

Birdville Independent School District
Walker Creek Elementary
2021-2022 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Special Services (2020 - 2021 Summer PEIMS file loaded 07/14/2021)	3
Other Student Information (2020 - 2021 Summer PEIMS file loaded 07/14/2021)	3
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Goals	8
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	9
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	13
Goal 3: All students and staff will learn and work in a safe and responsive environment.	15
State Compensatory	16
Budget for Walker Creek Elementary	17
Personnel for Walker Creek Elementary	17
Campus Funding Summary	17
Addendums	18

Comprehensive Needs Assessment

Demographics

Demographics Summary

Special Services (2020 - 2021 Summer PEIMS file loaded 07/14/2021)	Count	Percent
Instructional Settings		
Speech Therapy	35	7.20%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	32	6.58%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	11	2.26%
Full-Time Early Childhood	0	0.00%
Mainstream	17	3.50%
Other Student Information (2020 - 2021 Summer PEIMS file loaded 07/14/2021)	Count	Percent
Title I Homeless	3	0.62%
Migrant	0	0.00%
Military Connected	1	0.21%
Foster Care	0	0.00%
Section 504	58	12.06%
Intervention Indicator	157	32.64%
Unaccompanied Youth	0	0.00%
IGC Reviewed	0	0.00%
Transfer In Students	35	7.2765%

Demographics Strengths

Our male to female ratio is equivalent.

We have students representing 35.97% races other than white.

Our attendance always stays above the 96th percentile.

Our discipline incidents average only 6 incidents per grading period.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate for the final grading period was at the lowest point for the year. **Root Cause:** Attendance needs an incentive plan.

Student Learning

Student Learning Summary

Writing needs improvement and was flaged as being the only subject as a whole not to reach and 80% pass rate.

Year	Subject	Status	Flag	Goal	Status	Trend
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STAAR 3-8 Performance for 2020 - 2021 School Year

20-21	Math	82%		80%		
20-21	Reading	81%		80%		
20-21	Science	86%		80%		
20-21	Writing	72%		80%		

Student Learning Strengths

STAAR 2020-21 Results

WCE Students Performed 5-14% above the district average on every 3-5 STAAR given during the 2020-21 School year.

Specific strengths were 5th Grade Science with a 75.37 average score - 9% above the district average and 5th Grade Math with a 78.76 average score - 14% above the district average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: -Reading- Increase performance by ensuring all tiered students are consistently receiving LLI and guided reading. -Math- Increase performance by all classrooms following the math workshop model & in the use of UPSC to increase performance on word problems. -Writing- Focusing on vertically aligning grammar instruction through the use of Patterns of Power and other district resources. -Science- In

School Processes & Programs

School Processes & Programs Summary

We need more resources for math intervention and do believe this is coming soon through BISD in the form of MClass, but would like a full time interventionist or tutoring if possible.

Increased disciplinary options for severe, recurring behavior in K-3. The four questions (CKH) will be utilized more often in every classroom to address discipline.

School Processes & Programs Strengths

Designated meetings for special populations are effective and positive. There is strong collaboration among staff and administration. Every classroom has a classroom management system and reward system for students

Capturing Kids Hearts- This training provided valuable insight at building relationships with children. 100% of our students are greeted at the door each morning. Students are encouraged to share good things each day. Each classroom has a social contract they created and base their classroom culture around it.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Implement additional RTI resources and teacher training in order to increase performance in our areas of needed growth - 3rd and 4th grade math Research behavioral RTI and/or disciplinary options for severe and continual classroom disruptions in grades K-3 where OSS is not an option.

Perceptions

Perceptions Summary

According to Summer of 2021 Campus LOL Meetings:

- Behavior (Balance positive reinforcement with logical consequences) as taught in PBIS as well as CKH.
- Positive communication to parents and amongst staff (consistent, timely manner).
- Inconsistent implementation of rules amongst all students (balance positive reinforcements with logical consequences). Proactive campus-wide rules and expectations.

Perceptions Strengths

98% of staff implements CKH strategies for behavior and school culture and the remainder was trained summer 2021.

Monthly staff meetings, committee meetings, as well as weekly newsletters and open door policies help to create positive communication between staff members.

Timely and positive interactions with parents create a positive culture regarding communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Post-Covid: Encourage and reconnect with families/parent volunteers

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)





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level especially using the Campus Culture of Literacy Rubrics in the area of Reading and Writing.</p> <p>Actions: 1) Review/train staff on student writing conferences. 2) Teachers will consistently engage with students in writing conferences and use the technique guide their writing instruction.</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers Academic Coach LOL members</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All reading teachers will implement guided reading with fidelity with a focus on workshop model and work stations while teacher is engaged in guided reading and the use of anecdotal notes as described in the Culture of Literacy Rubric.</p> <p>Actions: 1) Incorporate the use of F&P questions for Guided Reading and encourage an environment of discussion. 2) Use of F&P continuum questions in Guided Reading 3) Teachers take Anecdotal Notes to guide their reading instruction 4) Students will use Starfall software to work independently in workstations in order for teachers to engage in small group guided reading instruction.</p> <p>Funding Sources: Starfall Software - 199 - General Funds - \$270</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 Walker Creek Elementary School met the target with a TELPAS progress rate of 52%. In 2020-2021 Walker Creek Elementary School again met the target with a TELPAS progress rate of 65%. In comparing the progress rate from 2019 and 2021, Walker Creek demonstrated a 13% point increase in students' English Language Proficiency Status.</p> <p>Actions: word walls</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: 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





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Harmony curriculum and Character traits and embed practices that create a healthy social emotional school experience</p> <p>Actions: 1)Weekly Capturing Kids Hearts lessons focused on problem solving. 2) Teach Sanford Harmony lessons in each classroom will be delivered every Friday. 3) Students will take survey to monitor their social emotional health in each semester.</p> <p>Staff Responsible for Monitoring: Counselor Administrators Classroom Teachers</p> <p>Funding Sources: CKH curriculum website access - 199 - General Funds - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a school wide initiative to strengthen student/staff relationships using positive behavior supports.</p> <p>Actions: A) Follow components of Capturing Kids Hearts such as the Four Questions model, Social Contract and Good Things B) Each classroom will create a PBIS system for positive behaviors. C) Classrooms will have incentives for students to earn based on positive behaviors.</p> <p>Funding Sources: Classroom Prizes for Store - 199 - General Funds - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Create an environment of responsive teaching in Reading, Writing, Math, and Science that will result in student growth and increased academic success.

Evaluation Data Sources: Overall increase in these assessments: Interim Data, CBA's, Math screeners, BAS, M Class, MTSS Tiers,





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement practices that are consistent with best practices as seen on Tier 1 priority, Culture of Literacy, and Establishing Expectations for Learning rubrics.</p> <p>Actions: 1) Teachers create a document to write all students' anecdotal notes such as teacher created form, binder or notebook. 2) Prompting questions used consistently by teachers (Found in F&P Literacy Continuum book) 3) Teachers ensure Students respond to reading daily and discuss what they've read or learned daily. 4) Teachers guide students to reflecting regularly on their reading progress. 5) Teacher post and discuss standards with students to help them to connect and restate their learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach LOL Classroom Teachers</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement practices that are consistent with best practices as seen on Tier 1 priority rubric in the area of Math and Science.</p> <p>Actions: 1) Each classroom teacher will engage with a word wall for math and science. 2) Each classroom teacher will have students interact with the UPSC process and be able reference each step when solving math problems. 3) UPSC posters will be visible in math classrooms. 4) Teachers will use the UPSC process explicitly during instruction in math classrooms.</p> <p>5) Use of interactive word walls during instruction in science classrooms. 6) Teachers will consistently use STEMscopes & AIMS along with the curriculum documents to ensure delivery of the 5E model.</p> <p>Funding Sources: Xtra math resource software - 199 - General Funds - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p>Actions: 1) Students on Tier 2 and Tier 3 will receive tutorial pull out services based on their area of need 4 days a week. 2) Teachers will utilize language proficiency data of English Learners/Emergent Bilinguals and provide opportunities for language development in all content areas by providing content-based ESL instruction in all core areas.</p> <p>Funding Sources: Tutoring fees - ESSER - \$12,296</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy 1 Details	Reviews			
Strategy 1: Develop incentives campus wide to increase attendance for staff and students. Actions: A) Provide an incentives for classes with the highest attendance each six weeks B) Grade level attendance data will be display with goals (99%) in the hallways Staff Responsible for Monitoring: Administrators Teachers Attendance Clerk Funding Sources: Attendance rewards - 199 - General Funds - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a system that is consistent with best practices on the Continuous Improvement Rubric at a Level III</p> <p>Actions: 1) Refresher training on PDSA cycle 2) Create Continuous Instruction committee/vertical team to support classroom teachers 3) Create consistent data folders with specific data tracked for lower/upper grade 4) Create examples and resources for PDSA and data folders 5) Student progress data posted in Hallways with consistent updating 6) Students will use data folders to track progress in reading and math.</p> <p>Staff Responsible for Monitoring: Teachers Administrators LOL Members</p> <p>Funding Sources: Common Assessment Software - 199 - General Funds - \$1,000</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 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Review perception data from students, staff, and parents to identify strategies to improve campus operations and culture.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration LOL members Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Walker Creek Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

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Personnel for Walker Creek Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jennifer Lass	Reading Interventionist	1
Julie Hester	Math Interventionist	0.5
Rebecca Dolan	Student Assistance Counselor	1

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Starfall Software		\$270.00
1	2	1	CKH curriculum website access		\$3,000.00
1	2	2	Classroom Prizes for Store		\$1,500.00
1	3	2	Xtra math resource software		\$200.00
2	1	1	Attendance rewards		\$500.00
2	2	1	Common Assessment Software		\$1,000.00
Sub-Total					\$6,470.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Intervention Personnel		\$0.00
Sub-Total					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Tutoring fees		\$12,296.00
Sub-Total					\$12,296.00
Grand Total					\$18,766.00

Addendums