

# Birdville Independent School District

## West Birdville Elementary

### Improvement Plan

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# **Mission Statement**

The mission of West Birdville Elementary is to ensure that all students maximize their individual goals, educational strengths and social competence in a safe, nurturing learning environment.

# **Value Statement**

**"No Significant Learning Takes Place without a Significant Relationship"**

**by Dr. James Comer**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

West Birdville Elementary is a suburban campus in northeast Tarrant County. Located in Haltom City, the campus serves approximately 700 students. WBE is classified as a Title I campus with 83% of students eligible for Free/Reduced lunch. The demographic summary consists of: 87% Hispanic, 10% white, 1% African American and 2% Asian. 60% of our students are Limited English Proficient (LEP) and 9.8% of students are served in special education. 79% of the students are identified as At Risk and 4.5% of the students are identified as Gifted/Talented. Lastly, our mobility rate at 10.2%, is below the average (12.1) compared to our 2019 Campus Comparison Group.

### Demographics Strengths

West Birdville has a low mobility rate when compared to schools with similar demographics. Last year our mobility rate was 10.2.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our ELL population continues to increase.

**Problem Statement 2:** Our At Risk student percentage is one of the highest in BISD

# Student Learning

## Student Learning Summary

### STAAR & STAAR Alt 2

The campus has experienced steady improvement in performance on third grade STAAR mathematics assessments over the past five years. In 2019, the third grade STAAR math scores rose 3% points from the previous year. West Birdville also experienced a gain in fifth grade science and fifth grade reading STAAR scores when looking at *Approaches Grade Level* standard.

Fourth grade math and fifth grade math STAAR scores dropped from the previous year.

Thirteen special ed students took the STAAR Alt 2. All of them reached the "Satisfactory" standard and one student reached the "Accomplished" standard.

### State Accountability

In the 2019 State Accountability system the campus received an overall score of 82 and awarded a rating of B. Campus domain scores were 77 for Achievement; 65 for Academic Growth; 85 for Performance Score; and a 74 for Closing the Gaps. West Birdville did meet all "targets" as defined by TEA.

## 2019 STAAR Scores

### Third Grade

Reading - 75% Met the Approaches Standard

Math - 93% Met the Approaches Standard

### Fourth Grade

Reading - 77% Met the Approaches Standard

Math - 69% Met the Approaches Standard

Writing -66% Met the Approaches Standard

## Fifth Grade

Reading - 77% Met the Approaches Standard

Math - 83% Met the Approaches Standard

Science 83% Met the Approaches Standard

### **Student Learning Strengths**

- 1.) The campus has experienced a significant growth in third grade math and fifth grade science.
- 2.) Improvements were made in the following: 3rd grade reading and math; 4th grade reading and writing; 5th grade reading and science.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** In grades 3-5, STAAR scores indicate students are not achieving the Met Grade Level standard in all subject areas.

# School Processes & Programs

## School Processes & Programs Summary

West Birdville students are served by a number of specialized programs related to student need. Eighty-three percent of students are served by the free/reduced price lunch program, and 60% of students are English language learners (ELLs), served by bilingual or English as a second language (ESL) programs. Currently, 9.8% of students are served through special education.

Our RtI program serves many students that are identified for intervention in reading and mathematics. We utilize data from the universal screeners and data from interventionists and teachers. We utilize resources provided by the district for this program. A portion of Title I funds are used to hire highly-qualified tutors. We continue to have too many students identified at Tier 2 or Tier 3 in some grade levels. Our goal is to keep the intervention groups small and staffed appropriately so students can have the best opportunity to remediate gaps.

West Birdville has three self-contained classrooms. Starting in the pre-primary grades, we have a class( ECSE) that serves students with various needs. These disabilities can include: physical, cognitive, and emotional. This is a half-day program and we have approximately eight children in the AM and PM. The other two classrooms are called AABLE. These self-contained classrooms serve students with cognitive delays. We have approximately twelve students in grades K-2 and thirteen students in grades 3-5th grade.

## School Processes & Programs Strengths

We have a campus scheduled time for Response to Intervention at West Birdville Elementary. During this time, all students receive interventions based on individual student needs. Special education students are served during our Response to Intervention block.

We utilize all interventionist and teachers during this time, staff work together to create a plan to serve all student needs.

West Birdville has the support of local churches who provide weekend food bags to eighty-three students weekly.

Students can choose between a face to face learning platform or remote learning.

West Birdville offers a digital one to one opportunity for all students.

Our after school ASPIRE program serves approximately one hundred students. Students receive academic and enrichment classes Monday through Thursday. The Friday Aspire program serves as a leadership group providing enrichment opportunities to approximately fifteen students. These students also receive dinner nightly.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Some of our students did not make one year's worth of growth in reading according to BOY and EOY Fountas and Pinnell reading levels. In addition, some students did not make a years growth on the math star progress monitor.

# Perceptions

## Perceptions Summary

Each year the staff of West Birdville is given a survey to determine the satisfaction level on various topics. The results are below:

My team functions at a high level so that students' performance is maximized.

**91% of the staff agrees or strongly agrees**

I have enough resources to effectively do my job.

**98% of the staff agrees or strongly agrees**

I have a way to express my opinions and ideas and believe that I am being heard.

**88% of the staff agrees or strongly agrees**

I believe each department (music, PE, computer, counseling, front office staff, special ed., admin, etc.) work at high levels and provide great customer service to students and staff.

**92% of the staff agrees or strongly agrees**

This year I have noticed positive changes that have better prepared our students.

**98% of the staff agrees or strongly agrees**

I am supported by the administration in terms of student behavior, professional learning, parent conflict resolution, and professional growth.

**95% of the staff agrees or strongly agrees**

West Birdville is an emotionally and physically safe place for students and staff.

**98% of the staff agrees or strongly agrees**

## Perceptions Strengths



At West Birdville , we believe that all of our stakeholders should experience excellent customer service. We believe we should keep the community informed of school wide events and information

We send home monthly calendars highlighting school events

We deliver our various forms of communication in both English/Spanish

School performances are scheduled throughout the school year

We are constantly working to increase our active PTA members.

Inform parents regarding Title I campus funds and information

Invite the community to participate in school programs and events once COVID protocols are lifted.

SRP drills are performed monthly and twice yearly with our SRO and local PD.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** We would like to see an increase in parent participation on our curriculum nights, PTA meetings, and awards assemblies.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

## 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
- At-Risk population, including performance, discipline, attendance, and mobility
- Response to Intervention (RtI) student achievement data

## Employee Data

- Campus leadership data

# 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 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 math.

**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels

Elementary: CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5), iStation (reading, grades K-5), grades 3-5 reading and math TEA Interims

**Summative Evaluation:** None

**Strategy 1:** Continue to build capacity to implement the district literacy plan at the campus level.

**Actions:** a) Continue to follow the campus literacy plan that is aligned with the district plan  
 b) Provide training for all staff to build their capacity to implement campus literacy plan (Academic Coach) in support of all students  
 c) Utilize the Vertical Team and the LOL committee to help communicate the plan  
 d) Help teachers visualize practice in action during Instructional Rounds

**Staff Responsible for Monitoring:** Administration  
 LOL team  
 Academic coaches

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

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.

**Actions:** a) Host and participate in instructional focus walks.  
 b) Lead literacy-focused discussions into monthly faculty meetings.  
 c) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation. (Sutton & Sheffield)

**Staff Responsible for Monitoring:** Administration  
 Academic coaches

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

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** Provide full time reading and math interventionists to serve students on Tier II & III based on performance data including universal screeners

**Actions:** a) Provide three reading and two math interventionists to help support students on Tier II and III. They will provide intense interventions designed to specifically support each student's academic need.

**Staff Responsible for Monitoring:** Administration

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

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

211 - Title I 211 \$187,000

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 4:** Participate in the reading academies and utilize coaching model established by TEA based on the HB3 requirements.

**Actions:** a) Implement the district plan for Reading Academies.  
 b) Continue to participate in the pilot of the TEA Reading Academy to give input to the state and gain insight into the reading academy modules

**Staff Responsible for Monitoring:** Administration  
 Reading Academy Coaches  
 Classroom Teachers/Special Education Teacher

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:** Provide Title I tutors to assist students who are in need of additional interventions based on performance data and making transitions from PreK to early childhood program

**Actions:** a) Provide Title I tutors for literacy and math support. These individuals will help support our Tier II students who are struggling academically while providing researched based interventions.

**Staff Responsible for Monitoring:** Administration

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

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

211 - Title I 211 \$50,000

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



Discontinue

**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.

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement a collaborative process that requires general and special education staff as well as interventionist to monitor student progress on a regular and consistent basis.	
<b>Actions:</b> a) Regularly collaborate with interventionists, special education and general education staff to review individual progress and growth of all students. b) Provide quality professional learning on Tier I priorities and how to connect the priorities in a way to meet the needs of all students.	<b>Formative</b>
	<b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Administration Staff	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>
<b>ESF Levers:</b> None	None
<b>Summative</b>	
<b>June</b>	
<b>Strategy 2:</b> Develop and implement system-wide practices appropriate for ELs.	
<b>Actions:</b> a) Monitor performance data to identify where additional support is needed. b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model.	<b>Formative</b>
	<b>Nov</b> <b>Jan</b> <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Administration Academic Coaches Campus staff	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>
<b>ESF Levers:</b> None	None
<b>Summative</b>	
<b>June</b>	

**Strategy 3:** Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.

<p><b>Actions:</b> a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus. c) Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Campus staff</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Enlist community and business partners to assist in providing support to students and families who are in need.

<p><b>Actions:</b> a) Collaborate with PTA and ASPIRE 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) Developed parent and family engagement policy and offer flexible number of meetings</p> <p><b>Staff Responsible for Monitoring:</b> Administration ASPIRE coordinator</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>



**Strategy 5:** Provide professional development that assists teachers in developing, implementing and progress monitoring student learning

<p><b>Actions:</b> a) Coordinate professional development for special education teachers in analyzing and use of data for the purpose of focused instruction and identifying appropriate accommodations (ie. state testing and classroom instruction). b) Track student performance to determine progress toward success on STAAR assessments</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Administration Academic Coaches Classroom Teachers Special Education Teacher Interventionists</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Monitor equitable programming to access services based upon special education, RtI, EL, and 504.

<p><b>Actions:</b> a) Continue to provide access to students receiving special education services to all available and appropriate interventions as determined by the ARD committee. b) Provide equitable access to all English Learners in the appropriate bilingual or ESL program. c) Implement SuccessEd to monitor program responses to students who are identified for 504, special education, or RtI services</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Administration Campus staff</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>

**Strategy 7:** Design and implement a plan to enhance the pre-K program and increase parent involvement.

**Actions:** a) Provide monthly events during the school day for Prekindergarten -fifth grade families in order to connect families and provide resources for kindergarten readiness and beyond.  
 b) Develop and distribute a Parent and Family Engagement Policy  
 c) Develop and distribute a Parent-School Compact  
 d)Host annual Title 1 meeting

**Staff Responsible for Monitoring:** Administration

**Title I Schoolwide Elements:** 3.1, 3.2

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

211 - Title I

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify







Discontinue

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.

**Evaluation Data Sources:** Observation Data





**Summative Evaluation:** None

<b>Strategy 1:</b> Implement a district-approved program that teaches social-emotional skills.	
<p><b>Actions:</b> a) Provide training for all staff utilizing the whole-child tenets as a way to identify campus social and emotional needs and collaborate with campus staff to develop a plan and revise our plan throughout the school year.            b) Regularly monitor campus needs .            c) Evaluate the effectiveness of the campus program and revise it as needed.            d) Train campus staff on the implementation of Sanford Harmony as a SEL curriculum used throughout the year</p> <p><b>Staff Responsible for Monitoring:</b> Administration            Campus Staff            LOL Team            Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	
 No Progress  Accomplished  Continue/Modify  Discontinue	





**Performance Objective 4:** Reduce the number of students assigned to behavior RtI tiers 2 and 3.

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

**Summative Evaluation:** None





<b>Strategy 1:</b> Implement the district behavioral RtI plan on a campus level	
<b>Actions:</b> a) Provide training on the district behavior RtI plan. b) Utilize the whole child tenet system in each classroom c) Schedule extended behavior RtI collaboratives and utilize Success Ed to input behavioral student plans. <hr/> <b>Staff Responsible for Monitoring:</b> Administration Campus staff <hr/> <b>Title I Schoolwide Elements:</b> None <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 5:** Increase Academic Rating from a "D" to a "B" in the area of Student Progress as defined by the TEA Accountability system.

<b>Strategy 1:</b> Students will show at least one year's growth in the area of fourth and fifth grade math and reading as measured by STAAR.	
<b>Actions:</b> a) Rigor and Relevance training will be given throughout the year. b) Continue to emphasize Guided Reading in every S/ELAR classroom. c) Continue to strengthen PLCs and monitor each grade level closely. d) Continue to create and assess students through CFAs each six weeks in the area of math and reading.	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Administration	
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>
<b>ESF Levers:</b> None	None
	<b>Summative</b>
	<b>June</b>
 No Progress  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.

<b>Strategy 1:</b> Develop and implement a district-wide program to incentivize student and staff attendance.		
<b>Actions:</b> a) Design and implement improvement plan strategies to increase student attendance by spotlighting the class with the best attendance each six weeks per grade level. b) Create incentives for staff members to encourage better attendance.		<b>Formative</b>
		Nov Jan Mar
<b>Staff Responsible for Monitoring:</b> Administration		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Summative</b>
<b>ESF Levers:</b> None	None	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>		

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.

**Evaluation Data Sources:** Evaluation of goal achievement as per department improvement plans.

**Summative Evaluation:** None

<b>Strategy 1:</b> Communicate and implement continuous improvement processes at the campus level.	
<p><b>Actions:</b> a) Revisit campus mission statement.            b) Classrooms develop a mission statement and strategic learning goals.            c) Campus departments and classes utilize the PDSA process to monitor progress towards goals.            d) Students regularly track individual growth in data folders.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>Summative</b>
	<b>June</b>
 No Progress  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 report feeling safe at school.

**Evaluation Data Sources:** Staff and student survey, Accident Reports

**Summative Evaluation:** None

**Strategy 1:** Foster a school community where students and staff feel safe and have a sense of belonging.

- Actions:**
- a) Develop campus reopening plan and update accordingly.
  - b) Take corrective action of findings at the campus by utilizing our campus Logistics Team.
  - c) Implement and review the district safety protocols.
  - d) Schedule and monitor safety drills and revise plans as needed.
  - e) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.
  - f) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors.
  - g) Implement the Anonymous Alerts and Threat Assessment System.

**Staff Responsible for Monitoring:** Administration

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**


**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished

 Continue/Modify





 Discontinue



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

**Evaluation Data Sources:** Campus WC Report

**Summative Evaluation:** None

<b>Strategy 1:</b> Develop and implement a campus-wide program that promotes an accident-free work environment.	
<p><b>Actions:</b> a) Conduct facility reviews to locate and address facility issues and needs.                  b) Provide training for campus staff.                  c) Provide safety equipment as needed.                  d) Continue to monitor the implementation of safety procedures.                  e) All employees will complete Safe Schools Training.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> None                      <b>Problem Statements:</b> None</p> <p><b>TEA Priorities:</b> None                                      <b>Funding Sources:</b></p> <p><b>ESF Levers:</b> None    None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The Comprehensive Needs Assessment was completed in September 2020.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

All eligible schools operating a schoolwide program shall develop a Campus Improvement Plan.

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan. The individuals involved in creating the CIP are as follows:

Vanessa Sutton - Principal

Alison Sheffield - Assistant Principal

Maria Lopez - Counselor

Maria Hernandez - classroom teacher

Kristen Autrey - classroom teacher

Megan Haggard - classroom teacher

Velvet Sloan - classroom teacher

April Crump - classroom teacher

Maria Rodriguez - classroom teacher

## **2.2: Regular monitoring and revision**

The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

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 CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The Campus Improvement Plan is made available to parents and the public through the district website in English. A printed copy may be requested in the campus front office.

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

1. Identify students who may be at risk for academic failure with ongoing assessments and data gathering.
2. Provide additional education assistance to individual students who need help in meeting the challenging State academic standards

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

1. Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

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

1. Identify and provide services to at risk students, including homeless and teen parents that will support their enrollment, attendance, and success.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

Birdville ISD will implement the following Every Student Succeeds Act requirements: 1. Develop jointly with, agree on with, and distribute to parents of participating children the district's written parent involvement policy. The campus will incorporate this policy into the campus plan.

2. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and its program in improving the academic quality of its Title 1, Part A schools, both at the campus level. The campus will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies. The campus must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy. The campus must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (Specify “other”).

The Parent and Family Engagement Plan was developed through the input and involvement of the following:



**Parents:**

**Iadalia Tovar**

**Gregoria Anaya**

**Miasotis Rosindo**

**Claudia Gomez**

**Maria Diaz**

**Xochilt Chairez**

**Gloria Raysoza**

**Elaina Hernandez**

**Quinton Martinez**

**Silvia Ortega**

**Rel Garung**

**Ana Mendoza**

**Maria Nunez**

**Claudia Rivera**

**Yonisha Fuerte**

**Vanessa Gavein**

**Viviana Gonzalez**

**Brenda Rangel**

**Maria Hernandez**

**Patricia Luciano**

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 by request in the campus front office.

### **3.2: Offer flexible number of parent involvement meetings**

1. Conducting a meaningful consultation with parents of participating children to implement programs, activities, and procedures for the involvement of parents at all of its Title 1, Part A schools. An annual meeting for Title 1, Part A parents will be held each Title 1 campus. The district will provide training for schools on Title 1, Part A and best practices in conducting the Title 1, Part A Annual Meetings where parents are informed on how funds are used on their campus for parental involvement activities.
2. Support its Title 1, Part A schools to build the schools' and parents' capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement. Capacity building activities and trainings (i.e. Literacy Night, Math and Science events, Homework Help) will be provided to parents to increase academic achievement through districtwide and campus efforts. The district will coordinate these efforts and strategies with other federal and state program in a variety of ways.
3. Birdville ISD is committed to working together with parents, students, the community and other stakeholders to improve student achievement. All school and district activities will promote and encourage parental involvement. Title 1, Part A schools will identify any barriers to greater participation by parents in activities of participating children with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
4. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.

The campus must include the following information in the Element Validations and must have supporting documentation for the information provided. Documentation will be submitted only if requested by TEA. The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations. Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during the school day, PM after school, PM in the evening, specify if other times. Examples: on campus, other district site, community center, or other locations (specify “other”).



# Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		211	\$187,000.00
1	1	5		211	\$50,000.00
1	2	7			\$0.00
<b>Sub-Total</b>					\$237,000.00
<b>Budgeted Fund Source Amount</b>					\$288,452.00
<b>+/- Difference</b>					\$51,452.00
<b>Grand Total</b>					\$237,000.00

# Addendums