Birdville Independent School District

W.T. Francisco Elementary

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

WT Francisco is a Title I campus that currently serves 365 students in grades EE through fifth grade for the 2022-2023 school year.

Students

Our student demographics as of 2021-22 school year were made up of 70% Hispanic, 9% Asian, 17% White, 3% African American, 0% American Indian and 1% other races. The percentage of students served by special education was 6% and 4% were served by gifted and talented services. 72% of students were considered At-risk and 84% were considered Economically Disadvantaged. The campus served 31% of students in the Bilingual Program and 49% of students were identified as EB.

Teachers

A total of 31 teachers served W.T. Francisco during the 2021-22 school year. 26% are Hispanic, 38% White, 5% Asian and 97% Female. The majority of our teachers have more than 5 years experience.

Demographics Strengths

- *This following information was current as of 8/22/21*
- 31% of our students are currently enrolled in bilingual classes, which provide them the opportunity to be bi-literate.
- 84% of our students are Economically Disadvantaged which provides free and reduced lunch and federal funding for additional resources and personnel to meet students' needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our 5th grade white population math scores dropped by 9% in performance in comparison to their previous year's STAAR scores. **Root Cause:** Inconsistency in instruction due to multiple teachers as well as teacher absences. This population is more transient and causes abruption in instruction.

Problem Statement 2 (Prioritized): Our Sped population in 21 had only 47% approaches and in 22 only 54% of approaches on all subjects combined. Although we have made some progress there is still a deficit that we need to make progress in. **Root Cause:** We need to more closely align IEP goals to the specific areas of need of each student.

Student Learning

Student Learning Summary

STAAR

Our campus experienced an improvement in approaches, meets, and masters on STAAR reading and math in 3rd and 4th grade. Also, an increase in approaches and meets in 5th-grade math and reading STAAR. Furthermore, 5th grade improved in approaches, meets, and masters in science. These improvements are in comparison to the 20-21 school year.

In 5th-grade math approaches, meets, and masters all decreased in comparison to the 20-21 school year.

2022 Results Third Grade

Reading- Approaches 88%, Meets 60% and 35% Masters

Math-Approaches 76%, 43% Meets and 24% Masters

2022 Results Fourth Grade

Reading- Approaches 79%,Meets 50% and 17% Masters

Math- Approaches 88%, Meets 57% and 37% Masters

2022 Results Fifth Grade

Reading- Approaches 81%, Meets 46% and 19% Masters

Math-Approaches 67%, Meets 31% and 6% Masters

Science- Approaches 69%, Meets 44% and 15% Masters

State Accountability

WT Francisco's received a B on our accountability rating summary.

English Language Proficiency Status

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 WT Francisco did not meet the target with a TELPAS progress rate of 35%. In 2021-2022 WT Francisco did not meet the target with a TELPAS progress rate of 35% In comparing the progress rate from 2021 and 2022, WT Francisco maintained the same rate of progress for students' English language development.

Student Learning Strengths

- 3rd-grade reading had an increase of 14% in approaches, 24% in meets, and 11% in masters.
- 3rd-grade math had an increase of 13% in approaches, 20% in meets, and 17% in masters.
- Fourth-grade math had an increase of 11% in approaches. 15% in meets, and 16% in masters.
- Fourth-grade reading had an increase of 32% in approaches. 34% in meets, and 8% in masters.
- Fifth-grade reading had a 17% increase in approaches and 10% in meets.
- Fifth-grade science has a 3% increase in approaches, 14% in meets, and 2% in masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The overall percentage of 5th graders performing on the 20-21 math STAAR in comparison to the 2022 math STAAR decreased by 4% on approaches, 5% meets, 9% masters. **Root Cause:** Tier 1 instruction was not proficient due to teacher mobility.

Problem Statement 2: The overall percentage of 5th graders performing on the 20-21 reading STAAR in comparison to the 2022 reading STAAR decreased by 5% on masters. **Root Cause:** We need more opportunities for enrichment activities during station time to make larger gains.

School Processes & Programs

School Processes & Programs Summary

WT Francisco's students are served by a variety of programs and processes. 84% of students are currently receiving free and reduced lunch, 30% are enrolled in our bilingual program and 49% are EB being served by certified ESL teachers. We currently have 5% receiving special education services and 4% qualified for gifted and talented.

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

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

This year we will continue to implement Conscious Discipline campus-wide. Conscious Discipline is an innovative social-emotional learning and classroom management program with a proven track record of sustainable results. Our counselor will continue to provide social-emotional lessons as well as teachers will utilize Character Strong on a weekly basis. It is grounded in research and focused on fostering the whole child with vertically-aligned lessons that teaches SEL and character, side-by-side.

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

School Processes & Programs Strengths

- We have a campus scheduled time for Response to Intervention (ROAR) at WT Francisco Elementary. During this time, all students receive interventions based on individual student needs. Special education students are served during our ROAR block. We utilize all interventionists, instructional EA's, and teachers during this time to implement a plan to serve all student needs.
  WT offers AI support for a minimum of 30 hours according to tests not mastered for 3rd-5th STAAR assessments. Each

student has an AI Individualized plan according to testing data.

- WT has the support of local churches that provide weekend food bags to qualifying students weekly. Local businesses have provided additional charitable donations to assist with the needs of our students.
- WT offers a digital one-to-one opportunity for all students and 2nd-5th teachers have GoGuadian accounts to monitor internet use.
- All certified teachers have an IFP board installed in their classrooms.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Some of our students did not make one year's worth of growth in reading according to BOY and EOY Fountas and Pinnell reading levels. In addition, some students did not make a years growth on the math star progress monitor. **Root Cause:** We need to provide more targeted small group instruction using the BAS, mClass data and STAR Ren data.

Perceptions

Perceptions Summary

- 100% of faculty and students have been trained in SRP (Safety Response Protocol) in case of an emergency.
- We had a 90% teacher and staff retention rate for the 21-22 school year.
- We had the performance of excellence on our annual safety walk for the 21-22 school year.
- We have three separate committees to address campus needs. These include; Leaders of Learners who support instructional practices and leadership on campus initiatives, CSI- supports logistical problem-solving team that address campus logistics, and Spirit Committee-help organize recognitions, and assemblies for staff and students.

Perceptions Strengths

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

- Keep the community informed of school-wide events and information
- Send home monthly calendars highlighting school events
- Various forms of communication in English/Spanish
- School performances are scheduled throughout the school year
- Active PTA
- Inform parents regarding Title I campus funds and information
- Invite the community to participate in school programs and events
- A safety vestibule creates a second barrier of locked doors for the entrance
- SRP drills are performed monthly and twice yearly with our SRO and local PD
- We have requested additional outside cameras and secured all entryways with doors that automatically lock

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to recent events, there is a heightened concern about school safety. **Root Cause:** Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

Priority Problem Statements

Problem Statement 1: Our 5th grade white population math scores dropped by 9% in performance in comparison to their previous year's STAAR scores.

Root Cause 1: Inconsistency in instruction due to multiple teachers as well as teacher absences. This population is more transient and causes abruption in instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 3: Some of our students did not make one year's worth of growth in reading according to BOY and EOY Fountas and Pinnell reading levels. In addition, some students did not make a years growth on the math star progress monitor.

Root Cause 3: We need to provide more targeted small group instruction using the BAS, mClass data and STAR Ren data.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Due to recent events, there is a heightened concern about school safety.

Root Cause 4: Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

Problem Statement 4 Areas: Perceptions

Problem Statement 2: Our Sped population in 21 had only 47% approaches and in 22 only 54% of approaches on all subjects combined. Although we have made some progress there is still a deficit that we need to make progress in.

Root Cause 2: We need to more closely align IEP goals to the specific areas of need of each student.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: All students will make at least one year's progress in reading and mathematics between the beginning and end of year.
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level.	**Formative**			**Summative**
Actions: a) Provide ongoing training for all staff to build their capacity to implement the campus literacy plan. b) Support campus Leaders of Learners team to lead the implementation of the District literacy plan.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration Instructional Coaches Leaders of Learners Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2 - School Processes & Programs 1 **Funding Sources:** Academic Coaches - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
Strategy 2: Continue to implement the literacy plan with a focus on responsive teaching and continuous improvement.	**Formative**			**Summative**
Actions: a) Provide time for staff to conduct campus instructional walks and debriefing sessions.	**Nov**	**Jan**	**Mar**	**June**
b) Infuse literacy-focused discussions into staff meetings. c) Utilize data from instructional walks and formative assessments to customize campus professional learning. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Leaders of Learners Team Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2 - School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $2,000, Instructional Coaches - 199 - General Funds: SCE				

Strategy 3 Details	Reviews			
Strategy 3: Communicate and assist campus staff in implementing responsive and personalized learning that is data driven.	**Formative**			**Summative**
Actions: a)Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessments.	**Nov**	**Jan**	**Mar**	**June**
b)Provide campus staff with opportunities to learn about differentiated instruction. c) Assist campus staff in utilizing technology to further personalize learning for students. d) Monitor, support and provide feedback for campus implementation of personalized learning. e) Administration will meet and review campus data regularly. f) Provide training and support for 2.0 tier one priorities. g) Utilize SCE funded math and reading interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Campus Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2 - School Processes & Programs 1 **Funding Sources:** Campus Personnel - 211 - Title I - $126,252, Instructional Resources - 211 - Title I - $19,420				

Strategy 4 Details	Reviews			
Strategy 4: Designated staff will participate in the reading academy and utilize the coaching model established by TEA based on the HB3 requirements.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Implement, monitor and support the district plan for Reading Academies. b) New teachers in grades K-3 and our special education teacher along with the campus assistant principal will participate in this year's Reading Academy. **Staff Responsible for Monitoring:** Campus Administration Reading Academy Coaches Designated Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1				

Strategy 5 Details	Reviews			
Strategy 5: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Continue to support and train staff with the BAS/SEL, mClass assessment, and STAR Ren. b) Train teachers and campus staff in grades prekindergarten - 5th on the administration of the TEA math and reading assessments and utilization of progress monitoring data through Eduphoria to make instructional decisions. c) Provide opportunities for instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Monitor progress made by students in grades prekindergarten - 5th based on assessment instruments being used for reading and math. e) Oversee the implementation of progress monitoring assessments within appropriate windows. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Campus Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1				

Strategy 6 Details	Reviews			
Strategy 6: Implement system-wide instructional practices to support Emergent Bilinguals.	**Formative**			**Summative**
Actions: a) Utilize MPL to assist teachers in personalizing learning based on student data.	**Nov**	**Jan**	**Mar**	**June**
b) Implement district biliteracy framebook and continue to support grade levels as they migrate through the implementation of the redesigned Dual Language Program. **Staff Responsible for Monitoring:** Campus Administration Multilingual Program Lead Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our Sped population in 21 had only 47% approaches and in 22 only 54% of approaches on all subjects combined. Although we have made some progress there is still a deficit that we need to make progress in. **Root Cause**: We need to more closely align IEP goals to the specific areas of need of each student.

School Processes & Programs
Problem Statement 1: Some of our students did not make one year's worth of growth in reading according to BOY and EOY Fountas and Pinnell reading levels. In addition, some students did not make a years growth on the math star progress monitor. **Root Cause**: We need to provide more targeted small group instruction using the BAS, mClass data and STAR Ren data.

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

Performance Objective 2: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.
b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom and across campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Support, monitor and provide feedback regarding the implementation of continuous improvement practices across the campus. c) Utilize campus teams to analyze the campus needs and next steps required based on the continuous improvement rubric. d) Teachers will complete an analysis protocol for common assessments and complete PDSAs for core subjects assessed. e) Revisit campus vision and mission statement. f) Classrooms develop a mission statement and strategic learning goals. g) Grade level teams utilize the PDSA process to monitor progress towards goals. h) Students regularly track individual growth in data folders. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details		Reviews			
Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need.		**Formative**			**Summative**
Actions: a) Collaborate with PTA to schedule and host school-wide events to support students and families such as parent education classes. b) Identify and communicate the needs of student populations and their families with community partners. c) Develop parent and family engagement policy and offer flexible opportunities for meetings. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Improve low-performing schools **Funding Sources:** Title I Family Engagement - 211 - Title I - $1,300		**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Provide professional development that assists teachers in developing, administering and collecting student performance data to validate student growth.		**Formative**			**Summative**
Actions: a) Provide professional development for all teachers in analyzing and using a variety of data for the purpose of focused instruction, appropriate interventions, and approved accommodations. b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments during PLCs with partner school. c) Provide professional development for all staff in the use of AWARE to build assessments and analyze data to inform instruction. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches Campus Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $11,500, Campus Personnel - 199 - General Funds: SCE - $33,482		**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Implement and monitor an ESSER plan that is approved by TEA and supported by the district. b) Create and Implement an Accelerated Intervention Plan to address HB4545. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2 - School Processes & Programs 1 **Funding Sources:** ESSER Tutors - ESSER - $11,480				

Strategy 5 Details	Reviews			
Strategy 5: Implement the RTI framework to facilitate a multi-tiered system of support for identified students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Hold campus RTI meetings throughout the year. b) Develop time within the master schedule that allows time for each grade level to have designated RTI time. c) Regularly meet with campus interventionist to discuss progress, needs, curriculum and resources. d) Implement SEL curriculum Conscious Discipline and district provided resources. e) Continue to provide professional learning for Conscious Discipline and tiered behavior interventions. f) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Campus Administration Campus Staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 - School Processes & Programs 1 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE				

Strategy 6 Details	Reviews			
Strategy 6: Implement district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fifteen at-risk indicators.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 504 Coordinator Special Education Staff **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199 - General Funds: SCE				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our 5th grade white population math scores dropped by 9% in performance in comparison to their previous year's STAAR scores. **Root Cause**: Inconsistency in instruction due to multiple teachers as well as teacher absences. This population is more transient and causes abruption in instruction.
Problem Statement 2: Our Sped population in 21 had only 47% approaches and in 22 only 54% of approaches on all subjects combined. Although we have made some progress there is still a deficit that we need to make progress in. **Root Cause**: We need to more closely align IEP goals to the specific areas of need of each student.

School Processes & Programs
Problem Statement 1: Some of our students did not make one year's worth of growth in reading according to BOY and EOY Fountas and Pinnell reading levels. In addition, some students did not make a years growth on the math star progress monitor. **Root Cause**: We need to provide more targeted small group instruction using the BAS, mClass data and STAR Ren data.

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

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

Evaluation Data Sources: Observation Data
Social-Emotional Learning Survey

Strategy 1 Details	Reviews			
Strategy 1: Implement a district-approved program that teaches social-emotional skills.	**Formative**			**Summative**
Actions: a) Provide training for all staff utilizing Conscious Discipline as a way to identify campus social and emotional needs and collaborate with campus staff to develop a plan and revise our plan throughout the school year. b) Implement district provided resource as a SEL curriculum used throughout the year. c) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Campus Administration Campus Staff CSI Team Counselor **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Implement the SEL component contained in the district ESSER plan.	**Formative**			**Summative**
Actions: a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Collect data and information from campus staff to determine the needs of families in crisis. **Staff Responsible for Monitoring:** Campus Administration and Campus staff **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Due to recent events, there is a heightened concern about school safety. **Root Cause**: Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

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

Performance Objective 4: Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

    Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
Strategy 1: Deliver the behavioral RtI plan with fidelity.	**Formative**			**Summative**
Actions: a) Provide training on the district behavior RtI plan.	**Nov**	**Jan**	**Mar**	**June**
b) Implement Conscious Discipline campus wide.				
c) Schedule extended behavior RtI collaboratives and utilize Success Ed to input behavioral student plans.				
d) Utilize the behavior facilitator to guide best practices.				
Staff Responsible for Monitoring: Campus Administration				
Campus Staff				
CSI Team				
Behavior Facilitator				
TEA Priorities:				
Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

    Evaluation Data Sources: 2020-2021 Campus Attendance

Strategy 1 Details			Reviews		
Strategy 1: Continue to implement a campus-wide program that increases student attendance.			**Formative**		**Summative**
Actions: a) Develop and communicate campus attendance plan with all stakeholders. b) Monitor and make adjustments to the attendance plan throughout the year as needed. c) Track student and staff attendance. d) Provide incentives that encourage student attendance. e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help mitigate student attendance issues. **Staff Responsible for Monitoring:** Campus Administration Campus Staff Attendance Clerk **TEA Priorities:** Improve low-performing schools **Funding Sources:** - 199 - General Funds	**Nov**	**Jan**	**Mar**		**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

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

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

    Evaluation Data Sources: Staff and student survey, Accident Reports

Strategy 1 Details			Reviews		
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.			**Formative**		**Summative**
Actions: a) Review perception data from students, staff, and parents to identify strategies to improve campus safety.	**Nov**	**Jan**	**Mar**	**June**	
b) Utilize the campus CSI team to review student and staff safety concerns.					
c) Take corrective action of findings at the campus by utilizing our CSI Logistics Team.					
d) Implement and review the district safety protocols.					
e) Schedule and monitor safety drills through Navigate 360.					
f) Identify potential school and safety threats using survey data to implement and refine procedures.					
g) Continue to implement the Anonymous Alerts and Threat Assessment System.					
h) Conduct monthly safety meetings with the Safety Committee and revise plans as needed.					
Staff Responsible for Monitoring: Campus Administration					
Campus Staff					
Safety Committee					
Problem Statements: Perceptions 1					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Due to recent events, there is a heightened concern about school safety. **Root Cause**: Recent events that have happened in our state have made both students and staff have a heightened concern about the safety of our schools.

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

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

    Evaluation Data Sources: Campus WC Report

Strategy 1 Details	Reviews			
Strategy 1: Implement the district-wide program that promotes an accident-free work environment.	**Formative**			**Summative**
Actions: a) Conduct facility reviews to locate and address issues and needs.	**Nov**	**Jan**	**Mar**	**June**
b) Provide safety training for campus staff based on district protocols. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe Schools Training. **Staff Responsible for Monitoring:** Campus Administration Campus Staff				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

    Evaluation Data Sources: Campus Site-Based Team Meetings

Strategy 1 Details	Reviews			
Strategy 1: Maintain a district-wide coordinated health program.	**Formative**			**Summative**
Actions: a) Continue to implement health related plans at the campus level. Examples include: Play It Safe, Dental and Vision Screenings, Employee Wellness Challenges, etc. b) Follow district health requirements. c) Students participate in regular pacers and fitness gram tests in physical education class. **Staff Responsible for Monitoring:** Campus Administration Nurse Campus Staff	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

State Compensatory

Budget for W.T. Francisco Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2.5
Brief Description of SCE Services and/or Programs

Personnel for W.T. Francisco Elementary

Name	Position	FTE
Anai Geyer	Reading Interventionist	1
Brianda Vizcarra	ESL Educational Assistant	1
Rosa Buruato	Math Interventionist	0.5

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Angela Limon-Principal

Allison Crook- Assistant Principal

Carey Francisco- Resource Teacher

Anai Geyer- Reading Interventionist

Angeliz Castillo- 2nd Grade Bilingual Teacher

Rosa Buruato- Math Interventionist

Laura Bowman- 3rd Grade Teacher

Jennifer Kimbrough- Academic Coach

Amanda Stapleton- Parent

Claudia Gomez- Parent

David Crook- Community Member

Ron Forston- Community Member

Samuel Brouse- Business Representative

Vicki Brouse-Business Representative

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 72% of students were identified as at-risk based on one or more of the following state criteria:

1. Low performance on a readiness test or assessment instrument

2. Semester failure of two or more academic subjects

3. Grade retention

4. Lack of satisfactory performance on state-mandated testing

5. Placement in an alternative education program

6. Expulsion

7. Parole, probation, deferred prosecution, or conditional release

8. Drop out status

9. Limited English proficiency

10. Custody or care of the Department of Protective and Regulatory Services

11. Homelessness

12. Residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

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

* Whole Child Initiative
* Conscious Discipline
* Workshop Model
* Sheltered Instruction
* Leveled Literacy Intervention
* Social Skills Training

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

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

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

3. Annual Evaluation

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. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Parents:

Amanda Stapleton, Claudia Gomex

Teachers:

Anai Geyer, Angeliz Castillo, Rosa Buruato, Laura Bowman
Administrators:

Angela Limon, Allison Crook
Other Campus and District Staff:

Jennifer Kimbrough

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 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

- September Title I Meeting (Friday) on campus two different dates one in am and one in pm

- December Book Fair (Monday through Thursday 8:00-5:00) on campus

- March STEM Event (Thursday) on campus

- March Open House (Monday- Friday) 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

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Alejandra Lopez	Bilingual Title I EA	Title I	1.0
Charlene Soto	Title I Educational Assistant	Title I	1.0
Monica Souphankhaysy	Title I Educational Assistant	Title I	1.0
Rosa Buruato	Math Interventionist	Title I	.5

Campus Funding Summary

			199 - General Funds: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Academic Coaches		$0.00
1	1	2	Instructional Coaches		$0.00
1	2	3	Campus Personnel		$33,482.00
1	2	5	Intervention Personnel		$0.00
1	2	6			$0.00
				Sub-Total	$33,482.00
				Budgeted Fund Source Amount	$33,482.00
				+/- Difference	$0.00
			211 - Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Professional Development		$2,000.00
1	1	3	Campus Personnel		$126,252.00
1	1	3	Instructional Resources		$19,420.00
1	2	2	Title I Family Engagement		$1,300.00
1	2	3	Professional Development		$11,500.00
				Sub-Total	$160,472.00
				Budgeted Fund Source Amount	$160,472.00
				+/- Difference	$0.00
			ESSER		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	ESSER Tutors		$11,480.00
				Sub-Total	$11,480.00
				Budgeted Fund Source Amount	$11,480.00
				+/- Difference	$0.00
				Grand Total Budgeted	$205,434.00
				Grand Total Spent	$205,434.00
				+/- Difference	$0.00