

Birdville Independent School District
Watauga Elementary
2024-2025 Campus Improvement Plan



Mission Statement

*We are a school which values each part of our community,
empowers learners, and establishes an environment where
positive futures can be created.*

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	14
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	24
Goal 3: All students and staff will learn and work in a safe and responsive environment.	25
State Compensatory	28
Budget for Watauga Elementary	28
Personnel for Watauga Elementary	28
Title I	29
1.1: Comprehensive Needs Assessment	29
2.1: Campus Improvement Plan developed with appropriate stakeholders	29
2.2: Regular monitoring and revision	29
2.3: Available to parents and community in an understandable format and language	29
2.4: Opportunities for all children to meet State standards	29
2.5: Increased learning time and well-rounded education	30
2.6: Address needs of all students, particularly at-risk	31
3.1: Annually evaluate the schoolwide plan	31
4.1: Develop and distribute Parent and Family Engagement Policy	31
4.2: Offer flexible number of parent involvement meetings	32
Title I Personnel	34
Campus Funding Summary	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus serves approximately 705 students in grades Pre-Kindergarten through Fifth grade. Grade levels range from five to six sections with all grade levels having two bilingual classrooms. Student ethnicity is 66% (471) Hispanic, 23% (161) White, and 7% (52) African American. Our school is about 51% (369) male and 49% (336) female. We have 42% (301) of our students as Emergent Bilinguals. Students identified as economically disadvantaged make up 80% (570) of our students population. Our students labeled At Risk make up 80% (569) of our population. 42% (301) of Watauga students are enrolled in the bilingual or ESL program.

Other Demographics to consider: 5% (36) of our students are identified as Dyslexic, 14% (104) of students are identified under special education, 3% (21) are served under Gifted and Talented and 6% (50) of our population is served under 504. Our mobility rate is 13%.

Demographics Strengths

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

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

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

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

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

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

Northwood Church has adopted our campus and sponsors a fall carnival, Christmas gifts and over 100 mentors who come out once a month with Academy 4. We have also implemented two programs called Leaders 5, a mentoring program for 5th graders, and a 4 Families project which provides family and parenting education classes through mentorship.

This year, we only hired 2 new teachers to the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall campus attendance rates are 94.6%. This is an increase from the past few years but still below our desired rate of 96%. **Root Cause:** A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.

Student Learning

Student Learning Summary

According to the 2024 STAAR results, there was an increase in eleven of the fourteen tests in the percent of students reaching Approaches, Meets or Masters. The campus improved in district ranking in all English tests.

Based on the End of Year 2024 MTTS tiers, 54% of Kinder students were reading on grade level in English, 45% in Spanish, and 68% were on level for Math. 52% of 1st graders were reading on level in English, 32% in Spanish, and 71% were on level for Math. 44% of 2nd graders were reading on level in English, 54% in Spanish and 63% were on level in Math. 65% of 3rd graders were reading on level in English, 54% in Spanish and 61% were on level in Math. 41% of 4th graders were reading on level in English, 50% in Spanish and 58% were on level in Math.

Student Learning Strengths

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

The percent of Watauga 4th graders who scored at the Approaches level for English Reading increased by 13%.

The percent of Watauga 5th graders who scored at the Meets level for English Math increased by 12%.

The percent of Watauga 4th graders who scored at the Approaches level for Math STAAR in Spanish increased by 7%.

The percent of Watauga 4th graders who scored at the Approaches level for Reading STAAR in Spanish increased by 13%.

The percent of Watauga 3rd graders who scored at the Approaches, Meets and Masters level for Math STAAR in Spanish was above District, Region and State average.

There were nine 4th grade students who passed Reading STAAR for the first time last year and 17 students increased on their STAAR performance level indicator.

There were nine 5th grade students who passed Math STAAR who had failed the 4th grade Math STAAR.

There were 26 5th grade students who increased on their Math STAAR performance level indicator.

There were 18 5th grade students who increased on their Reading STAAR performance level indicator.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The All-Students group has a target of 49% for math for 2023-27. Preliminary Results indicate 43% met grade level or above in Spring 2024. **Root Cause:** Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.

Problem Statement 2 (Prioritized): According to the 2024 STAAR results, there were 39 4th grade students who dropped in their performance level indicator. **Root Cause:** Due to inconsistent instructional strategies, students are not maintaining their level of growth with 4th grade curriculum.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

Watauga Elementary only has two teachers who are new to the campus this year. We are thrilled to have consistency among our teaching staff and look for momentum and focus.

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

School Processes & Programs Strengths

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

We have implemented Conscious Discipline and are then completing a book study and video series to help us gradually learn and implement structures that will help student self regulation.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. **Root Cause:** Students are coming to school having greater social and behavior, academic and language needs.

Perceptions

Perceptions Summary

Faculty developed mission:

Mission

We are a school who works together to value each part of our community, empower learners, and establish an environment where positive futures are created.

Focused – Empowering – Caring

Student friendly motto, recited daily:

Wildcat Motto

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

Clear expectations with visuals are aligned across the campus

Aligned rules in each classroom:

Classroom Rules

Conduct

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

Work Habits:

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

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Perceptions Strengths

The staff participated in a survey in the spring of 2024 and results were overwhelmingly positive. The staff reported the campus has a family feel, that everyone is dedicated, supportive, collaborative and professional.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff. **Root Cause:** There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

Priority Problem Statements

Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching.

Root Cause 1: Students are coming to school having greater social and behavior, academic and language needs.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: According to the 2024 STAAR results, there were 39 4th grade students who dropped in their performance level indicator.

Root Cause 2: Due to inconsistent instructional strategies, students are not maintaining their level of growth with 4th grade curriculum.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Overall campus attendance rates are 94.6%. This is an increase from the past few years but still below our desired rate of 96%.

Root Cause 3: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.

Problem Statement 3 Areas: Demographics

Problem Statement 4: With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff.

Root Cause 4: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels , CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, 1-5), TEA Interims (grades 3-5 reading and mathematics), Campus Common Assessments

Strategy 1 Details

Strategy 1: Continue to build capacity to implement the District curriculum and state-approved resources with fidelity at the campus level.

Actions: a) Provide tiered professional learning opportunities, including coaching cycle, that is responsive to all staff needs to build their capacity to implement campus plans.
b) Support teachers in implementing District curriculum, identified resources and strategies.
c) Use data to provide targeted support and progress monitoring.

Staff Responsible for Monitoring: Campus Administration, Academic Coaches, Leaders of Learners

Title I:

2.4, 2.5

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - School Processes & Programs 1

Funding Sources: Title I Personnel - 211 - Title I - \$179,033

Strategy 2 Details

Strategy 2: Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices (including differentiation), and continuous improvement.

- Actions:** a) Continue to support new teachers on the science of teaching reading and implementation of reading academies.
b) Schedule and hold campus instructional focus walks and debriefing sessions with administration, coaches and teacher. Collect data to measure alignment and implementation of Tier 1 Priorities.
c) Utilize data from instructional walks and formative assessments to customize campus professional learning.
d) Provide teachers the necessary coaching and training to continue the implementation of district and state literacy requirements.
e) Plan specific PLC agendas based on the needs of teachers and data from student learning.
f) Integrate the use of proficiency scales in Math for Kinder - 5th grades.

Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, Leaders of Learners, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - School Processes & Programs 1

Strategy 3 Details

Strategy 3: Provide training in data analysis, progress monitoring, and data driven decision-making to inform instruction and responsive teaching.

- Actions:** a) Train campus staff in analyzing student data and utilizing a Plan Do Study Act cycle after formative assessments.
b) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the Professional Learning Community process.
c) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance and Interims) to inform instruction.
d) Use the Quarterly Review Protocol process and campus walks that are specific to instruction and program implementation for the purpose of improving student performance.
e) Collect, analyze and use data monitor student progress for the purpose of closing the achievement gaps, achieving HB3 Board goals, and responding to the individual needs of students to ensure all students make expected growth toward the next interim target in the Academic Achievement component of the Closing the Gaps domain, as defined by the Texas Education Agency.

Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, Campus staff

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - School Processes & Programs 1

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: According to the 2024 STAAR results, there were 39 4th grade students who dropped in their performance level indicator. Root Cause: Due to inconsistent instructional strategies, students are not maintaining their level of growth with 4th grade curriculum.
School Processes & Programs
Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. Root Cause: Students are coming to school having greater social and behavior, academic and language needs.

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. Meet all progress monitoring targets for grades prekindergarten - 3rd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.

HB3 Goal

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

Strategy 1 Details
<p>Strategy 1: Provide professional development that assists teachers in developing, administering, and utilizing of student performance data to evaluate 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 (ie. state testing and classroom instruction). b) Track student performance on common assessments, interims and district screeners to determine progress toward success on STAAR assessments. Discuss student, class and grade level data in PLCs and write action plans for low performing TEKS.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, Campus Staff</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Title I Tutors - 211 - Title I - \$33,795</p>

Strategy 2 Details

Strategy 2: Implement a multi-tiered system of support (MTSS) for identified students.

- Actions:** a) Hold campus MTSS meetings throughout the year.
b) Coordinate with campus staff to discuss progress, needs and curriculum utilized for individual student learning.

Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators and Campus Staff

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - School Processes & Programs 1

Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - \$123,246

Strategy 3 Details

Strategy 3: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.

- Actions:** a) Deliver clear expectations on the implementation of the Continuous Improvement process throughout the school year. Model the processes for grade level teams.
b) Continue to support, monitor the implementation of the PDSA process and provide feedback for appropriate, tiered professional learning support.
c) Monitor the PDSA development process with common assessments through PLCs to ensure alignment.
d) Utilize the rubric to evaluate progress of campus growth.

Staff Responsible for Monitoring: Campus Administration and Campus Staff

Title I:

2.5, 2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2 - School Processes & Programs 1

Strategy 4 Details

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

- Actions:** a) Coordinate with PTA to form a strong partnership with campus and families and host family events.
b) Coordinate with Northwood Church and Academy 4 about meeting campus needs and providing resources.
c) Continue relationships with SERTOMA, other local area churches and counseling resources to increase the support of community involvement.

Staff Responsible for Monitoring: Campus Administration, Counselors, Nurse, Parent Liaison

Title I:

2.6, 4.1, 4.2

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 1

Funding Sources: Family Engagement - 211 - Title I - \$2,205

Strategy 5 Details

Strategy 5: Implement and monitor district protocol to ensure identification and accurate coding of all students who qualify to receive services under the thirteen at-risk indicators.

- Actions:** a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students.
b) Ensure students are receiving appropriate services.

Staff Responsible for Monitoring: Campus Administration, Attendance Clerk, Counselor, SPED staff

Title I:

2.6

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Perceptions 1

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Overall campus attendance rates are 94.6%. This is an increase from the past few years but still below our desired rate of 96%. **Root Cause:** A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.

Student Learning

Problem Statement 2: According to the 2024 STAAR results, there were 39 4th grade students who dropped in their performance level indicator. **Root Cause:** Due to inconsistent instructional strategies, students are not maintaining their level of growth with 4th grade curriculum.

School Processes & Programs
Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. Root Cause: Students are coming to school having greater social and behavior, academic and language needs.
Perceptions
Problem Statement 1: With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff. Root Cause: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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

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

Strategy 1 Details
<p>Strategy 1: Implement a district approved program that teaches social and character development (SCD).</p> <p>Actions: a) Provide in depth training to campus staff for implementation of Conscious Discipline throughout the year with modeling, book study and video trainings. and monitor campus implementation. b) Provide all staff with expectations of CD structures and routines. c) Implement and monitor SCD and Character Strong lessons in each classroom. d) Utilize Crisis Counselor to provide support to students in areas of social-emotional learning. e) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Campus Staff</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: Professional Development - 211 - Title I - \$5,483</p>
Strategy 2 Details
<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) Collect data on student and family needs and intervention efficacies.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1</p>

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. Root Cause: Students are coming to school having greater social and behavior, academic and language needs.
Perceptions
Problem Statement 1: With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff. Root Cause: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

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 MTSS Tiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS records.

Strategy 1 Details
<p>Strategy 1: Implement with fidelity the behavioral MTSS plan.</p> <p>Actions: a) Provide training on the district behavior MTSS plan. b) Implement Conscious Discipline campus wide and provide teachers with clear expectations for Tier 1 behavior supports. c) Train staff on de escalation strategies. d) Utilize district behavior facilitators</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Crisis Counselors, Campus Staff, Behavior Facilitators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. Root Cause: Students are coming to school having greater social and behavior, academic and language needs.</p>
Perceptions
<p>Problem Statement 1: With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff. Root Cause: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.</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: 23-24 Campus Attendance

Strategy 1 Details
<p>Strategy 1: Refine and implement a campus-wide plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.</p> <p>Actions: a) Develop and refine campus attendance with leadership teams. b) Communicate campus attendance plan with all stakeholders. c) Monitor student attendance and review progress regularly in order to determine effectiveness of the campus plan related to incentives to improve student attendance. d) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. e) Utilize district tribunal process.</p> <p>Staff Responsible for Monitoring: Campus Administration, Attendance Clerk, Counselors, Campus Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Overall campus attendance rates are 94.6%. This is an increase from the past few years but still below our desired rate of 96%. Root Cause: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.</p>

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

Performance Objective 1: Increase the percentage of students and staff who feel safe at school.

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

Strategy 1 Details
<p>Strategy 1: Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p>Actions: a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Utilize campus leadership teams to guide next steps. c) Identify potential school and safety threats using survey data to implement and refine procedures. d) Schedule and monitor safety drills and revise plans as needed. e) Implement and review safety protocols. f)Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Campus staff</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. Root Cause: Students are coming to school having greater social and behavior, academic and language needs.</p>

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

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

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

Strategy 1 Details
<p>Strategy 1: Implement a 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 School trainings. f) Implement campus protocol for staff to report safety concerns.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Overall campus attendance rates are 94.6%. This is an increase from the past few years but still below our desired rate of 96%. Root Cause: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.</p>
School Processes & Programs
<p>Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. Root Cause: Students are coming to school having greater social and behavior, academic and language needs.</p>

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

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

Evaluation Data Sources: Annual review of district improvement plan requirements

Strategy 1 Details
<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, vision screenings, Employee Wellness Challenge, Height/Weight screenings b) Follow district health requirements. c) Students participate in regular pacers and Fitness Gram tests in PE classes.</p> <p>Staff Responsible for Monitoring: Campus Administration, Nurse, Campus Staff</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Overall campus attendance rates are 94.6%. This is an increase from the past few years but still below our desired rate of 96%. Root Cause: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.</p>
School Processes & Programs
<p>Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. Root Cause: Students are coming to school having greater social and behavior, academic and language needs.</p>

State Compensatory

Budget for Watauga Elementary

Total SCE Funds: \$123,246.00

Total FTEs Funded by SCE: 3.39

Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for Watauga Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adrianna Jenkins	Teacher	0.5
Allyson Cortez	Reading Intervention	0.33
Araceli Johnston	Teacher	0.5
Brittany Landaverde	Educational Assistant	0.33
Edith Tavera	Reading Intervention	0.15
Heather Becraft	Instructional Facilitator	1
Jessica Sandmann	Reading Intervention	0.33
Veronica Rodriguez Muniz	Teacher	0.25

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2024 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Parents:
Cecilia Vinogradov
Community Members:
Craig Terry, Ashley Venable
Teachers:
Hannah Lightsey, Tearah Sawyer, Ana Garcia, Cecilia Vinogradov, Mary Vaughan, Sean Halbach, Heather Becraft, Megan Hayes, and Daniela Mendez
Administrators:
Jennifer Martin, Mary Terry, Alicia Roberson
Other Campus and District Staff:
Michell Tennison, Veronica Petty, Jennifer Doty

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 78% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

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

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

- 1. Demographics
- 2. Perceptions
- 3. Student Learning
- 4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4.1: 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:
Cecilia Vinogradov, Jasmine Johnson, Shay Stonecipher
Teachers:
Hannah Lightsey, Tearah Sawyer, Ana Garcia, Mary Vaughan, Sean Halbach
Administrators:
Jennifer Martin, Mary Terry, Alicia Roberson

Parents:
Cecilia Vinogradov, Jasmine Johnson, Shay Stonecipher
Other Campus and District Staff: M Michell Tennison and Veronica Petty

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Monday evenings in order to accommodate parents’ work schedules (exceptions noted below). The following family engagement activities are planned for 2023-2024:

- August Meet the Teacher Night
- Grade Level Nights/Book Fair
- Kinder - 5th Grade Level Performances in October - May
- October Title I Meeting
- October Skate Night
- October Caine's Arcade
- October Family Carnival
- November Title I Meeting
- December English Spelling Bee
- January Spanish Spelling Bee
- January Museum Night
- March Open House
- March Experience Birdville Event
- April Family Engagement Policy and Compact Revision

- May End of the Year Celebrations, Field Day
- May Grade Level EOY Celebrations

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Moller	Title I Parent Liaison	Title I	1.0
Edith Tavera	Reading Intervention	Title I	.50
Jasmine Johnson	Title I EA	Title I	1.0
Maria McCully	Instructional Facilitator	Title I	0.4
Sara Cheney	Crisis Intervention Counselor	Title I	0.3

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	SCE Campus Personnel		\$123,246.00
Sub-Total					\$123,246.00
Budgeted Fund Source Amount					\$123,246.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I Personnel		\$179,033.00
1	2	1	Title I Tutors		\$33,795.00
1	2	4	Family Engagement		\$2,205.00
1	3	1	Professional Development		\$5,483.00
Sub-Total					\$220,516.00
Budgeted Fund Source Amount					\$220,516.00
+/- Difference					\$0.00
Grand Total Budgeted					\$343,762.00
Grand Total Spent					\$343,762.00
+/- Difference					\$0.00