

Birdville Independent School District
Walker Creek Elementary
2022-2023 Campus Improvement Plan



Table of Contents

- Comprehensive Needs Assessment 3
 - Demographics 3
 - School Population (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 3
 - Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 3
 - Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 3
 - Staff Information (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 4
 - Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) 4
- Student Learning 5
- School Processes & Programs 7
- Perceptions 8
- Priority Problem Statements 9
- Goals 10
 - Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. 11
 - Goal 2: Utilize efficient and effective operations to support and improve the learning organization. 15
 - Goal 3: All students and staff will learn and work in a safe and responsive environment. 17
- State Compensatory 18
 - Budget for Walker Creek Elementary 19
 - Personnel for Walker Creek Elementary 19
- Campus Funding Summary 19

Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) Count Percent

Student Total	437	100%
Kindergarten Grade	60	13.73%
1st Grade	78	17.85%
2nd Grade	63	14.42%
3rd Grade	65	14.87%
4th Grade	83	18.99%
5th Grade	88	20.14%

Student Demographics (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) Count Percent

Gender		
Female	208	47.60%
Male	229	52.40%
Ethnicity		
Hispanic-Latino	96	21.97%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	28	6.41%
Black - African American	20	4.58%
Native Hawaiian - Pacific Islander	1	0.23%
White	273	62.47%
Two-or-More	19	4.35%

Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022) Count Percent

Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	7	19.44%
Auditory impairment	0	0.00%

Special Education Services (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	0	0.00%
Emotional disturbance	<u>5</u>	13.89%
Learning disability	<u>10</u>	27.78%
Speech impairment	<u>6</u>	16.67%
Autism	<u>8</u>	22.22%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	<u>7</u>	19.44%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	<u>9</u>	25.00%
Resource Room	<u>15</u>	41.67%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<u>4</u>	11.11%
Full-Time Early Childhood	<u>1</u>	2.78%
Nonpublic Day School		

Staff Information (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
Administrative Support	<u>13</u>	20.00%
Teacher	<u>36</u>	55.38%
Educational Aide	<u>16</u>	24.62%
Auxiliary		

Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
At-Risk	<u>173</u>	39.59%
Foster Care	<u>1</u>	0.23%
IEP Continuer	0	0.00%
Immigrant	<u>3</u>	0.69%

Student Indicators (2021 - 2022 Preliminary Fall PEIMS file loaded 01/20/2022)	Count	Percent
Intervention Indicator	<u>138</u>	31.58%
Migrant	0	0.00%
Military Connected	<u>1</u>	0.23%
Transfer In Students	<u>31</u>	7.0938%
Unschooler Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	<u>127</u>	29.06%
Free Meals	<u>104</u>	23.80%
Reduced-Price Meals	<u>23</u>	5.26%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	<u>4</u>	0.92%
Shelter	0	0.00%
Doubled Up	<u>3</u>	0.69%
Unsheltered	0	0.00%
Hotel/Motel	<u>1</u>	0.23%
Not Unaccompanied Youth	<u>4</u>	0.92%
Is Unaccompanied Youth	0	0.00%

Demographics Strengths

The male to female ratio is almost equivalent at 48% female and 52% male.

5 plus ethnicities are represented.

14% of the campus is identified Gifted and Talented.

Student Learning

Student Learning Summary

	STAAR 2022	3rd	4th	5th
Reading		94%	90%	97%
Math		92%	85%	95%
Science		n/a	n/a	83%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Walker Creek Elementary School met the target with a TELPAS progress rate of 65%. In 2021-2022 Walker Creek Elementary School again met the target with a TELPAS progress rate of 57%. In comparing the progress rate from 2021 and 2022, Walker Creek demonstrated a 8% point decrease in students' English language development.

Student Learning Strengths

STAAR 2021-22 Results

WCE Students Performed between 7-17% above the district average on every 3-5 STAAR test for the 2021-22 School year.

Specific strengths:

5th Grade Reading with a 97% approaches level - 13% above the district average

5th Grade Math with a 95% approaches level - 17% above the district average.

4th Grade Reading with a 90% approaches level - 11% above the district average

4th Grade Math with a 85% approaches level - 14% above the district average.

3rd Grade Reading with a 94% approaches level - 15% above the district average

3rd Grade Math with a 92% approaches level - 21% above the district average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increase 4th Grade STAAR Math performance by following the math workshop model and through using UPSC strategies to increase performance on word problems. Increase 5th Grade STAAR Science performance by following BISD Tier 1 classroom strategies and increasing collaboration between 5th Grade Science teachers. **Root Cause:** Multiple mid-year teacher resignations affecting both 4th and 5th grade requiring the need for long-term substitute teachers as well as job description changes in the middle of the school 2021-22 school year.

School Processes & Programs

School Processes & Programs Summary

Curriculum & instruction: Tier 1 priorities, Coaching Cycles, BISD expectations rubrics reviewed and implemented.

Professional development: Continuous Improvement, Capturing Kids Hearts, BISD curriculum expectations, and T-TESS training providing to staff annually

Communication: Parent/staff newsletters weekly and parent conferences each semester

Leadership & decision-making processes: Leader of Learners, Site Based and Campus Operations Committees meet monthly

Scheduling: WIN time intervention schedules and Academic schedules created annually

Support Services: Continual review of counseling services, Social Emotional needs, and MTSS services monitored

School Processes & Programs Strengths

Professional development provided annually regarding our campuses top priorities which include Continuous Improvement, Capturing Kids Hearts, BISD curriculum expectations, and T-TESS training. This provides alignment for staff which ensures these priorities are implemented with consistency and fidelity thus eliminating random variation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students with severe behaviors significantly impede learning, campus processes, and availability of campus personnel. **Root Cause:** Availability of support services for severe and disruptive behaviors that impact learning in the classroom once the campus has exhausted their resources. .

Perceptions

Perceptions Summary

- Consistent system of PBIS as well as CKH in all areas of the school.
- Positive communication to parents and amongst staff (consistent, timely manner) especially with our community and PTA.
- Among all student and staff communicate the system of proactive campus-wide rules and expectations.

Perceptions Strengths

- 100% of staff trained and implement CKH strategies for behavior and school culture.
- Monthly staff meetings, committee meetings, as well as weekly newsletters and open door policies help to create positive communication between staff members.
- Timely and positive interactions with parents create a positive culture regarding communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Revamp and ensure inclusion of all voices when planning school events and assemblies. **Root Cause:** Covid restrictions being lessened has created a want and need for school processes to return to what it was pre-covid.

Priority Problem Statements

Problem Statement 1: Increase 4th Grade STAAR Math performance by following the math workshop model and through using UPSC strategies to increase performance on word problems. Increase 5th Grade STAAR Science performance by following BISD Tier 1 classroom strategies and increasing collaboration between 5th Grade Science teachers.

Root Cause 1: Multiple mid-year teacher resignations affecting both 4th and 5th grade requiring the need for long-term substitute teachers as well as job description changes in the middle of the school 2021-22 school year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students with severe behaviors significantly impede learning, campus processes, and availability of campus personnel.

Root Cause 2: Availability of support services for severe and disruptive behaviors that impact learning in the classroom once the campus has exhausted their resources. .

Problem Statement 2 Areas: School Processes & Programs

Goals

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

Performance Objective 1: All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

High Priority

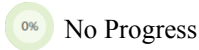
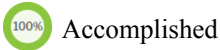
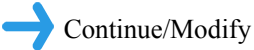

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, Common Assessment Data, Interims, & CBA's
Campus Based Common Assessments Renaissance STAR Assessments (mathematics, 1-5), Istation (reading, grades K-5), TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level especially using the Campus Culture of Literacy Rubrics in the area of Reading and Writing.</p> <p>Actions: 1) Review and align practices to Tier 1 priorities for ELAR in all classrooms. 2) Teachers will consistently engage readers in the workshop model while incorporating STAAR re-design strategies 3) Establish schedule for daily intervention focused around literacy. 4) Monitor student centered coaching cycles are utilized by teachers</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers Academic Coach LOL members</p> <p>Problem Statements: Student Learning 1 Funding Sources: Academic Coach - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All reading teachers will implement guided reading with fidelity with a focus on workshop model and work stations.</p> <p>Actions: 1) Incorporate the use of F&P questions for Guided Reading and open ended writing activities. 2) Teachers will embed word work, reading, grammar, and writing in workshop model 3) Students will use reading software to work independently in workstations in order for teachers to engage in small group guided reading instruction. 4) Monitor student centered coaching cycles are utilized by teachers</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers Academic Coach LOL members</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Starfall Software - 199 - General Funds - \$355, Math GPS resource - 199 - General Funds - \$5,000, ESSER Tutors - ESSER - \$12,296</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will implement math and science Tier one priorities with fidelity with a focus on workshop model with work stations for math and 5E model for science .</p> <p>Actions: 1) 3rd-5th grade will post interactive word walls in math and science. 2) Incorporate the discussion of higher level questions and use of open ended tasks/activities. 3) Teachers will post and use UPSC for math problem solving 4) Teachers will follow TEA guidelines for hands on instruction in science. 5) Monitor student centered coaching cycles are utilized by teachers</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers Academic Coach LOL members</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Campus Personnel - 199 - General Funds: SCE - \$60,062</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Communicate and assist teaching staff in implementing data informed and responsive teaching</p> <p>Actions: 1) Progress monitor data for special population including Emergent Bilinguals, Economically disadvantaged, and Gifted students. 2) Establish T-TESS professional goals for staff around continuous improvement timeline, Tier 1 priorities and district content rubrics. 3) Train staff on creating pre and post assessments in Aware for progress monitoring of all students. 4) Monitor student progress by posting hallway data, student goal setting through data folders, classroom PDSA cycles and MTSS tier analysis. 5) Teachers will utilize language proficiency data of English Learners/Emergent Bilinguals and provide opportunities for language development in all content areas by providing content-based ESL instruction in all core areas</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers Academic Coach LOL members</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Increase 4th Grade STAAR Math performance by following the math workshop model and through using UPSC strategies to increase performance on word problems. Increase 5th Grade STAAR Science performance by following BISD Tier 1 classroom strategies and increasing collaboration between 5th Grade Science teachers. Root Cause: Multiple mid-year teacher resignations affecting both 4th and 5th grade requiring the need for long-term substitute teachers as well as job description changes in the middle of the school 2021-22 school year.</p>

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

Performance Objective 2: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

High Priority

Evaluation Data Sources: Social-Emotional Learning survey TBD

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Character Strong and Capturing Kids Heart to embed practices that create a healthy social emotional school experience.</p> <p>Actions: 1) Train staff on Weekly Capturing Kids Hearts & Character Strong lessons focused on problem solving and traits. 2) Teach lessons in all classrooms every Friday. 3) Students will take survey to monitor their social emotional health in each semester. 4) Teachers will partner with another classroom once every nine weeks to build community and belonging within the school environment. 5) Walker Creek Staff will be assigned an SEL staff member to pair up with to check in with throughout the year. 6) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Counselor Administrators Classroom Teachers</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: CKH curriculum website access - 199 - General Funds - \$3,000, CKH Traction Campus Meeting - 199 - General Funds - \$1,000, Crisis Counselor - 199 - General Funds: SCE, CKH Follow up visits - 199 - General Funds - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a school wide initiative to strengthen student/staff relationships using positive behavior supports.</p> <p>Actions: A) Follow components of Capturing Kids Hearts such as the Four Questions model, Social Contract and Good Things B) Each classroom will create a PBIS system for positive behaviors. C) Classrooms will have incentives for students to earn based on positive behaviors.</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Classroom Prizes for Store - 199 - General Funds - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





School Processes & Programs

Problem Statement 1: Students with severe behaviors significantly impede learning, campus processes, and availability of campus personnel. **Root Cause:** Availability of support services for severe and disruptive behaviors that impact learning in the classroom once the campus has exhausted their resources. .

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

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

Evaluation Data Sources: Overall district ADA as per Summer PEIMS submission





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop incentives campus wide to increase attendance for staff and students.</p> <p>Actions: 1) Use district provided funding in order to encourage, increase, and reward attendance. 2) Provide incentives for classes with the highest attendance each six weeks 3) Grade level attendance data will be displayed in the main hallway with a goal of 98%</p> <p>Staff Responsible for Monitoring: Administrators Teachers Attendance Clerk</p> <p>Funding Sources: Attendance rewards - 199 - General Funds - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.

High Priority





Evaluation Data Sources: Evaluation of goal achievement as per department improvement plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a system that is consistent with best practices on the Continuous Improvement Rubric at a Level III</p> <p>Actions: 1) Teachers will follow the continuous improvement timeline each nine weeks. 2) All classrooms will create a mission statement that is recited every morning. 3) Refresher training on PDSA cycle during fall professional learning 4) Monitor that each classroom has a current PDSA cycle in progress. 5) Student progress data posted in Hallways with consistent updating 6) Students will use data folders to track progress in reading and math.</p> <p>Staff Responsible for Monitoring: Teachers Administrators LOL Members</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Review perception data from students, staff, and parents to identify strategies to improve campus operations and culture.</p> <p>Actions: 1) Review survey data and identify trends from surveys given in each semester 2) Communicate survey results to all stakeholders 3) Take corrective action from survey results</p> <p>Staff Responsible for Monitoring: Administration LOL members Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Walker Creek Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

--

Personnel for Walker Creek Elementary

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

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Starfall Software		\$355.00
1	1	2	Math GPS resource		\$5,000.00
1	2	1	CKH Follow up visits		\$4,000.00
1	2	1	CKH curriculum website access		\$3,000.00
1	2	1	CKH Traction Campus Meeting		\$1,000.00
1	2	2	Classroom Prizes for Store		\$1,500.00
2	1	1	Attendance rewards		\$500.00
Sub-Total					\$15,355.00
Budgeted Fund Source Amount					\$9,355.00
+/- Difference					-\$6,000.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic Coach		\$0.00
1	1	3	Campus Personnel		\$60,062.00
1	1	4	Intervention Personnel		\$0.00
1	2	1	Crisis Counselor		\$0.00
Sub-Total					\$60,062.00
Budgeted Fund Source Amount					\$60,062.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESSER Tutors		\$12,296.00
Sub-Total					\$12,296.00
Budgeted Fund Source Amount					\$12,296.00
+/- Difference					\$0.00
Grand Total Budgeted					\$81,713.00
Grand Total Spent					\$87,713.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	-\$6,000.00