

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



Mission Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

West Birdville is a suburban campus in northeast Tarrant County. West Birdville is located in Haltom City, the campus serves approximately 688 students. West Birdville is classified as a Title I campus with 89.53% economically disadvantaged. The demographic summary consists of: 88.95% Hispanic, 7.70% White, 1.89% Asian, 0.73% African American, and 0.29% American Indian. Emerging Bilingual students make up 69.48% of our campus population, 11.34% of our students are in Special Education, 3.20% of our students are served in Dyslexia services, and 3.49% of our students are identified as Gifted and Talented. Approximately 89.53% of our students are identified as At-Risk. West Birdville has seen an increase in our immigrant population at 6.98%.

A total of 52 teachers (including district specialists assigned to West Birdville) and 21 educational aides were employed at West Birdville for the 2023-2024 school year. West Birdville remains the largest bilingual campus with the highest percentage of economically disadvantaged students.

Demographics Strengths

Four hundred nineteen out of 478 Emergent Bilingual students are being served in a bilingual classroom. Sixty students are being served in a ESL classroom. West Birdville's student numbers saw a decrease from 2022-2023, but also including an increase from Fall 2023 to Spring 2024.

Parent communication has increased with the addition of Facebook Live each Tuesday morning as well as Tuesday folders teachers are sending home each week. Maintaining communication with parents has been and will continue to be a priority for West Birdville. Direct communication has had a positive influence on student attendance percentages as well as academic performance in the classroom. The reimplementation of Adult ESL classes for the 2024-2025 school year will assist in the communication and partnerships with our families. Our monthly information sessions, Pastries for Parents will continue to be a time where we provide information and resources to parents in regards to current issues plaguing our students and families (suicide, internet safety, immigration legal assistance, financial services, and many more). This time together will continue to be a success in delivering information to parents and continuing to bridge the partnership between school and home. Academy 4 will continue to be a partner with West Birdville allowing for community members to mentor 4th grade students as well as work with students on grade level TEKS where West Birdville students showed the largest deficits for the 2023-2024 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. **Root Cause:** West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education).

Problem Statement 2 (Prioritized): The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 3.49%. We are seeing students in our bilingual classrooms not being identified as regularly as our students in our monolingual classrooms. **Root Cause:** The Gifted and Talented assessment is in English, which can be a hurdle for EB students.

Student Learning

Student Learning Summary

STAAR 2023-2024

3rd Grade Reading

English: Approaches 62%, Meets 30%, Masters 14%

Spanish: Approaches 32%, Meets 9%, Masters 3%

3rd Grade Math

English: Approaches 51%, Meets 25%, Masters 9%

Spanish: Approaches 42%, Meets 19%, Masters 8%

4th Grade Reading

English: Approaches 72%, Meets 28%, Masters 9%

Spanish: Approaches 50%, Meets 20%, Masters 0%

4th Grade Math

English: Approaches 51%, Meets 29%, Masters 8%

Spanish: Approaches 19%, Meets 0%, Masters 0%

5th Grade Reading

English: Approaches 62%, Meets 34%, Masters 14%

5th Grade Math

English: Approaches 68%, Meets 33%, Masters 8%

Spanish: Approaches 46%, Meets 15%, Masters 0%

5th Grade Science

English: Approaches 32%, Meets 10%, Masters 1%

Spanish: Approaches 6%, Meets 0%, Masters 0%

Student Learning Strengths

Students in grades K-2 are continuing to see steady growth among district screeners. Students in grades K-2 showed growth on mClass composite scores as a result of the Phonics 95 program. Strengths in these grade levels continue to excel in both the areas of reading and math. In grades 3-5 West Birdville showed growth in the Closing the Gaps domain from the previous year. West Birdville's PLC process has shown evidence of success in teacher planning and preparation for student success in Tier 1 instruction. The implementation of a PLC+ program at West Birdville allows teachers the time needed to plan explicit tier 1 instruction both horizontally and vertically. Across 3, 4, and 5 grade levels growth was shown from the pre/post common assessment model implemented for both reading and math. Student growth is being shown specifically in the area of Math where evidence shows an increase in pre/post tests scores varying from 40-70%. Consistent and continuous use of the PDSA process allowed teachers the ability to reteach, review, and enrich classroom instruction on a daily basis. Students demonstrated growth in scores from the Fall to Spring Interims. Student needs are being discussed regularly during grade level planning meetings, PLC+, collaborative meetings with administration.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas. **Root Cause:** Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.

Problem Statement 2 (Prioritized): West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. **Root Cause:** West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.

Problem Statement 3 (Prioritized): Across 3rd, 4th, and 5th grades, there are significant achievement gaps in both reading and math, particularly among Spanish-speaking students, where performance in Approaches, Meets, and Masters levels remains consistently below English-speaking students. Additionally, low performance in 5th-grade science, especially in Spanish, highlights further disparities that need to be addressed. **Root Cause:** Increased teacher and staff absences, along with a decline in attendance at after-school professional learning sessions, have negatively impacted student instruction and success. As a result, professional learning has shifted to during the school day with added incentives.

School Processes & Programs

School Processes & Programs Summary

Each year we seek input from our staff using surveys which contain questions that allow them to express their thoughts on systems and procedures from the current school year and what goals they have for the following school year. Student surveys are also conducted at the campus and district level in regards to programs, safety, and security. Student surveys are conducted in the upper grades.

West Birdville students are served by a number of specialized programs related to student need. 89.53% of students are served by the free/reduced price lunch program, and 69.48% of students are Emergent Bilinguals (EBs), served by bilingual(60.90%) or English as a second language (ESL) programs(8.72%). Currently, 11.34% of students are served through special education.

Data from the district's universal screeners and data collected from teachers is utilized to create small groups that will focus on varying closing the gaps instruction. We utilize resources provided by the district for this program. A portion of Title I funds are used to hire a highly-qualified tutor. We continue to see an increase in the number of students that are not meeting student achievement expectations, therefore additional tutors will be utilized to work with students before/after school. Our goal is to allow teachers the opportunity to serve students in the classroom without student removal for an extended period of time resulting in a loss of instruction time. A campus dyslexia specialist will continue to implement the "Take Flight" program with her groups throughout the day. This model requires students to be pulled from their classroom for a total of 45 minutes during the reading content block. Students pulled for dyslexia instruction will not be pulled from tier I instruction, but during specific small group time.

West Birdville utilizes a purposeful and productive professional learning communities(PLCs) process that focuses on learning/coaching, planning, practice, and data-driven analysis. PLCs meet weekly focusing on the district's 4 question protocol. Both campus administrators and campus instructional coaches attend weekly grade level PLCs. Agendas and content are decided upon by the grade level as a team.

West Birdville has four self-contained classrooms. Starting in the pre-primary grades, we have 2 classes(ECSE) that serve students with various needs. These disabilities can include: physical, cognitive, and emotional. One of the ECSE classrooms is a half-day program and the other is a full-day program. Two classrooms are categorized as AABLE. These self-contained classrooms serve students with cognitive and/or physical delays. These classrooms serve students in K-2 (AABLE I) and 3-5 (AABLE II).

West Birdville has 4 campus decision-making committees consisting of LOL, Faculty Advisory, Attendance, and Logistics/Safety.

West Birdville has successfully implemented CKH as our relationship building process and will be adding Make Your Day as a student accountability piece for the 2024-2025 school year.

School Processes & Programs Strengths

Strengths can be seen in the school processes at West Birdville including the many partnerships with our communities both within the campus and outside of the campus. The campus priority and focus on PLCs allocates time each week for teachers to plan tier 1 instruction that is calibrated among the grade level to ensure students are meeting mastery of the TEKS. West Birdville has implemented PLC+ allowing an extended time for teachers to plan both with their specific grade level and vertically with the grade level above. West Birdville has made instrumental changes to the MTSS process specifically with its removal from the daily schedule. Students will receive focused and intentional progress monitoring instruction intended to close learning gaps from the student's tier I instruction teacher. Special education/dyslexia students are served during specific content area ensuring students are not being removed from tier I instruction.

West Birdville has the support of local churches who provide weekend food bags to eighty students weekly as well as a multitude of other student and teacher assistance.

West Birdville will continue their partnership with Academy 4 focusing on the mentor program for our 4th grade students. The adjusted program has allowed Academy 4 to continue

allowing West Birdville students the opportunity to receive mentoring services as well as an opportunity to focus on closing the gaps on specific TEKS that showed deficits on the 2023-2024 STAAR. This program gives students experiences that they could possibly not have in their lifetime while setting goals focused on academics, social and emotional growth, and the characteristics of being a good citizen.

West Birdville offers a digital one to one (as able) opportunity for all students. Students receive accelerated instruction tutoring during the school day and after the normal school day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. **Root Cause:** Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

Problem Statement 2 (Prioritized): Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. **Root Cause:** Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.

Perceptions

Perceptions Summary

Staff are surveyed each year with a district survey as well as a campus survey. Additionally, West Birdville has participated in the OHI as well. The staff campus survey asks the input of staff regarding culture, climate, professional learning, etc. Staff overwhelmingly reported feeling safe while at school/work. Staff reported the services offered by our campus counselors were very helpful including individual student counseling, mustang patrol, and guidance lessons. Staff have the ability to fill out a survey each Friday attached to the principal page (campus newsletter) indicating where they are on self-care and what they need for the upcoming week in regards to instruction. Staff are also given the ability to provide agenda items to the admin meeting conducted each Monday. These additional agenda items are discussed and feedback is provided to the staff as soon as possible. The OHI indicated a campus focus on resource utilization for the 2024-25 school year.

This year had a greater teacher turnover rate than 2023-24 with 5 teachers retiring, 3 teachers shared with a struggling campus, and other teacher resignations. Each grade level is responsible for hosting data nights for parents and the community to stay involved. Many activities/events are scheduled throughout to involve our community into our school including literacy nights, visit to the Fort Worth Museum of Science, cultural celebrations, grade level music programs, and many more.

Perceptions Strengths

At West Birdville, we believe that all of our stakeholders should experience excellent customer service. We believe we should keep the community informed of school wide events and information. Grade levels send home weekly newsletters to parents informing parents/guardians of upcoming curriculum and events. Campus principal, Vanessa Sutton, campus assistant principals, Janeth Arriola/Amanda Escamilla, and campus counselor, Alejandra Nunley, conduct weekly Facebook Live announcements. We deliver our various forms of communication in both English/Spanish including Pastries for Parents. School performances are scheduled throughout the school year with our music program. We are constantly working to increase our active PTA members as this has been an area of focus and continue to be an area of need. Parents are well informed of Title I program information.

Reimplementation of our Adult ESL classes will begin again for the current school year.
All required SRP drills are performed monthly and twice yearly with our SRO and local PD.

Our community participates in our events by the hundreds and want to be a daily part of school life.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands. **Root Cause:** The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.

Priority Problem Statements

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

Root Cause 1: Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career.

Root Cause 2: West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation.

Root Cause 3: Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning.

Root Cause 4: Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands.

Root Cause 5: The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%.

Root Cause 6: West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education).

Problem Statement 6 Areas: Demographics

Problem Statement 7: The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 3.49%. We are seeing students in our bilingual classrooms not being identified as regularly as our students in our monolingual classrooms.

Root Cause 7: The Gifted and Talented assessment is in English, which can be a hurdle for EB students.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Across 3rd, 4th, and 5th grades, there are significant achievement gaps in both reading and math, particularly among Spanish-speaking students, where performance in Approaches, Meets, and Masters levels remains consistently below English-speaking students. Additionally, low performance in 5th-grade science, especially in Spanish, highlights further disparities that need to be addressed.

Root Cause 8: Increased teacher and staff absences, along with a decline in attendance at after-school professional learning sessions, have negatively impacted student instruction and success. As a result, professional learning has shifted to during the school day with added incentives.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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.

High Priority

HB3 Goal

Evaluation Data Sources: 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, grades 1-5), TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details

Strategy 1: Develop and implement classroom teacher capacity in the use of district curriculum and state-approved resources leading to the production of rigorous student tasks matching state standards.

- Actions:** a) Continue to follow the campus literacy plan that is aligned with the district plan
b) Provide personalized training for all staff to build their capacity in the district literacy plan (Academic Coaches) at the campus level in support of all students. Training is determined by communicated staff needs.
c) Utilize the Vertical Team and the LOL committee to help communicate the plan
d) Help teachers visualize practice in action during Instructional Rounds
e) Teachers will engage in mandatory coaching cycles that correlate with their T-Tess professional goal.
f) Teachers will conduct progress monitoring every 3 weeks in accordance with campus reading goals

Staff Responsible for Monitoring: Administration

LOL team

Academic coaches

Classroom 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 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2

Funding Sources: Instructional Facilitator - 211 - Title I - \$79,210

Strategy 2 Details

Strategy 2: Redesign classroom responsive teaching (rigorous tier 1 instruction) in the areas of reading and math with a focus on lesson internalization, best practices, student needs, guided instruction and continuous improvement.

- Actions:** a) Host and participate in regularly scheduled instructional focus walks.
b) Lead reading and math focused discussions into monthly faculty meetings and weekly PLCs.
c) Conduct campus walks for the purpose of collecting artifacts to support and celebrate reading and math guided instruction implementation. (Sutton, Arriola, & Escamilla)
d) Provide immediate coaching feedback to classroom teachers following instructional and/or campus walks.
e) Collect artifacts to support teaching mastery of reading and math TEKS.
f) Continue to provide training to support teachers in meeting HB3 goals and closing the gap regarding student performance.
g) Create capacity to implement successfully the required K-3 phonics program.

Staff Responsible for Monitoring: Administration

Academic coaches

Classroom teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- Targeted Support Strategy

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2

Strategy 3 Details

Strategy 3: Redesign and implement teacher proficiency levels in data informed instruction and responsive teaching.

- Actions:** a) Administration and campus instructional coaches deepen teacher understanding of data-driven, responsive instruction through the use of the campus PLC process.
b) Conduct regular campus walks that are specific to areas of focus for the purpose of continuous improvement.
c) Provide additional training on district screeners and progress monitoring (CIRCLE, mClass, Star Ren, and Interims)
d) Support teachers on rigorous tier 1 instruction and calibrating mastery across the content areas
e) Collect, analyze, and use of data for progress monitoring in all classrooms.
f) Decrease in random variance among classrooms with the use of district aligned resources and feedback model.
g) Increase support in creation of rigorous student tasks aligning to state standards

Staff Responsible for Monitoring: Administration

Academic coaches

Classroom teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- Targeted Support Strategy

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1

Strategy 4 Details

Strategy 4: Train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades pre kindergarten - 5th.

Actions: a) Continue to support and train teachers with the BAS/SEL, mClass, Star Ren, and CIRCLE assessment.

b) From grades prekindergarten - 5th , train teachers and other campus staff on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions.

c) Continue to train instructional coaches to work with teachers on designing instruction in response to the progress monitoring data.

d) Train teachers on using provided progress monitoring lessons from each screener program

e) Embed implementation strategies for progress monitoring in curriculum overviews and student work products

Staff Responsible for Monitoring: Campus administration, instructional coaches, and classroom teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- Targeted Support Strategy

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1

Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - \$141,833, Staff Development - 211 - Title I - \$15,000

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. **Root Cause:** West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education).

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Problem Statement 3: Across 3rd, 4th, and 5th grades, there are significant achievement gaps in both reading and math, particularly among Spanish-speaking students, where performance in Approaches, Meets, and Masters levels remains consistently below English-speaking students. Additionally, low performance in 5th-grade science, especially in Spanish, highlights further disparities that need to be addressed. **Root Cause:** Increased teacher and staff absences, along with a decline in attendance at after-school professional learning sessions, have negatively impacted student instruction and success. As a result, professional learning has shifted to during the school day with added incentives.

| School Processes & Programs |
|--|
| Problem Statement 2: Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. Root Cause: Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance. |
| Perceptions |
| Problem Statement 1: Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands. Root Cause: The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed. |

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 (Hispanic, white, and high focus) 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.
Engage in quarterly reviews with district personnel to review progress monitoring targets, closing the gaps growth, and student achievement (meets and masters)

High Priority
HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments
Progress monitoring data (mClass, Star Ren, F&P)

| Strategy 1 Details |
|---|
| <p>Strategy 1: Conduct consistent program evaluations and progress monitoring to ensure program quality, coherency, and efficiency.</p> <p>Actions: a) Redesign and implement plans based upon the various program evaluations targeting specifically closing the achievement gaps of our special populations. b) Continue to monitor and ensure compliance in the district and state requirements of special programs c) Continue to train and implement a plan to collect, analyze and progress monitor student data (qualitative and quantitative) d) Implement accelerated instruction according to HB 1416 e) Train tutors on accelerated instruction model and increase performance to close achievement gaps</p> <p>Staff Responsible for Monitoring: Administration Staff Title I tutors Certified teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: Title I Tutors - 211 - Title I - \$152,103</p> |

Strategy 2 Details

Strategy 2: Redesign and implement system-wide practices appropriate for EBs to evaluate academic growth.

Actions: a) Monitor performance data to identify where additional support is needed targeting language support.

b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model with the assistance of a hired instructional coach

c) Continue to utilize Dual-language PLC as a training platform for best practices

Staff Responsible for Monitoring: Administration

Academic Coaches

Campus staff

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

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

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3

Strategy 3 Details

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

Actions: a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year with modeling.

b) Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus.

c) Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric

Staff Responsible for Monitoring: Administration

Campus staff

Instructional Facilitators

Title I:

2.4, 2.6

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3

Strategy 4 Details

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

- Actions:** a) Collaborate with PTA and other community partners 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
d) Collaborate with community partners to enlist assistance with a multitude of needs (social, emotional, mentorship, food, etc...)

Staff Responsible for Monitoring: Administration
Counselors

Title I:

2.4, 2.5, 2.6, 4.1, 4.2

- TEA Priorities:

Improve low-performing schools

Problem Statements: Demographics 1 - School Processes & Programs 1

Funding Sources: Parent Family Engagement - 211 - Title I - \$2,488

Strategy 5 Details

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

- Actions:** a) Coordinate professional development for special education teachers in analyzing and use of data for the purpose of focused instruction and identifying appropriate accommodations (ie. state testing and classroom instruction).
b) Track student performance to determine progress toward success on STAAR assessments
c) Provide professional development for teachers for the purpose of developing personalized plans through SuccessEd.
d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction.

Staff Responsible for Monitoring: Administration
Academic Coaches
Classroom Teachers
Special Education Teacher
Interventionists

TEA Priorities:

Improve low-performing schools

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. **Root Cause:** West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education).

Demographics

Problem Statement 2: The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 3.49%. We are seeing students in our bilingual classrooms not being identified as regularly as our students in our monolingual classrooms. **Root Cause:** The Gifted and Talented assessment is in English, which can be a hurdle for EB students.

Student Learning

Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas. **Root Cause:** Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.

Problem Statement 2: West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. **Root Cause:** West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.

Problem Statement 3: Across 3rd, 4th, and 5th grades, there are significant achievement gaps in both reading and math, particularly among Spanish-speaking students, where performance in Approaches, Meets, and Masters levels remains consistently below English-speaking students. Additionally, low performance in 5th-grade science, especially in Spanish, highlights further disparities that need to be addressed. **Root Cause:** Increased teacher and staff absences, along with a decline in attendance at after-school professional learning sessions, have negatively impacted student instruction and success. As a result, professional learning has shifted to during the school day with added incentives.

School Processes & Programs

Problem Statement 1: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. **Root Cause:** Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

Problem Statement 2: Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. **Root Cause:** Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.

Perceptions

Problem Statement 1: Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands. **Root Cause:** The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.

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 dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.

Evaluation Data Sources: Observation Data, Guidance lessons, campus student check-in document, observational data from weekly Character Strong classroom lessons

| Strategy 1 Details |
|--|
| <p>Strategy 1: Continue to perform with fidelity the district-approved program (Character Strong) that teaches social-emotional skills.</p> <p>Actions: a) Continue with successful implementation of Character Strong at the campus level. b) Utilize the SEL taskforce to assess and evaluate the effectiveness of the SEL program. c) Provide ongoing professional learning to all stakeholders on the SEL program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients e) Utilize EXCEL Mustang celebrations to enhance the effectiveness of our SEL program</p> <p>Staff Responsible for Monitoring: Administration Campus Staff LOL Team Counselor team</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1</p> |

Performance Objective 3 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. Root Cause: West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education).</p> |
| Student Learning |
| <p>Problem Statement 2: West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. Root Cause: West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.</p> |

| School Processes & Programs |
|--|
| Problem Statement 1: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. Root Cause: Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process. |
| Perceptions |
| Problem Statement 1: Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands. Root Cause: The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed. |

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 RtI data records

| Strategy 1 Details |
|--|
| <p>Strategy 1: Implement the updated district behavioral MTSS behavior plan on a campus level</p> <p>Actions: a) Provide training on the updated district behavior MTSS plan. b) Provide professional development opportunities and implement with fidelity Capturing Kids' Hearts and Make Your Day c) Schedule extended behavior MTSS collaboratives and utilize Focus to input behavioral student plans.</p> <p>Staff Responsible for Monitoring: Administration Campus staff</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> |

Performance Objective 4 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. Root Cause: West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education).</p> |
| Student Learning |
| <p>Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas. Root Cause: Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.</p> <p>Problem Statement 2: West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. Root Cause: West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. Root Cause: Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.</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 5: Increase the number of students achieving meets or masters on STAAR Reading and Math directly affecting the Student Achievement Domain increasing the overall campus accountability rating.

High Priority

Evaluation Data Sources: Campus pre/post assessments, BAS progress monitoring, MClass, STAR Renaissance, CIRCLE and district interims.

| Strategy 1 Details |
|---|
| <p>Strategy 1: Students will show at least one year's growth in the area of third through fifth grade math and reading as measured by STAAR.</p> <p>Actions: a) Teachers will conduct progress monitoring each 3 weeks utilizing student data to drive instruction. b) Calibration training will be conducted to reduce random variation within guided reading lexile levels and guided math. c) Continue to strengthen PLCs and all grade levels to autonomy to plan as a team with admin and academic coaches support d) Continue to create and assess students through CAs each nine weeks in the area of math and reading utilizing the pre/post test model. e) Implementation of coaches/teachers creation of rigorous student tasks to align with expected reproduction state standard levels</p> <p>Staff Responsible for Monitoring: Administration Instructional Facilitators Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2</p> |

Performance Objective 5 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. Root Cause: West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education).</p> <p>Problem Statement 2: The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 3.49%. We are seeing students in our bilingual classrooms not being identified as regularly as our students in our monolingual classrooms. Root Cause: The Gifted and Talented assessment is in English, which can be a hurdle for EB students.</p> |

Student Learning

Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas. **Root Cause:** Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.

Problem Statement 2: West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. **Root Cause:** West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.

Problem Statement 3: Across 3rd, 4th, and 5th grades, there are significant achievement gaps in both reading and math, particularly among Spanish-speaking students, where performance in Approaches, Meets, and Masters levels remains consistently below English-speaking students. Additionally, low performance in 5th-grade science, especially in Spanish, highlights further disparities that need to be addressed. **Root Cause:** Increased teacher and staff absences, along with a decline in attendance at after-school professional learning sessions, have negatively impacted student instruction and success. As a result, professional learning has shifted to during the school day with added incentives.

School Processes & Programs

Problem Statement 2: Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. **Root Cause:** Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.

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

Performance Objective 1: Decrease the percent of students exhibiting chronic absenteeism and increase overall student attendance to the district expectation of 96%.

High Priority

Evaluation Data Sources: Overall campus attendance records, parent/student incentives, parent attendance goals, classroom data collected each week on student absences

| Strategy 1 Details |
|--|
| <p>Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance.</p> <p>Actions: a) Redesign and implement improvement plan strategies to increase student attendance by spotlighting the class with the best attendance each 9 weeks per grade level. b) Each classroom is provided a perfect attendance pie chart that allows for daily celebrations. c) Weekly updates for each grade level are provided each Friday during live announcements. d) Create incentives for staff members to encourage better attendance</p> <p>Staff Responsible for Monitoring: Administration Classroom teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> |

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|--|
| <p>Problem Statement 1: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. Root Cause: Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.</p> |

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 classroom and department (dyslexia services, resource, rotations, office).

High Priority

Evaluation Data Sources: Evaluation of goal achievement as per campus, grade level, and individual classroom improvement plans.

| Strategy 1 Details |
|--|
| <p>Strategy 1: Communicate and implement continuous improvement processes at the campus level.</p> <p>Actions: a) Revisit and recalibrate continuous improvement strategies in classrooms. b) Classrooms develop a mission statement and strategic learning goals. c) Campus departments and classes utilize the PDSA process to monitor progress towards goals. d) Students regularly track individual growth in implemented digital data binders. e) Quarterly celebrations are conducted for each classroom to recognize students in 8 categories for reaching their goals. f) Progress monitoring data check points are disaggregated in PLCs with teacher led action plans put into place</p> <p>Staff Responsible for Monitoring: Administration Classroom teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 2</p> |
| Strategy 2 Details |
| <p>Strategy 2: Recruit, employ, and retain quality teaching and support staff to attain excellence in student performance.</p> <p>Actions: a) Develop a retention plan b) Create and implement a support committee to assist in the retention of quality staff. c) Develop partnerships with colleges and universities as a host school for student teachers. d) Continue to implement a uniform hiring system at the campus level. e) Implement a mentorship program for 1, 2, and 3 year teachers at the campus level.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p> |

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%. Root Cause: West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education).</p> <p>Problem Statement 2: The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 3.49%. We are seeing students in our bilingual classrooms not being identified as regularly as our students in our monolingual classrooms. Root Cause: The Gifted and Talented assessment is in English, which can be a hurdle for EB students.</p> |
| Student Learning |
| <p>Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas. Root Cause: Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.</p> <p>Problem Statement 3: Across 3rd, 4th, and 5th grades, there are significant achievement gaps in both reading and math, particularly among Spanish-speaking students, where performance in Approaches, Meets, and Masters levels remains consistently below English-speaking students. Additionally, low performance in 5th-grade science, especially in Spanish, highlights further disparities that need to be addressed. Root Cause: Increased teacher and staff absences, along with a decline in attendance at after-school professional learning sessions, have negatively impacted student instruction and success. As a result, professional learning has shifted to during the school day with added incentives.</p> |
| School Processes & Programs |
| <p>Problem Statement 2: Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. Root Cause: Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.</p> |
| Perceptions |
| <p>Problem Statement 1: Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands. Root Cause: The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.</p> |

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

Performance Objective 1: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: District and campus administered safety surveys.

| Strategy 1 Details |
|--|
| <p>Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p>Actions: a.) Take corrective action of findings at the campus by utilizing our campus Logistics Team. b.) Review and continue to implement the district safety protocols. c.) Schedule and monitor safety drills with a completed after action report. d.) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. e.) Conduct door audits daily completing the district issued spreadsheet. f.) Conduct safety meetings regularly with the campus safety committee. g.) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. h.) Continue to utilize the Anonymous Alerts and Threat Assessment System for students, staff, and families to report safety concerns and threats.</p> <p>Staff Responsible for Monitoring: Administration Safety Committee</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1, 2 - Perceptions 1</p> |

Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 2: West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. Root Cause: West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. Root Cause: Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.</p> <p>Problem Statement 2: Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. Root Cause: Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.</p> |

Perceptions

Problem Statement 1: Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands. **Root Cause:** The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.

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 |
|--|
| <p>Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment.</p> <p>Actions: a) Conduct facility reviews to locate and address facility issues and needs. b) Provide training for campus staff. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe Schools Training.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: School Processes & Programs 1</p> |

Performance Objective 2 Problem Statements:

| School Processes & Programs |
|--|
| <p>Problem Statement 1: Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. Root Cause: Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.</p> |

State Compensatory

Budget for West Birdville Elementary

Total SCE Funds: \$141,833.00

Total FTEs Funded by SCE: 3.98

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 West Birdville Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------------|---------------------------|------------|
| Alejandra Resendiz | Reading Intervention | 0.33 |
| Erica Ortega | Instructional Facilitator | 1 |
| Eudelia Rivera | Educational Assistant | 0.33 |
| Gemma Dixon | Educational Assistant | 1 |
| McKenzie Martin | Teacher | 0.33 |
| Sandra Moore | Educational Assistant | 0.33 |
| Sarah Tuley | Teacher | 0.33 |
| Yolanda Jones | Teacher | 0.33 |

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

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

Vanessa Sutton

Janeth Arriola

Amanda Escamilla

Sandra Climer

Heather Sheehan

Bayley Torres

Kelli Eclavea

Andrea Southall

Alejandra Resendiz

Maria Rodriguez

Erica Ortega

Yolenny Olmeda

Mayra Chavez

Cynthia Gomez

Julie Van Pelt

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

SAMPLE ANSWER

Through the Campus Needs Assessment, 89.53% 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:

- Capturing Kids Hearts
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention

- Character Strong
- Haggerty
- 95 Phonics
- mClass, Star Ren, CIRCLE, F&P BAS

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

Vanessa Sutton

Janeth Arriola

Amanda Escamilla

Sandra Climer

Leticia Titus

Kathy Grupe
Kristin Autrey
Robbin Mckinney
Alejandra Resendiz
Velvet Sloan
Maria Rodriguez
Erica Ortega
Cecilia Rivas
Kelli Eclavea
Cynthia Gomez
Shea Sanchez

4.1: Develop and distribute Parent and Family Engagement Policy

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.

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

Vanessa Sutton
Janeth Arriola
Amanda Escamilla
Sandra Climer
Leticia Titus
Kathy Grupe
Kristin Autrey
Robbin Mckinney
Alejandra Resendiz

Velvet Sloan

Maria Rodriguez

Erica Ortega

Cecilia Rivas

Kelli Eclavea

Cynthia Gomez

Shea Sanchez

4.2: 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 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- Fall Title I Meeting on campus
- November Literacy Event (Thursday) on campus
- November Book Fair (Monday through Thursday 8:00-4:00) 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> |
|------------------------|---------------------------|----------------|------------|
| Yolenny Olmeda Marrero | Instructional Facilitator | Title I | 1.0 |

Campus Funding Summary

| 199 - General Funds: SCE | | | | | |
|-----------------------------|-----------|----------|---------------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | SCE Campus Personnel | | \$141,833.00 |
| Sub-Total | | | | | \$141,833.00 |
| Budgeted Fund Source Amount | | | | | \$141,833.00 |
| +/- Difference | | | | | \$0.00 |
| 211 - Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Instructional Facilitator | | \$79,210.00 |
| 1 | 1 | 4 | Staff Development | | \$15,000.00 |
| 1 | 2 | 1 | Title I Tutors | | \$152,103.00 |
| 1 | 2 | 4 | Parent Family Engagement | | \$2,488.00 |
| Sub-Total | | | | | \$248,801.00 |
| Budgeted Fund Source Amount | | | | | \$248,801.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$390,634.00 |
| Grand Total Spent | | | | | \$390,634.00 |
| +/- Difference | | | | | \$0.00 |