of 2023 STAAR data:

Assessment	Approaches	Meets	Masters
3rd Grade Math	85.92	52.11	30.99
3rd Grade Reading	81.69	50.7	22.54

School Processes & Programs

School Processes & Programs Summary

During the 2022-2023 school year, students at Grace E. Hardeman Elementary are served by a number of specialized programs related to student need. Approximately sixty-four percent of students are served by the free/reduced lunch program and nineteen percent of students are Emergent Bilingual (EB), served by English as a second language (ESL) programs. Currently, nineteen percent of students are served through special education which includes four self-contained programs and four percent of students are served through the gifted and talented program.

The curriculum and instruction at Grace E. Hardeman is guided by the Texas Essential Knowledge and Skills (TEKS) and driven by Birdville Independent School Districts scope and sequences, unit plans, and curriculum previews. Some critical components of the district curriculum include Common Based Assessments, Campus Formative Assessments, explicit and systematic reading programs that follow the vision of The Science of Teaching Reading, and district math curriculum implemented through a workshop model.

Assessment is a major part of the instructional decision making process at Hardeman Elementary. Pre-Kindergarten through fifth grade uses screeners to help determine student growth over the course of the year. These screeners include; Circle Progress Monitoring, mClass, Star Renaissance Reading, Star Renaissance Math, and Fountas and Pinnell. District interims and State of Texas Assessment of /academic Readiness (STAAR) are assessment focus areas in grades 3 through 5. The Texas English Language Proficiency Assessment System (TELPAS) is an annual assessment given to students that have been identified as Emergent Bilinguals (EB).

Grade level Professional Learning Communities (PLC) are scheduled weekly with the campus instructional coach for the purpose of collaborative planning, creating campus assessments and analyzing student data through the Plan-Do-Study-Act (PDSA) process.

All students and staff at Grace E. Hardeman have access to technology hardware and software. Computers, document cameras, Chromebooks are available in all classrooms. Some classrooms have Smart Boards. Wireless access points have been installed around the building for educational use. There is a computer lab with twenty-five computers run by a computer teacher that all students visit weekly. Students are encouraged to technology programs and applications such as Go Math, Canvas, SeeSaw, Amplify Reading, Progress Learning, and Spatial Temporal Math (STMath). Teachers and staff monitor student computer use using Go Guardian.

The academic Multi-Tiered System of Supports (MTSS) program serves students in grades K through 5 in both reading and mathematics as well as behavior. Students are administered universal screeners three times a year. The results of the screeners and additional performance evidence assists the campus collaborative conference committee in identifying students who will benefit from tiered interventions.. The specific services provided for students identified as needing Tier 2 and Tier 3 intervention instruction are

- One to one technology devices are provided to students
Teachers provide students with instruction geared to their individual needs.

Perceptions

Perceptions Summary

The involvement of the parents and community is strong at Grace E. Hardeman Elementary. We strive to communicate proactively and provide opportunities for parents to be engaged in the education of their children. We have worked with our Parent Teacher Association to develop a collaborative and positive climate for our families. Through proactive and responsive efforts we have reached out to our community to develop relationships that are friendly and welcoming for all stakeholders. We strive to be culturally sensitive to the needs of families moving into our community by providing opportunities for them to learn about our school. We communicate with families via a monthly principal e-Newsletter, weekly grade level newsletters, and our campus Facebook page. Parents who responded to the district safety survey reported that they feel their child is safe at school. According to the staff safety survey, 100% of our staff reported that they feel our campus is safe for students and staff.

Perceptions Strengths

Hardeman Elementary maintains a school climate that is inclusive of our diverse population of students and families. The staff, students, and parents have a strong sense of belonging. Parents and staff feel included in the decision making process. Parents report they are proud to be a part of the Hardeman community and feel that the school meets the needs of their students. We have an active and involved PTA and Watch DOG program from whom we receive regular feedback. Parent surveys are conducted each year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent and family involvement of on campus activities has decreased. For example, attendance of grade level curriculum night, family STEAM night, open house, World Read-Aloud Day. **Root Cause:** Due to COVID 19 safety protocols, some families do not feel comfortable participating in fact-to-face activities.

Problem Statement 2 (Prioritized): A review of discipline data shows student behaviors are impeding the day to day school process which is resulting in a high number of office referrals. **Root Cause:** Students need explicit instruction on expectations and the essential components of the campus discipline management plan needs to be implemented with fidelity.

Comprehensive Needs Assessment Data Documentation

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

Parent/Community Data

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

Goals

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 1: All students will make at least one year's progress in reading and math by the end of the 2023-2024 school year.

HB3 Goal

Evaluation Data Sources: Fountas & Pinnell reading levels, STAR math and reading assessment, mClass assessment, curriculum based assessments.

Strategy 1 Details	Reviews
<p>Strategy 1: Maximize district resources by implement quality Tier 1 instructional priorities for students in grades Pre-K through 5th grade.</p>	

Strategy 2 Details

Reviews

Strategy 2: Align processes that facilitate personalized learning to close achievement gaps, in core content areas, for students in grades Pre-K through grade 5.

- Actions:** -Utilize Continuous improvement rubrics to strengthen instruction and assist teachers in supporting learning for all students including EB population.
- Implement MTSS processes to ensure alignment with district protocol and make adjustments as needed.

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 for all sub-populations as measured by all campus, district and state assessments.

HB3 Goal

Evaluation Data Sources: STAAR data, interim data, screener data (mclass, renaissance) and campus assessment data

Strategy 1 Details	Reviews
<p>Strategy 1: Strengthen the understanding and implementation of the district continuous improvement process including the use of mission statements, goal setting, the PDSA process, and data folders in the classroom.</p> <p>Actions: -Deliver clear expectations of the implementation of the continuous improvement process throughout the school year based on rubric and BOY data</p>	

Strategy 3 Details

Reviews

Strategy 3:

School Processes & Programs

Problem Statement 4: The number of third and fourth grade students achieving masters on STAAR math and reading decreased from 2022 to 2023. **Root Cause:** Capacity needs to be built in teachers when analyzing data to differentiate instruction for our higher achieving students.

Goal 1:

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 5: Using Circle Assessment data, at least 80% of pre-k students will be identified as "on track." by May 2023.

HB3 Goal

Evaluation Data Sources: Circle Assessment Data

Strategy 1 Details	Reviews
<p>Strategy 1: Implement with fidelity the district provided pre-k curriculum.</p> <p>Actions:</p>	





Goal 2:

Goal 2:

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

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Student and staff surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p>Actions: -Follow all district procedures related to safety and security. -Utilize PBIS strategies in all classrooms daily.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Discipline Team Safety Team</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: There is an increased need for purposeful teaching and practicing of appropriate social skills for all students Root Cause: Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner.</p>
School Processes & Programs
<p>Problem Statement 2: There is an increased need for purposeful teaching and practicing of appropriate social skills for all students Root Cause: Students do not possess the necessary social skills to interact with peers or deal with conflict in an appropriate manner.</p>

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

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Evaluation Data Sources: district report

Strategy 1 Details	Reviews
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Goal 3:

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	3	Implement PDSA process through grade level and vertical PLCs to ensure growth and performance of all students including those identified through additional targeted supports.

State Compensatory

Budget for Grace E. Hardeman Elementary

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in June 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Kenji ford - Principal

Lindsey Jones - Assistant Principal

Diana Lewis, Julie Williams, Caroline Hildebrandt, Lauren Tidwell, Michael Johnson, Julie Meier, and Sharon Cramer - Teachers

Jaelyn Riski - Instructional Coach and District Professional

Kailee Ballew/ Morgan Myer - parents

Brandon Board - community members

Paul A. - business representatives

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

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

2.5: Increased learning time and well-rounded education

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.

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

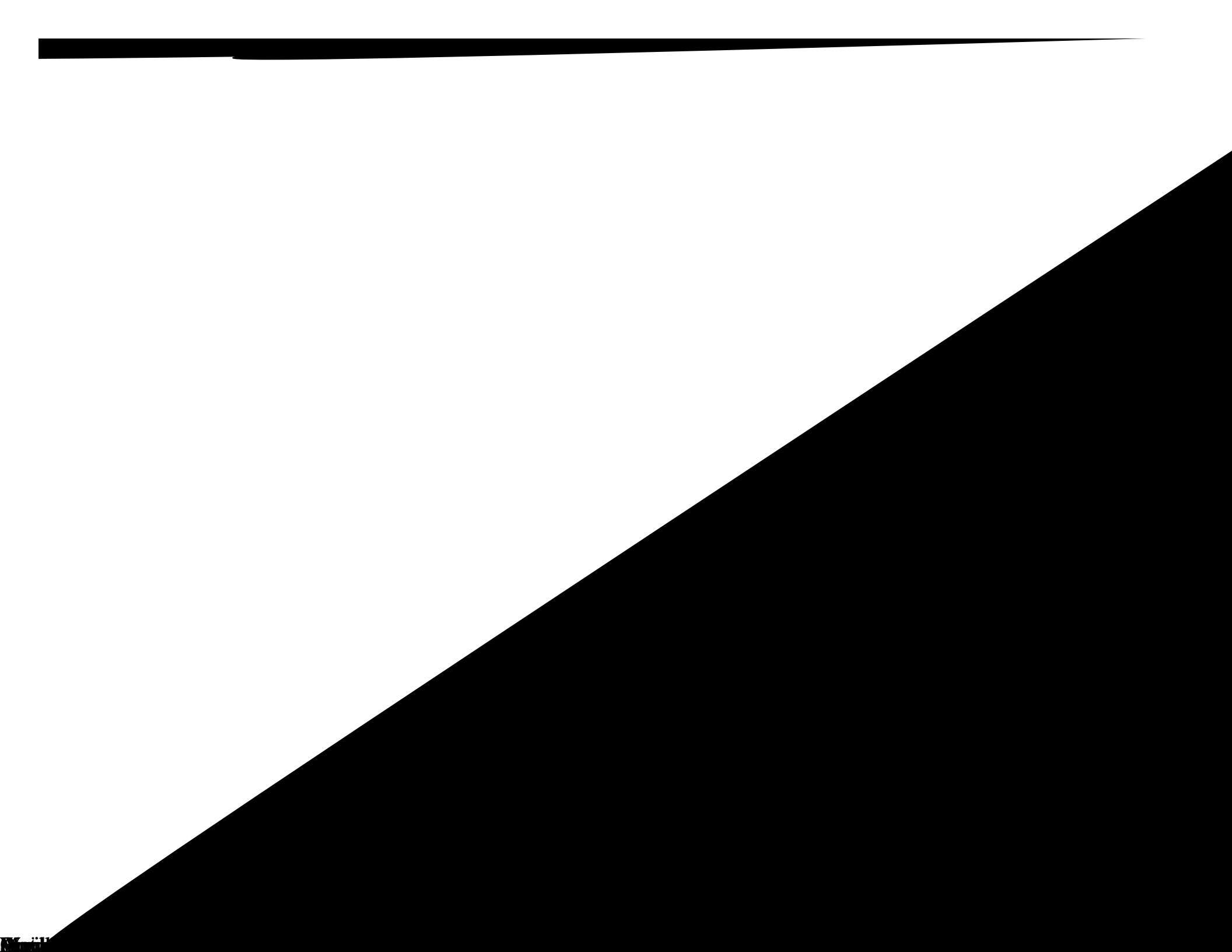
Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Positive Behavior Interventions and Supports (PBIS)
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through workshop model in both reading language arts and math. Tutorials targeted on student need will also be utilized.

3.1: Annually evaluate the schoolwide plan

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population. School-wide



Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marsha Knowles	Math Interventionist	Title I	.5
Susan Porter	Educational Assistant	Title I	1

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
Sub-Total					\$171,751.00
Budgeted Fund Source Amount					\$171,751.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Intervention Personnel		\$67,254.00
1	1	2	Tutorials		\$10,000.00
1	1	2	Instructional Materials- Core 5		\$13,800.00
1	2	2	Family Engagement		\$1,000.00
1	3	1	Professional Development		\$5,000.00
Sub-Total					\$97,054.00
Budgeted Fund Source Amount					\$109,143.00
+/- Difference					\$12,089.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESSER Tutors		\$22,815.00
Sub-Total					\$22,815.00
Budgeted Fund Source Amount					\$22,815.00
+/- Difference					\$0.00
Grand Total Budgeted					\$303,709.00
Grand Total Spent					\$291,620.00
+/- Difference					\$12,089.00