Birdville Independent School District

Watauga Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus serves approximately 710 students in grades Pre-Kindergarten through Fifth grade. Grade levels range from five to six sections with all grade levels having two bilingual classrooms. Student ethnicity is 63% Hispanic, 26% White, 5% African American, 2% each of Asian, American Indian or Alaskan, and 3% two or more races. Our school is about 51% male and 49% female. We have 42% of our students as English Language Learners. Students identified as economically disadvantaged make up 81% of our students population. Our students labeled At Risk make up 68% of our population. 43% of Watauga students are enrolled in the bilingual or ESL program.

Other Demographics to consider: 7% of our students are identified as Dyslexic, 9% of students are identified under special education, 4% are served under Gifted and Talented and 8% of our population is served under 504. Our mobility rate is 13%.

Demographics Strengths

Our campus is very large and still maintains a strong family bond. The staff works incredibly well together and is very supportive. They work diligently to meet the needs of others and their students.

All campus staff have started the Conscious Discipline training and are implementing the tools in their classrooms.

We are a diverse campus and strive to raise up students who are accepting of others and other cultures.

To support ELL population, funds are allocated for Bilingual Intervention.

Monolingual and Bilingual teachers plan together and stay aligned within the curriculum.

Classes interact with one another developing an appreciation of differing cultures.

We have a local SERTOMA chapter that supports our school and is very involved in supporting public education in the city of Watauga.

Northwood Church has adopted our campus and supplies a fall carnival, Christmas gifts and over 100 mentors who come out once a month with Academy 4.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall attendance rates have decreased to 94.8%, despite efforts to make the campus more attractive to families inside and outside of the district and incentive programs designed to increase attendance.

Student Learning

Student Learning Summary

According to the 2022 STAAR results, there was an increase in all most all tests in the percent of students reaching Approaches, Meets and Masters in all grade levels, subjects and subpops. Watauga Elementary had 65% of students earning Approaches, 35% earning Meets and 17% Masters on all STAAR tests. However, 73% of our students earned Approaches, 44% Meets, and 26% Masters in Reading. Only 63% of students earned Approaches, 32% Meets and 13% Masters in Math. According to the campus comparison groups, 3rd grade Math ranked in the first quartile and 3rd and 5th grade Reading ranked in the 2nd quartile. 4th grade Math and Reading ranked in the 3rd quartile of campus comparison groups.

Based on the F&P BAS in May 2022, 20% of Kinder students were reading on grade level, 28% 1st grade and 43% of 2nd graders. This assessment measures students' reading levels including fluency and comprehension.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Watauga Elementary School met the target with a TELPAS progress rate of 46%. In 2021-2022 Watauga Elementary School again met the target with a TELPAS progress rate of 49%. In comparing the progress rate from 2021 and 2022, Watauga Elementary demonstrated a 4% point increase in students' English language development.

Student Learning Strengths

According to the campus comparison groups, 3rd grade Math ranked in the first quartile and 3rd and 5th grade Reading ranked in the 2nd quartile.

The percent of Watauga students who scored at the Approaches level in 3rd Grade Reading and Math was in the middle of Birdville ISD.

Almost all percentages of students scoring in Approaches, Meets and Masters increased in each grade level and subject area.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the 2022 STAAR results, Watauga missed all 8 of the federal targets under Closing the Gap for Math.

Problem Statement 2 (Prioritized): Watauga Elementary attendance rate was in the bottom quartile of campus comparison groups.

Problem Statement 3 (Prioritized): According to the 2022 STAAR results, Watauga missed 2 of the federal targets under Closing the Gap for Reading.

School Processes & Programs

School Processes & Programs Summary

A number of specialized programs related to student need serves students at Watauga Elementary. The free and reduced lunch program serves eighty-one percent of our students. Forty-three percent of the campus is served through a bilingual or ESL program in some capacity. Nine percent of our students are served in special education. Approximately eight percent of our students are served through 504, as well. Approximately four percent of our students are served through our Gifted and Talented program.

In addition, we have a strategic and successful RtI program that identifies students with needs in math and reading in Kindergarten - 5th grade. These students are placed on tiers, given strong research-based instruction in small group settings, and their progress is monitored and assessed frequently. Teachers are provided with trainings, resources, and staff support to meet the needs of these struggling students. Six tutors have been hired to help meet the differentiated academic needs of students.

Watauga is committed to guaranteeing growth for all students- academically, emotionally and physically. Our students are involved in setting individual, class and grade level goals and monitoring their progress along the way in meeting these goals. Students celebrate their growth and success The staff also sets professional goals and the campus calendar and schedule provide opportunities for the staff to visit other teachers' classrooms and learn from one another. We strive to foster a culture of literacy in all content areas. Our desire is to promote innovation with the use of technology resources that assist in increased engagement, collaboration and formative assessment. All students participate in monthly Counselor lessons, weekly social-emotional lessons and common school-wide focus on our social and emotional program, Conscious Discipline. There are two full time counselors and a part time crisis counselor who help meet the needs of students. WE has support of local churches to provide weekend food backpacks for several families. The campus offers a variety of extracurricular activities to meet the many needs of our students and families. We have partnered with a local church and Academy 4 so that every 4th grader will have a mentor this year and will go through a monthly leadership curriculum. In addition, we have a parent liaison who works closely with families in building literacy projects and supports in the home.

Our campus follows district expectations for instructional and curricular practices. We include personnel recruitment, support, and retention plans through our Title One supplemental plans.

Watauga Elementary is the same as last year, with the exception of a new Counselor. Our campus has five first year teachers who are supported by mentors.

Campus professional learning is developed from the district initiatives. Rubrics provided by the district, teacher surveys, instructional walks classroom observations and student data guide our campus analysis. From these data sources and goals for the campus the leadership team identifies areas of needs. These needs are then addressed through professional learning throughout the year.

School Processes & Programs Strengths

The master schedule for the campus has been strategically planned and developed to maximize the time for all students and to ensure that students served for RtI tiers do not miss critical tier 1 instruction.
The campus RtI team has created a systematic and comprehensive approach of reviewing multiple points of data for all students several times a year. This system allows for easy identification of students and data progress monitoring from a variety of sources in both reading and math. There is a strong focus on social and emotional learning for both students and staff.

We are starting to implement Conscious Discipline this year and began with a guest speaker to help build our foundation. We are then completing a book study and video series to help us gradually learn and implement structures that will help student self regulation.

To build engagement with parents, we are utilizing the Latino Family Literacy Project this year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There are twenty-one new professional staff members this year. It takes time and intentional focus, communication and follow through to carry out the vision of the campus.

Perceptions

Perceptions Summary

Faculty developed mission:

Mission

We are a school who works together to value each part of our community, empower learners,

and establish an environment where positive futures are created.

Focused – Empowering – Caring

Student friendly motto, recited daily:

Wildcat Motto

I have the right to learn in a safe, fun, supportive environment.

Core belief statements produced by our faculty and staff and communicated to our families:

 WE believe…

1. We are here to maximize learning experiences.

2. We are here to grow happy, productive futures.

3. Our learners are capable of learning and achieving at high levels.

4. We are here to have a positive impact on lives and minds.

5. We must work as one unit to empower students to learn and grow.

6. Purposeful planning will lead to success.

7. We must use our strengths to support each other.

8. A strong team will accomplish…anything.

Clear expectations, aligned across the campus:

CHAMPS: Classroom Management System

Watauga Elementary's goal of utilizing CHAMPS, a classroom management system, is to develop an instructional framework in which students are responsible, motivated, and highly engaged in the specific task at hand. This system, used by Watauga MS and Haltom HS, encourages students to take ownership of their learning and behavior. Now, with Watauga Elementary being practitioners as well, our learners will be trained Kindergarten through high school under the same framework.

Aligned rules in each classroom:

Classroom Rules

Conduct

1. Follow directions
2. Be polite, respectful, and helpful
3. Respect Watauga Elementary

Work Habits:

1. Be prepared
2. Use time wisely.
3. Produce quality work.

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Perceptions Strengths

The staff participated in a survey in the spring of 2021 and results were overwhelmingly positive. The staff reported the campus has a family feel, that everyone is dedicated, supportive, collaborative and professional.

The survey also mentioned that there needed to be training for social emotional and behavior strategies. In response to this, the campus administration. spent several hours at the beginning of the year sharing the campus beliefs about behavior, giving a refresher of Capturing Kids' Hearts, CHAMPS, TBRI and the campus accountability system with rules and levels. In addition, there are ongoing conversations with many staff members about how to meet the needs of students with trauma, special needs and behavioral challenges.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): With 81% of our families considered low-income and now all students having faced trauma due to a pandemic, the social emotional needs of students are vast. Healing takes time, resources and well trained staff.

Priority Problem Statements

Problem Statement 1: Overall attendance rates have decreased to 94.8%, despite efforts to make the campus more attractive to families inside and outside of the district and incentive programs designed to increase attendance.
Root Cause 1:
Problem Statement 1 Areas: Demographics

Problem Statement 2: According to the 2022 STAAR results, Watauga missed all 8 of the federal targets under Closing the Gap for Math.
Root Cause 2:
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Watauga Elementary attendance rate was in the bottom quartile of campus comparison groups.
Root Cause 3:
Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the 2022 STAAR results, Watauga missed 2 of the federal targets under Closing the Gap for Reading.
Root Cause 4:
Problem Statement 4 Areas: Student Learning

Problem Statement 5: There are twenty-one new professional staff members this year. It takes time and intentional focus, communication and follow through to carry out the vision of the campus.
Root Cause 5:
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: With 81% of our families considered low-income and now all students having faced trauma due to a pandemic, the social emotional needs of students are vast. Healing takes time, resources and well trained staff.
Root Cause 6:
Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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 literacy between the beginning and end of year.
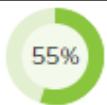a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

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 (reading, grades 3-5 and mathematics, 1-5), TEA Interims (grades 3-5 reading and mathematics), Campus Common Assessments

Strategy 1 Details	Reviews			
Strategy 1: Continue to build capacity to implement the District literacy plan.	**Formative**			**Summative**
Actions: a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans. b) Guide campus leadership teams to lead the implementation of the District literacy plan. **Staff Responsible for Monitoring:** Campus Administration, Academic Coaches, Leaders of Learners **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Academic Coaches - 199 - General Funds: SCE	**Nov**	**Jan**	**Mar**	**June**
	30%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Continue to implement the literacy plan with a focus on responsive teaching and continuous improvement.	**Formative**			**Summative**
Actions: a) Schedule and hold campus instructional focus walks and debriefing sessions with administration, coaches and teacher. Collect data to measure alignment and implementation of Tier 1 Priorities. b) Infuse literacy-focused professional learning and discussions into staff meetings. c) Utilize data from instructional walks and formative assessments to customize campus professional learning. Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading. **Staff Responsible for Monitoring:** Campus Administration, Academic Coaches, Leaders of Learners, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**
	20%	45%		

Strategy 3 Details	Reviews			
Strategy 3: Communicate and assist campus staff in implementing responsive teaching and personalized learning for students that is data driven.	**Formative**			**Summative**
Actions: a) Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessment. b) Provide campus staff opportunities to learn about differentiated instruction. c) Assist campus staff in utilizing technology to further personalize learning for students. d) Monitor, support and provide feedback for campus implementation of personalized learning. e) Administration will meet and review campus data regularly. f) Support teachers in their learning and implementation on 2.0 tier 1 priorities. **Staff Responsible for Monitoring:** Campus Administration, Academic Coaches, Campus staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**
	35%	45%		

Strategy 4 Details					Reviews			
Strategy 4: Continue implementing the reading academies and coaching model established by TEA based on the HB3 requirements.					**Formative**			**Summative**
Actions: a) Implement, monitor and support the district plan for Reading Academies.					**Nov**	**Jan**	**Mar**	**June**
b) Campus APs and various teachers. **Staff Responsible for Monitoring:** Campus Administration, Reading Academy Coach, teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction					35%	55%		

Strategy 5 Details					Reviews			
Strategy 5: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th.					**Formative**			**Summative**
Actions: a) Continue to support and train staff with the BAS/SEL and mClass assessment.					**Nov**	**Jan**	**Mar**	**June**
b) From grades prekindergarten - 5th , train teachers and campus staff on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions. c) Provide opportunities for instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Monitor progress of students in grades prekindergarten - 5th based upon district assessment calendar for reading and math. e) Oversee the implementation of progress monitoring windows. f) Continue to use Eduphoria- Aware to give assessments and to monitor data. **Staff Responsible for Monitoring:** Campus Administration, Academic Coaches, Campus Staff **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction					50%	55%		

Strategy 6 Details	Reviews			
Strategy 6: Implement system-wide instructional practices to support Emergent Bilinguals.	**Formative**			**Summative**
Actions: a) Utilize Instructional Coach to assist teachers in personalizing learning based on student data. b) Implement district biliteracy framework. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coach, Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**
	40%	55%		
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

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.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district and campus assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Implement and monitor an ESSER plan that is approved by TEA and supported by BISD. **Staff Responsible for Monitoring:** Campus Administration, Campus staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** ESSER Tutors - ESSER - $56,228, Title I Tutors - 211 - Title I - $28,872	50%	60%		

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development that assists teachers in developing, administering, and collecting student performance data to validate student growth.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Actions: a) Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction).
 b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments. Discuss student, class and grade level data in PLCs and write action plans for low performing TEKS.
 c) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction.
 Staff Responsible for Monitoring: Campus Administration, Academic Coaches, Campus Staff
 	
 Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 5: Effective Instruction
	50%	70%		

Strategy 3 Details	Reviews			
Strategy 3: Implement the RtI framework to facilitate a multi-tiered system of support (MTSS) for identified students.	**Formative**			**Summative**
Actions: a) Hold campus RtI meetings throughout the year.	Nov	Jan	Mar	June

b) Develop time within master schedule to allow for intervention for each grade level.
 c) Regularly meet with campus interventionists to discuss progress, needs and curriculum utilized.
 d) Continue to implement SEL curriculum and Conscious Discipline.
 e) Continue to provide professional learning and support for SEL & tiered behavior interventions with campus Conscious Discipline trainings.
 f) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.
 Staff Responsible for Monitoring: Campus Administration, Counselors, Interventionists, Campus Staff
 	
 Title I:
 2.4, 2.6
  - **TEA Priorities:**
 Build a foundation of reading and math, Improve low-performing schools
  - **ESF Levers:**
 Lever 3: Positive School Culture, Lever 5: Effective Instruction
 Funding Sources: Crisis Counselor - 199 - General Funds: SCE, Intervention Personnel - 199 - General Funds: SCE - $92,618, Conscious Discipline Resources and PD - 211 - Title I - $23,000, Campus Personnel - 211 - Title I - $227,607, Instructional Resources - 211 - Title I - $5,000
	40%	55%		

Strategy 4 Details	Reviews			
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 folders in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Deliver clear expectations on the implementation of the Continuous Improvement process throughout the school year. Model the processes for grade level teams. b)Continue to support, monitor the implementation of the PDSA process and provide feedback for appropriate, tiered professional learning support. c) Monitor the PDSA development process with common assessments through PLCs to ensure alignment. d) Utilize the rubric to evaluate progress of campus growth. **Staff Responsible for Monitoring:** Campus Administration and Campus Staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	30%	50%		

Strategy 5 Details	Reviews			
Strategy 5: Enlist community and business partners to assist in providing support to students and families.	**Formative**			**Summative**
Actions: a) Coordinate with PTA to form a strong partnership with campus and families and host family events. b) Coordinate with Northwood Church and Academy 4 about meeting campus needs and providing resources. c) Develop a relationship with SERTOMA to increase the support of community involvement and support. **Staff Responsible for Monitoring:** Campus Administration, Counselor, Nurse **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
	40%	55%		

Strategy 6 Details	Reviews			
Strategy 6: Implement district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators. **Actions:** a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services. **Staff Responsible for Monitoring:** Campus Administration, Attendance Clerk, Counselor, SPED staff **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Formative**			**Summative**
	Nov	Jan	Mar	June
	30%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 3: Students will display an awareness of social-emotional development as measured by a district-administered student/staff survey.

    Evaluation Data Sources: Social-Emotional Learning survey, Observation data

Strategy 1 Details	Reviews			
Strategy 1: Implement a district approved program that teaches social-emotional learning (SEL).	**Formative**			**Summative**
Actions: a) Provide in depth training to campus staff for implementation of Conscious Discipline throughout the year with guest speakers, book study and video trainings. b) Provide all staff with expectations of CD structures and routines. c)Monitor and provide ongoing training to campus staff. d)Implement and monitor SEL lessons in each classroom. e) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Campus Administration, Counselor, Campus Staff **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211 - Title I, Crisis Counselor - 199 - General Funds: SCE	**Nov**	**Jan**	**Mar**	**June**
	30%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Implement the SEL component contained in the district ESSER plan.	**Formative**			**Summative**
Actions: a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Collect data on student and family needs. **Staff Responsible for Monitoring:** Campus Administration, Counselors **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
	20%	40%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

    Evaluation Data Sources: Behavioral RtI records.

Strategy 1 Details	Reviews			
Strategy 1: Implement with fidelity the behavioral RtI plan.	**Formative**			**Summative**
Actions: a) Provide training on the district behavior RtI plan. b) Implement Conscious Discipline campus wide and provide teachers with clear expectations for Tier 1 behavior supports. c) Train staff on deescalation strategies. **Staff Responsible for Monitoring:** Campus Administration, Campus Staff **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
	35%	50%		

    0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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.

    Evaluation Data Sources: 21-22 Campus Attendance

Strategy 1 Details		Reviews		
Strategy 1: Refine and implement a campus-wide 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.		**Formative**		**Summative**
		Nov	Jan	Mar	June
Actions: a) Develop and refine campus attendance with leadership teams.		40%	60%		

Actions: a) Develop and refine campus attendance with leadership teams.
b) Communicate campus attendance plan with all stakeholders.
c) Monitor student attendance and review progress regularly in order to determine effectiveness of the campus plan related to incentives to improve student attendance.
e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues.

Staff Responsible for Monitoring: Campus Administration, Attendance Clerk, Counselors, Campus Teachers

Title I:
2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 feel safe at school.

    Evaluation Data Sources: District safety survey of students, parents and staff

Strategy 1 Details	Reviews			
Strategy 1: Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Utilize campus leadership teams to guide next steps. c) Identify potential school and safety threats using survey data to implement and refine procedures. d) Schedule and monitor safety drills and revise plans as needed. e) Implement and review safety protocols. f)Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. **Title I:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	40%	60%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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 by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

    Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details		Reviews		
Strategy 1: Implement a district-wide program that promotes an accident-free work environment.		**Formative**		**Summative**
Actions: a) Conduct facility reviews to locate and address issues and needs. b) Provide safety training for campus staff based on district protocols. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe School trainings. f) Implement campus protocol for staff to report safety concerns. **Staff Responsible for Monitoring:** Campus Administration, Campus Staff **Title I:** 2.5	**Nov**	**Jan**	**Mar**	**June**
	40%	50%		
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 3: The district will meet all compliance requirements for improvement planning.

    Evaluation Data Sources: Annual review of district improvement plan requirements

Strategy 1 Details	Reviews			
Strategy 1: Maintain a district-wide coordinated health program.	**Formative**			**Summative**
Actions: a)Continue to implement health related plans at the campus level. Examples include: Play it Safe, Dental and Vision screenings, Employee Wellness Challenge, Height/Weight screenings b) Follow district health requirements. c) Students participate in regular pacers and Fitness Gram tests in PE classes. **Staff Responsible for Monitoring:** Campus Administration, Nurse, Campus Staff **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
	40%	60%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

State Compensatory

Personnel for Watauga Elementary

Name	Position	FTE
Daniela Mendez	Bilingual Reading Intervention	0
Edith Tavera	Bilingual Reading Interventionist	0
Jessica Sandmann	Reading Interventionist/Dyslexia Coordia	0
Marisa Halbach	Math Interventionist	0
Veronica Rodriguez	Bilingual/ESL Support Educational Assist	0

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 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. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Parents:

Cecilia Vinogradov

Community Members:

Craig Terry
Teachers:

Caitlyn Latham, Ashley Johnson, Karen Taylor, Ana Garcia, Amanda White, DeAnna Stults, Melanie Rodriguez, Mary Vaughan, Arlinda Dauti, Sarah Sherman
Administrators:

Jennifer Martin, Jenna Thrift, Mary Terry
Other Campus and District Staff:

Blythe Smith, Jennifer Doty

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, 68% 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:

- Whole Child Initiative

- Conscious Discipline

- Workshop Model

- 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 recognitions, 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:

Parents:

Mrs. Dickey, Mrs. Smith, Ms. Bearden

Teachers:

Caitlyn Latham, Ashley Johnson, Marlene Quezada, Karina Villarreal, Rachel Mooney
Administrators:

Jennifer Martin, Jenna Thrift, Mary Terry
Other Campus and District Staff:

Stacie Kuhlman

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 Monday evenings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Meet the Teacher Night

- Curriculum Nights/Book Fair/Parent Technology classes (Tues or Thurs in September)

- Kinder - 5th Grade Level Performances in October - May

- October Title I Meeting and Bond Meeting

- October Family Carnival

- November Title I Meeting

- January Data and Donuts and Spelling Bee

- February Museum Night

- March Open House

- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School

- April Family Engagement Policy and Compact Revision

- May Grade Level EOY Celebrations

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

All students in Tier 2 and Tier 3 for Reading and Math will be served.

Title I Personnel

Name	Position	Program	FTE
Allyson Cortez	Dyslexia and Reading Interventionist	Title 1	1.0
Ana Moeller	Parent Liaison	Title 1	1.0
Daniela Mendez	Bilingual Reading Intervention	Title I	0.5
Marisa Halbach	Math Interventionist	Title I	0.5
Nora Quezada	Title I EA	Title I	1.0
Traci Justice	Title I EA	Title I	1.0

Campus Funding Summary

			199 - General Funds: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Academic Coaches		$0.00
1	2	3	Crisis Counselor		$0.00
1	2	3	Intervention Personnel		$92,618.00
1	3	1	Crisis Counselor		$0.00
				Sub-Total	$92,618.00
				Budgeted Fund Source Amount	$92,618.00
				+/- Difference	$0.00
			211 - Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Title I Tutors		$28,872.00
1	2	3	Conscious Discipline Resources and PD		$23,000.00
1	2	3	Instructional Resources		$5,000.00
1	2	3	Campus Personnel		$227,607.00
1	3	1			$0.00
				Sub-Total	$284,479.00
				Budgeted Fund Source Amount	$284,479.00
				+/- Difference	$0.00
			ESSER		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	ESSER Tutors		$56,228.00
				Sub-Total	$56,228.00
				Budgeted Fund Source Amount	$56,228.00
				+/- Difference	$0.00
				Grand Total Budgeted	$433,325.00
				Grand Total Spent	$433,325.00
				+/- Difference	$0.00