Birdville Independent School District

Walker Creek Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Walker Creek Elementary's mission is to create life-long learners by building relationships and inspiring excellence.

Vision

Fostering scholars who are personaly responsible and globally competent.

Value Statement

We value designing questions and tasks that enable our scholars to think critically and to problem solve in order to master TEKS to prepare them for the next grade and the future. While connecting with each student, and building a relationships of value with each one, will be instrumental to reach this goal.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Walker Creek Elementary had 562 students enrolled during the 2018-2019 school year. Our grade span ranged from Pre-Kindergarten to Fifth Grade. The building is 14 years old. Our campus houses two special education programs, PASS and TEAMS. Our student demographics are as follows:6.4% Asian, 5.3% African American, 15.5% Hispanic, .04% Native American, 5.7% Multiracial, 66.7% Anglo. Also important to note is our varied student population. Walker Creek is comprised of 26% Enomonically Disadvantaged, 5.5% dyslexic, 10% Special Education and 15.7% Gifted populations. Our staff is comprised of 11% Male teachers, and the average years teaching in the district is 9.4. The highest degree of education among our staff is a Doctorate. Our school is located in an established community where much growth and development is occurring.

Demographics Strengths

Student attendacnce is an area that has stayed consistent from year to year around 97%. Our attendance rate placed us in Quartile 1. Our 4th grade Reading Performance was 40% also placing us in Quartile 1 for academic achievement in English Language Arts.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student performance and passing rates in Math in grades 3,4,and 5 declined from the previous years. **Root Cause:** Not closely tracking and monitoring economically disadvantaged, ELL, and new to the district student progress and growth.

Student Learning

Student Learning Summary

Reading scores on the STAAR test stayed in the 80th percentile range for approaches for 3rd and 4th grade and 90th percentile range for appraoches in Reading. There were varying results in reading and noticable dips in math in grades 4 and 5. There were increases in the Masters level for all tested subjects in grades 4 and 5.

Our Special Education students math performance incresed from grade 3 to grade 4 on the STAAR test with 55.56% of our 4th grade students passing at the Approaching level. Our 4th grade Special Education students performed at a higher rate in reading on the STAAR test with 66.7% of the students passing at the Approaches level. Our 5th grade Special Education students demonstrated great growth with 11.11% of the students Mastering the Science Staar test.

Student Learning Strengths

When looking at the performance of our students in grades 3-5 on the STAAR test, our 4th grade Reading scores increased 2% in the Approaches level and 11% in the Mastery level. Our 4th grade Writing scores increased in all areas of student expectation. Approaches level incresed by 10%, Meets increased by 3% and Masters increased by 1%. 5th grade Science scores also increased in all areas of student expectation. 1% in Approaches, 7% in Meets, and 14% in Masters. When looking at the 40 schools we are comparable to, there were many areas of celebration. In 4th grade Reading we ranked 12th out of 40, in writing 13th out of 40 and in 5th grade Reading we ranked 7th out of 40. Our students served in the Special Education program showed tremendous growth as our 4th grade students went from 54.5% passing reading at the Approaches level to 66.7% and our 5th grade students in Science increased from 5.8% Mastering to 12.5% Mastering.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Due to the drop and fluctuation in historical data when looking at STAAR scores, Tier 1 alignment within the grade level and campus needs to be closely monitored through PLC's.

School Processes & Programs

School Processes & Programs Summary

We serve all students including those that are Gifted, Tier 3, Special Education, etc. during our daily school wide WIN time. All staff members including Educational Assistants are trained in LLI so small groups of instruction can occur. Using grade level assessments students are placed in groups according to instructional need. While our focus is on Reading and assisting students in achieving a years worth of growth, those students needing math assistance as well are pulled out and assisted during this time too.

School Processes & Programs Strengths

Our "All hands on Deck" approach to student success and literacy during our School Wide Win time was shown to be successful as Reading scores on STAAR in grades 3-5 for the Approaching range were in the 80-90% range. Our scores in Masters level increased 11% in 4th grade.

The implementation of our PBIS program increased student excitement about learning and assisted in student participation and recignition for making positive choices relating to our Core Values and Character.

Recognizing classes with the highest percentage of attendance on the morning announcments, providing small perks to the classes, and recognizing them during our 6 weeks assemblies assisted in maintaining our attendance at 96% and Quartile 1.

Parents are invited to serve as members of our Site Based Team, we invite families to school events such as our Literacy Night. Families and community members are also invited to our Genius Hour Showcase at the end of the year where students present and share passion projects they have been working on throughout the year.

Perceptions

Perceptions Summary

Our student attendance has remained around 97% the past three years ranking us in the 1st quartile for attendance.

We have had little staff turnover in regards to leaving the district or transferring to another campus. Using staff surveys given at the middle of the year and the end of the year, 81% of our stafff either agree or highly agree that their needs are met and they are supported by campus administration. The district survey results showed that autonomy was an area that could be improved.

Our school wide events have had large parent participation. Using Middle of the Year and End of the Year parent survey data we are able to see areas where parents feel improvements could be made and we adjust accordingly. Having parents sign in when possible to events has assisted in tracking participation and attendance at school events and functions.

Perceptions Strengths

Our staff members and our families feel our school is safe and a welcoming environment for students. Relationship building and student care has been a positive trend over the last several years according to the data collected from both the staff and parent surveys. Families feel welcome and that our campus is inviting and welcoming.

Our staff members feel there needs are met and they are supported by the administrative team on the campus.

Priority Problem Statements

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, Common Assessment Data, Interims, & CBA's
Campus Based Common Assessments Renaissance STAR Assessments (mathematics, 1-5), Istation (reading, grades K-5), TEA Interims (grades 3-5 reading and mathematics)

Summative Evaluation: None

Strategy 1: Teaching staff will implement components of Tier 1 priorities as described in content rubrics.		
Actions: A) Conduct campus walks focused on vertical alignment according to the Tier 1 Content Rubrics. B) Develop a Professional Learning Plan, which includes the academic coach working with grade levels/special education teams designing lessons using Curriculum documents. C) 3 times a year teams will utilize Tier 1 rubrics by content to gauge where Tier 1 instructional practices need growth. D) Rubric results will help design T-TESS goals that promote growth in their instructional practices.	**Formative**	
	Nov	
	Jan	
	Mar	
Staff Responsible for Monitoring: LOL members Classroom teachers administrators	**Summative**	
	June	
Title I Schoolwide Elements: None	**Problem Statements:** None	
TEA Priorities: None	**Funding Sources:** Substitutes for Campus Walks 199 - General Funds $500	
ESF Levers: None		

Strategy 2: Continue to build capacity to implement the district literacy plan at the campus level.		
Actions: A) Campus Wide schedule established for Intervention -where student needs are met. B) Campus Wide Reading Intervention of Tier 2 & Tier 3 students using LLI resource C) Monitor student progress through PLC/RTI based on campus common assessments.		**Formative**
		Nov
		Jan
Staff Responsible for Monitoring: Administrators LOL members		**Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: None		
0% No Progress 100% 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.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on STAAR and local CBA assessments

Summative Evaluation: None

Strategy 1: Increase percentage of students groups specifically special education and economically disadvantaged populations on their mastery of state standards in Reading, Writing, Math, and Science.	
Actions: A) Special and General Education staff will work with the Academic Coach to meet and design instruction to meet the needs of all students. B) Develop a system for teachers to track the progress of special education and economically disadvantaged students using common assessments (pre and post) twice a six weeks through Professional Learning Communities.	**Formative** **Nov** **Jan** **Mar**
Staff Responsible for Monitoring: None	
Title I Schoolwide Elements: None **Problem Statements:** None	**Summative**
TEA Priorities: None **Funding Sources:** **ESF Levers:** None Measuring Up Live 199 - General Funds $1,500	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue	
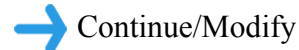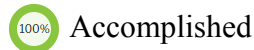
Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey TBD

Summative Evaluation: None

Strategy 1: Implement CORE Values and embed practices that create a healthy social emotional school experience		
Actions: C)Weekly Capturing Kids Hearts lessons focused on problem solving. D) Teach Sanford Harmony lessons in each classroom and document per grade level. E) Students will take survey to monitor their social emotional health in each semester.		**Formative**
		Nov
		Jan
Staff Responsible for Monitoring: Counselor Administrators Classroom Teachers		**Mar**
		Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** Cardstock for Sanford Harmony Cards for each classroom 199 - General Funds $100	
ESF Levers: None		

Strategy 2: Implement a school wide initiative to strengthen student/staff relationships using positive behavior supports.		
Actions: A) Follow components of Capturing Kids Hearts such as the Four Questions model, Social Contract and Good Things B) Utilize PBIS system to give students rewards for positive behaviors. C) Create school wide with incentives for students to earn for positive behaviors.		**Formative**
		Nov
		Jan
Staff Responsible for Monitoring: None		**Mar**
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** PBIS cards and Classroom Prizes for Store 199 - General Funds $1,500	**June**
ESF Levers: None		

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: Overall district ADA as per Summer PEIMS submission

Summative Evaluation: None

Strategy 1: Develop incentives campus wide to increase attendance for staff and students.		
Actions: A) Provide a choice of incentives for classes with 100% attendance each six weeks B) Data by teacher will be posted with goals in the hallways for community to see		**Formative**
		Nov
Staff Responsible for Monitoring: Administrators Teachers Attendance Clerk		**Jan**
		Mar
Title I Schoolwide Elements: None	**Problem Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:**	**June**
ESF Levers: None	Attendance rewards 199 - General Funds $800	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

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

Strategy 1: Implement a system of continuous improvement for the campus		
Actions: A) Staff will use data from common assessments to guide classroom PDSA. B) Staff will track student data and self reflect on improvement for next data point. C) Students will use data folders to track progress in reading and math.		**Formative**
		Nov
		Jan
Staff Responsible for Monitoring: Teachers Administrators LOL Members		**Mar**
		Summative
Title I Schoolwide Elements: None	**Problem Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** Common Assessment Software 199 - General Funds $1,000	
ESF Levers: None		
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: Attain a rating of 95% or more on a school safety survey that is administered annually to students, staff, and parents.

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

Summative Evaluation: None

Strategy 1: Review perception data from students, staff, and parents to identify strategies to improve campus operations and culture.	
Actions: A) Review survey data and identify trends from surveys given in each semester B) Communicate survey results to all stakeholders C)Take corrective action from survey results	**Formative**
	Nov
	Jan
Staff Responsible for Monitoring: Administration LOL members Teachers	**Mar**
	Summative
Title I Schoolwide Elements: None **Problem Statements:** None **TEA Priorities:** None **Funding Sources:** **ESF Levers:** None None	**June**
0% No Progress 100% Accomplished →Continue/Modify ✕ Discontinue	

Campus Funding Summary

			199 - General Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitutes for Campus Walks		$500.00
1	2	1	Measuring Up Live		$1,500.00
1	3	1	Cardstock for Sanford Harmony Cards for each classroom		$100.00
1	3	2	PBIS cards and Classroom Prizes for Store		$1,500.00
2	1	1	Attendance rewards		$800.00
2	2	1	Common Assessment Software		$1,000.00
				Sub-Total	$5,400.00
				Budgeted Fund Source Amount	$5,500.00
				+/- Difference	$100.00
				Grand Total	$5,400.00

Addendums