

Birdville Independent School District
W.T. Francisco Elementary
2021-2022 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	12
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	20
Goal 3: All students and staff will learn and work in a safe and responsive environment.	21
State Compensatory	24
Budget for W.T. Francisco Elementary	25
Personnel for W.T. Francisco Elementary	25
Title I Schoolwide Elements	25
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	26
1.1: Comprehensive Needs Assessment	26
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	26
2.1: Campus Improvement Plan developed with appropriate stakeholders	26
2.2: Regular monitoring and revision	27
2.3: Available to parents and community in an understandable format and language	27
2.4: Opportunities for all children to meet State standards	28
2.5: Increased learning time and well-rounded education	28
2.6: Address needs of all students, particularly at-risk	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	29
3.1: Develop and distribute Parent and Family Engagement Policy	29
3.2: Offer flexible number of parent involvement meetings	30
Title I Personnel	30
Campus Funding Summary	31
Addendums	32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

WT Francisco is a Title I campus that currently serves 365 students in grades EE through fifth grade for the 2021-2022 school year.

Students

Our student demographics as of 2020-21 school year were made up of 70% Hispanic, 11% Asian, 17% White, 2% African American, 0% American Indian and 1% other races. The percentage of students served by special education was 6% and 5% were served by gifted and talented services. 73% of students were considered At-risk and 84% were considered Economically Disadvantaged. The campus served 26% of students in the Bilingual Program and 41% of students were identified as LEP.

Teachers

A total of 38.5 teachers served W.T. Francisco during the 2020-21 school year. 26% are Hispanic, 38% White, 5% Asian and 97% Female. The majority of our teachers have more than 5 years experience.

Demographics Strengths

- *This following information was current as of 8/30/21*
- 34% of our students are currently enrolled in bilingual classes, which provide them the opportunity to be bi-literate.
- 84% of our students are Economically Disadvantaged which provides free and reduced lunch and federal funding for additional resources and personnel to meet students' needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our 4th economically disadvantaged students reading scores dropped in all 3 performance categories.

Problem Statement 2: Our Hispanic pop had a decrease in scores in all 3 performance categories.

Student Learning

Student Learning Summary

STAAR

Our campus experienced an improvement in approaches, meets, and masters on STAAR in reading in 3rd grade. Also, an increase in approaches and masters in 4th-grade Math STAAR. reading in. Furthermore, in 5th grade, we had an increase in reading masters when compared to the 2019 STAAR results.

In both 4th reading and writing, STAAR scores dropped in all 3 performance areas when compared to 2019 STAAR results.

2021 Results Third Grade

Reading- Approaches 74%, Meets 36% and 24% Masters

Math-Approaches 63%, 23% Meets and 7% Masters

2021 Results Fourth Grade

Reading- Approaches 47%, Meets 16% and 9% Masters

Math- Approaches 77%, Meets 42% and 21% Masters

Writing- Approaches 53%, Meets 19% and 2% Masters

2021 Results Fifth Grade

Reading- Approaches 64%, Meets 36% and 24% Masters

Math-Approaches 71%, Meets 36% and 15% Masters

Science- Approaches 66%, Meets 30% and 13% Masters

State Accountability

WT Francisco's state accountability was labeled Not Rated; Declared State of Disaster in 2020-21 due to the impact of Covid 19.

Student Learning Strengths

- 3rd-grade reading had an increase of 9% in approaches, 14% in meets, and 13% in masters.
- Fourth-grade math had an increase of 7% in approaches and 4% in masters.
- Fifth-grade reading had a 3% increase in masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The overall percentage of 4th graders performing on the 20-21 reading STAAR in comparison to the 2019 reading STAAR decreased by 24% on approaches, 22% meets, 11% masters.

Problem Statement 2: The overall percentage of 5th graders performing on the 20-21 reading STAAR in comparison to the 2019 reading STAAR decreased by 24% on approaches and 22% meets.

School Processes & Programs

School Processes & Programs Summary

WT Francisco's students are served by a variety of programs and processes. 84% of students are currently receiving free and reduced lunch, 34% are enrolled in our bilingual program and 41% are limited English proficient being served by certified ESL teachers. We currently have six percent receiving special education services and five percent qualified for gifted and talented.

At WT Francisco, we utilize Response to Intervention as a means to establish an individualized plan focused on student needs. In addition, students who did not meet the standard on reading, writing, and math STAAR tests will receive a minimum of 30 additional hours in accelerated instruction for each test he/she did not meet. Teachers and support staff meet every six to eight weeks to look at a preponderance of evidence and develop a plan to strengthen tier I, II, and III instruction. We schedule extended RTI meetings for students who are moving from tier II to tier III, or have not progressed. During these extended RTI meetings, we involve additional staff such as, the counselor, speech pathologist, LSSP, etc based on student need. The team collaborates and develops an individualized plan for the student.

In order to strengthen tier I, II, and III instruction, professional development opportunities are offered throughout the school year for staff. Academic coaches, administration and district coordinators are utilized during campus professional development trainings. Furthermore, we are partnering with David E Smith to PLC with teachers so that they can collaborate on best practices to serve our students.

This year we will continue to implement Conscious Discipline campus-wide. Conscious Discipline is an innovative social-emotional learning and classroom management program with a proven track record of sustainable results. Our counselor will continue to provide social-emotional lessons twice every six weeks as well as teachers will utilize Harmony on a weekly basis. It is designed to foster intergender communication and understanding, connection, and community both in and outside the classroom and develop boys and girls into compassionate and caring adults.

We will continue to use instructional rounds as a process to better understand teaching and learning on our campus in order to improve teacher and student performance.

School Processes & Programs Strengths

We have a campus scheduled time for Response to Intervention at WT Francisco 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 interventionists and teachers during this time, staff works together to create

a plan to serve all student needs.

- WT offers AI support for a minimum of 30 hours according to tests not mastered for 3rd-5th. This is offered during, before, and after school. Each student has an AI Individualized plan according to testing data.
- WT has the support of local churches that provide weekend food bags to qualifying students weekly.
- WT offers a digital one-to-one opportunity for all students.
- All certified teachers will have an IFP board installed in their classrooms by the end of the 21-22 school year.

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

- Our students were given a safety survey at the end of the 20-21 school year and the survey found that 93% of students stated they felt safe at WT Francisco.
- We had a 100% teacher and staff retention rate for the 20-21 school year.
- We had the performance of excellence on our annual safety walk for the 20-21 school year.
- We have three separate committees to address campus needs. These include; Leaders of Learners who support instructional practices and leadership on campus initiatives, CSI- support logistical problem-solving team that address campus logistics, and Spirit Committee-help organize recognitions, assemblies for staff and students.

Perceptions Strengths

At WT Francisco, we believe that all of our stakeholders should experience excellent customer service.

- Keep the community informed of school wide events and information
- Send home monthly calendars highlighting school events
- Various forms of communication in English/Spanish
- School performances are scheduled throughout the school year
- Active PTA
- Inform parents regarding Title I campus funds and information
- Invite the community to participate in school programs and events
- A safety vestibule has been added to the front doors to add a second barrier of locked doors for entrance.
- SRP drills are performed monthly and twice yearly with our SRO and local PD.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Due to covid, there has become a disconnect with parent and community involvement due to campus being closed to outside visitors.

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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- (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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Response to Intervention (RtI) student achievement data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

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 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.





HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5), iStation (grades 3-5 reading), mClass (Kinder math) and (K-2 reading) and math TEA Interims

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level.</p> <p>Actions: a) Provide ongoing training for all staff to build their capacity to implement the campus literacy plan. b) Support campus Leaders of Learners team to lead the implementation of the District literacy plan.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Leaders of Learners Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.</p> <p>Actions: a) Provide time for staff to conduct campus instructional walks with partner school and debriefing sessions. b) Infuse literacy-focused discussions into staff meetings. c) Utilize data from instructional walks and formative assessments to customize campus professional learning.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Leaders of Learners Team Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate and assist campus staff in implementing personalized learning for students.</p> <p>Actions: a) Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessments. b) Provide campus staff with 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.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Campus Staff</p> <p>Title I Schoolwide Elements: 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</p> <p>Funding Sources: Campus Personnel - 211 - Title I - \$95,776, Instructional Resources - 211 - Title I - \$19,420</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Participate in the reading academies and utilize coaching model established by TEA based on the HB3 requirements.</p> <p>Actions: a) Implement, monitor and support the district plan for Reading Academies. b) 2nd and 3rd grade teachers along with the campus principal will participate in this year's Reading Academy.</p> <p>Staff Responsible for Monitoring: Campus Administration Reading Academy Coaches 2nd and 3rd Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to implement a full day prekindergarten program for four year olds that qualify based on a board approved three year plan.</p> <p>Actions: a) Employ prekindergarten teachers who are appropriately certified to teach prekindergarten and who have an additional qualification that is early childhood education specific. b) Implement a curriculum in the prekindergarten programs that addresses all ten developmental domains. d) Maintain an average ratio of 1 to 11 in any full day prekindergarten class of not less than one certified teacher and one teacher's aide for every 22 students per TEA.</p> <p>Staff Responsible for Monitoring: Campus Administration Prekindergarten teachers Prekindergarten Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th.</p> <p>Actions: a) Continue to support and train staff with the BAS assessment. b) Train teachers and campus staff in grades prekindergarten - 5th 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 made of grades prekindergarten - 5th students based on assessment instruments being used for reading and math. e) Oversee the implementation of progress monitoring windows.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Campus Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement system-wide instructional practices to support English learners.</p> <p>Actions: a) Utilize Multilingual Instructional Coach to assist teachers in personalizing learning based on student data. b) Implement district biliteracy framebook and continue to support grade levels as they migrate through the implementation of the redesigned Dual Language Program.</p> <p>Staff Responsible for Monitoring: Campus Administration Multilingual Instructional Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

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 assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom and across campus.</p> <p>Actions: a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Support, monitor and provide feedback regarding the implementation of continuous improvement practices across the campus. c) Utilize campus teams to analyze the campus needs and next steps required based on the continuous improvement rubric. d) Teachers will complete an analysis protocol for common assessments and complete PDSAs for core subjects assessed. e) Revisit campus mission statement. f) Classrooms develop a mission statement and strategic learning goals. g) Campus departments and classes utilize the PDSA process to monitor progress towards goals. h) Students regularly track individual growth in data folders.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need.</p> <p>Actions: a) Collaborate with PTA to schedule and host school wide events to support students and families such as parent education classes. b) Identify and communicate the needs of student populations and their families with community partners. c) Developed parent and family engagement policy and offer flexible number of meetings.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I - \$1,300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth.</p> <p>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. b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments during PLCs with partner school. c) Provide professional development for all staff in the use of AWARE to build assessments and analyze data to inform instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Campus Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development - 211 - Title I - \$11,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.</p> <p>Actions: a) Implement and monitor an ESSER plan that is approved by TEA and supported by the district. b) Create and Implement an Accelerated Intervention Plan to address HB4545.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: ESSER Tutors - ESSER - \$12,036</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement the RTI framework to facilitate a multi-tiered system of support for identified students.</p> <p>Actions: a) Hold campus RTI meetings throughout the year. b) Develop time within the master schedule that allows time for each grade level to have designated RTI time. c) Regularly meet with campus interventionist to discuss progress, needs, curriculum and resources. d) Implement SEL curriculum with Harmony and Conscious Discipline. e) Continue to provide professional learning for Conscious Discipline and tiered behavior interventions.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fourteen at-risk indicators.</p> <p>Actions: a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services.</p> <p>Staff Responsible for Monitoring: Campus Administration Attendance Clerk 504 Coordinator Special Education Staff</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

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 campus-administered student/staff survey.





Evaluation Data Sources: Observation Data
Social-Emotional Learning Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a district-approved program that teaches social-emotional skills.</p> <p>Actions: a) Provide training for all staff utilizing Conscious Discipline as a way to identify and campus social and emotional needs and collaborate with campus staff to develop a plan and revise our plan throughout the school year. b) Implement Harmony as a SEL curriculum used throughout the year.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff CSI Team Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the SEL component contained in the district ESSER plan.</p> <p>Actions: a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Conduct surveys to determine the needs of families in crisis.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

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 data records


Strategy 1 Details	Reviews			
<p>Strategy 1: Deliver the behavioral RtI plan with fidelity.</p> <p>Actions: a) Provide training on the district behavior RtI plan. b) Implement Conscious Discipline campus wide. c) Schedule extended behavior RtI collaboratives and utilize Success Ed to input behavioral student plans.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff CSI Team</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


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: 2020-2021 Campus Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement a campus-wide program that increases student attendance.</p> <p>Actions: a) Develop and communicate campus attendance plan with all stakeholders. b) Monitor and make adjustments to the attendance plan throughout the year as needed. c) Track student and staff attendance. d) Provide incentives that encourage 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 mitigate student attendance issues.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 199 - General Funds</p>	Formative			Summative
	Nov	Jan	Mar	June

 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





Strategy 1 Details	Reviews			
<p>Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p>Actions: a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Utilize campus CSI team to review student and staff safety concerns. c) Take corrective action of findings at the campus by utilizing our CSI Logistics Team. d) Implement and review the district safety protocols. e) Schedule and monitor safety drills and revise plans as needed. f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. g) Continue to implement the Anonymous Alerts and Threat Assessment System.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 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 over the previous year.





Evaluation Data Sources: Campus WC Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the district-wide program that promotes an accident-free work environment.</p> <p>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 Schools Training.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Evaluation Data Sources: Campus Site-Based Team Meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain a district-wide coordinated health program.</p> <p>Actions: a) Continue to implement health related plans at the campus level. Examples include: Play It Safe, Dental and Vision Screenings, Employee Wellness Challenges, etc. b) Follow district health requirements. c) Students participate in regular pacers and fitness gram tests in physical education class.</p> <p>Staff Responsible for Monitoring: Campus Administration Nurse Campus Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for W.T. Francisco Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

--

Personnel for W.T. Francisco Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anai Geyer	Reading Interventionist	1
Brianda Vizcarra	ESL Educational Assistant	1
Jennifer Brimer	Math Interventionist	0.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Angela Limon- Principal

Allison Crook- Assistant Principal

Shelbee Russell-Counselor

Amanda Stapleton-Parent

Skye Stapleton-Parent

Vickie Brouse-Business Member

Monty Brouse-Business Member

John Howard-Community Member

David Crook-Community Member

Kristin Gaines- Teacher

Susan Walker-Teacher
Ashley Greene-Teacher
Abbie Symons-Teacher
Carey Francisco-Teacher
Ruth Camacho-Teacher
Iluvia Ruiz-Teacher
Luz Sanchez-Teacher
Lindsey Long-Teacher
Ruby Blamey-Teacher
Rosa Buruato-Teacher
Elizabeth Bui-Teacher
Beth Brimer-Teacher
Anai Geyer-Teacher

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

Copies of the CIP will be available in the front office in English and other languages as practicable.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 73% of students were identified as at-risk based on one or more of the following state 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. Placement in an alternative education program
6. Expulsion
7. Parole, probation, deferred prosecution, or conditional release
8. Drop out status
9. Limited English proficiency
10. Custody or care of the Department of Protective and Regulatory Services
11. Homelessness
12. 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
- Sheltered Instruction
- 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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: 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:

Amanda Stapleton

Skye Stapleton

Teachers:

Kristin Gaines

Susan Walker

Angeliz Castillo

Ashley Greene

Abbie Symons

Carey Francisco

Administrators:

Angela Limon, Principal

Allison Crook, Assistant Principal

Other Campus and District Staff:

Shelbee Russell, Counselor

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

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2021-22:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night on campus
- September Title I Meeting (Thursday/Friday) on campus
- November Book Fair (Monday through Thursday 8:00-5:00) on campus
- March STEM Event/ Open House (Thursday) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Lopez	Bilingual Title I EA	Title I	1.0
Charlene Soto	Title I Educational Assistant	Title I	1.0
Jennifer Brimer	Math Interventionist	Title I	.5

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$0.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Intervention Personnel		\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development		\$2,000.00
1	1	3	Campus Personnel		\$95,776.00
1	1	3	Instructional Resources		\$19,420.00
1	2	2	Title I Family Engagement		\$1,300.00
1	2	3	Professional Development		\$11,500.00
Sub-Total					\$129,996.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	ESSER Tutors		\$12,036.00
Sub-Total					\$12,036.00
Grand Total					\$142,032.00

Addendums