Birdville Independent School District

Walker Creek Elementary

2023-2024 Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population 2022-2023	Count	Percent
Student Total	452	100%
Early Education Grade	2	.44%
Pre-Kindergarten Grade	43	9.51%
Kindergarten Grade	61	13.5%
1st Grade	63	13.94%
2nd Grade	70	15.49%
3rd Grade	65	14.38%
4th Grade	66	14.6%
5th Grade	82	18.14%
Student Demographics 2023-2023	**Count**	**Percent**
Gender		
Female	226	50%
Male	226	50%
Ethnicity		
Hispanic-Latino	90	19.91%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	20	4.42%
Black - African American	40	8.85%
Native Hawaiian - Pacific Islander	1	0.22%
White	273	60.40%
Two-or-More	28	6.19%

Special Education Services 2022-2023	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	1	2.23%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	1	2.33%
Emotional disturbance	5	11.63%
Learning disability	15	34.88%
Speech impairment	14	32.56%
Autism	7	16.28%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	14	32.56%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	13	30.23%
Resource Room	13	30.23%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	3	6.98%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School		

Staff Information 2022-2023		Count	Percent
Administrative Support		11	17.46%
Teacher		38	60.32%

Staff Information 2022-2023		Count	Percent
Educational Aide		14	22.22%
Auxiliary			

Student Indicators 2022-2023	Count	Percent
At-Risk	221	48.89%
Foster Care	1	0.22%
IEP Continuer	0	0.00%
Immigrant	7	1.55%
Intervention Indicator	95	21.02%
Migrant	0	0.00%
Military Connected	4	0.88%
Transfer In Students	29	6.1459%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	156	34.51%
Free Meals	124	27.43%
Reduced-Price Meals	32	7.08%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	6	1.33%
Shelter	0	0.00%
Doubled Up	6	1.33%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	6	1.33%
Is Unaccompanied Youth	0	0.00%

Demographics Strengths

The male to female ratio is equivalent at 50% (226 students) female and 50% (226 students) male.

Walker Creek has 5 plus ethnicities/races represented.

The campus has 12.17% identified as Gifted and Talented.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus has 50% of students (221 students) considered At-Risk **Root Cause:** Learning gaps, socioeconomic status

Student Learning

Student Learning Summary

STAAR 2023	3rd	4th	5th
Reading	92%	89%	92%
Math	86%	79%	88%
Science	n/a	n/a	81%

TELPAS 2023   Campus Summarized Percent Score 72.36%

Student Learning Strengths

STAAR 2023-23 Results

WCE Students Performed between 8-22% above the district average on every 3-5 STAAR test for the 2021-22 School year.

Specific strengths:

3rd Grade Reading with a 92% approaches level - 8% above the district average.

3rd Grade Math with a 86% approaches level - 22% above the district average.

4th Grade Reading with a 89% approaches level - 9% above the district average.

5th Grade Reading with a 92% approaches level - 10% 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 through use of vocabulary and the 5E workshop model. **Root Cause:** Teachers new to positions as well as staff cuts creating a lack of subject area/grade-level collaboration coupled with increased At-Risk population.

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, Parent information evening events, Skyward communication

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 and collaboratively based on student need

Support Services: Continual review of counseling services, Social Emotional needs, and MTSS services monitored through grade-level collaborative meetings

School Processes & Programs Strengths

Professional development and school program updates provided annually regarding our top priorities which include: Continuous Improvement, Capturing Kids Hearts, Character Strong, BISD Tier 1 Priorities, T-Tess, and PBIS. This provides alignment for staff which ensures these priorities are implemented with consistency and fidelity. Every staff member has a role in every program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Professional development desired regarding students with severe behaviors and de-escalation techniques.   **Root Cause:** The At-Risk population is trending upward. Walker Creek saw a 10% increase in At-Risk students from 2021-2022 to 2022-2023.

Perceptions

Perceptions Summary

- Consistent system of PBIS as well as CKH in all areas of the school.
- Large number of parent volunteers and strong PTA.
- Positive communication to parents and amongst staff through committees, staff-meetings, newsletters, Blackboard, Focus, social media, and teacher/family communication and events.
- Yearly safety survey for students, parents, and employees

Perceptions Strengths

Survey showed 83% of students have a trusting relationship with at least one adult on campus.

Survey showed 76.19% of students are involved in at least one extra-curricular activity either at school or outside of campus

Survey showed 80.95% of students know and understand Capturing Kids Hearts and well as their classroom and campus PBIS systems.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increase campus and community knowledge of Capturing Kid's Hearts and PBIS as parents are less familiar with the processes. Help students to make the correlation between positive social skills and Capturing Kid's Hearts.   **Root Cause:** Increased need of communication regarding the relationship between Capturing Kid's Hearts and positive social skills/conflict resolution.

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 through use of vocabulary and the 5E workshop model.

Root Cause 1: Teachers new to positions as well as staff cuts creating a lack of subject area/grade-level collaboration coupled with increased At-Risk population.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The campus has 50% of students (221 students) considered At-Risk

Root Cause 2: Learning gaps, socioeconomic status

Problem Statement 2 Areas: Demographics

Problem Statement 3: Professional development desired regarding students with severe behaviors and de-escalation techniques.

Root Cause 3: The At-Risk population is trending upward. Walker Creek saw a 10% increase in At-Risk students from 2021-2022 to 2022-2023.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Increase campus and community knowledge of Capturing Kid's Hearts and PBIS as parents are less familiar with the processes. Help students to make the correlation between positive social skills and Capturing Kid's Hearts.

Root Cause 4: Increased need of communication regarding the relationship between Capturing Kid's Hearts and positive social skills/conflict resolution.

Problem Statement 4 Areas: Perceptions

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 by the end of 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 mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2024 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement that counts the number of students at the various performance levels for state assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Elementary: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Strategy 1 Details		Reviews		
Strategy 1: Align all instructional practices with BISD Tier 1 priorities.		**Formative**		**Summative**
Actions: 1) Review district resources for instruction in math, reading and science in district curriculum documents. 2) Teachers will consistently engage students in the main components of the reading and math workshop model while incorporating STAAR re-design strategies 3) Monitor frequent use of science lab and tier 1 science resources 4) Teachers will follow TEA guidelines for hands on instruction in science. 5) Incorporate the discussion of higher level questions and use of open ended tasks/activities. 6) Utilize SCE funded prekindergarten teachers to provide a foundation to our youngest students based upon academic, social, and emotional needs.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators Classroom teachers Academic Coach LOL members				
Problem Statements: Student Learning 1 **Funding Sources:** Academic Coach - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
Strategy 2: Ensure daily intervention is focused around students on Tiers 2 and 3 with use of appropriate resources by staff working with students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: 1) Monitor progress monitoring data of the universal screener 2)Teachers will be trained on Star Renaissance system and resources for math intervention 3) Monitor progress monitoring data of the universal screener data 4) Teachers will be trained on resources to use with Tier 2 and 3 students. (mclass, Star Renaissance, BAS, etc) 5) Teachers will be trained on resources to use with Tier 2 and 3 students in MTSS handbook. 6)Students will use reading software to work independently in workstations in order for teachers to engage in small group guided reading instruction. **Staff Responsible for Monitoring:** Administrators Classroom teachers Academic Coach LOL members **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Starfall Software - 199 - General Funds - $355, Math GPS resource - 199 - General Funds - $5,000 , ESSER Tutors - ESSER - $12,296, Writable resource - 199 - General Funds - $3,000				

Strategy 3 Details	Reviews			
Strategy 3: Communicate and assist teaching staff in implementing data informed and responsive teaching	**Formative**			**Summative**
Actions: 1) Progress monitor data for special population and At Risk including Emergent Bilinguals, Economically	**Nov**	**Jan**	**Mar**	**June**
disadvantaged, and Gifted students. 2) Monitor student progress by student goal setting through data folders, classroom Plan Do Study Act cycles and Multi Tiered Systems of Support analysis. 3) 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 4) Utilize SCE funded Academic Coaches to provide training to teachers to deliver strategies to increase student performance levels **Staff Responsible for Monitoring:** Administrators Classroom teachers Academic Coach LOL members **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Intervention Personnel - 199 - General Funds: SCE				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The campus has 50% of students (221 students) considered At-Risk   **Root Cause**: Learning gaps, socioeconomic status

Student Learning
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 through use of vocabulary and the 5E workshop model.   **Root Cause**: Teachers new to positions as well as staff cuts creating a lack of subject area/grade-level collaboration coupled with increased At-Risk population.

School Processes & Programs
Problem Statement 1: Professional development desired regarding students with severe behaviors and de-escalation techniques.   **Root Cause**: The At-Risk population is trending upward. Walker Creek saw a 10% increase in At-Risk students from 2021-2022 to 2022-2023.

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			
Strategy 1: Implement Character Strong and Capturing Kids Heart to embed practices that create a healthy social emotional school experience.	**Formative**			**Summative**
Actions: 1) Teach Capturing Kids Hearts and Character Strong lessons in all classrooms every Friday. 2) Teachers will partner with another classroom once every nine weeks to build community and belonging within the school environment. 3) Walker Creek Staff will be assigned an support staff member to pair up with to check in with throughout the year. 4) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Counselor Administrators Classroom Teachers **Problem Statements:** Perceptions 1 **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	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Implement a school wide initiative to strengthen student/staff relationships using positive behavior supports.	**Formative**			**Summative**
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 Positive Behavior Intervention System for positive behaviors. C) Classrooms will have incentives for students to earn based on positive behaviors. **Problem Statements:** Perceptions 1 **Funding Sources:** Classroom Prizes for Store - 199 - General Funds - $1,500	**Nov**	**Jan**	**Mar**	**June**

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

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Increase campus and community knowledge of Capturing Kid's Hearts and PBIS as parents are less familiar with the processes. Help students to make the correlation between positive social skills and Capturing Kid's Hearts. **Root Cause**: Increased need of communication regarding the relationship between Capturing Kid's Hearts and positive social skills/conflict resolution.

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			
Strategy 1: Develop incentives campus wide to increase attendance for staff and students.		**Formative**			**Summative**
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 97% **Staff Responsible for Monitoring:** Administrators Teachers Attendance Clerk **Problem Statements:** Demographics 1 **Funding Sources:** Attendance rewards - 199 - General Funds - $500		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The campus has 50% of students (221 students) considered At-Risk   **Root Cause**: Learning gaps, socioeconomic status

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		
Strategy 1: Implement a system that is consistent with best practices on the Continuous Improvement Rubric at a Level III			**Formative**		**Summative**
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 Plan Do Study Act cycle during fall professional learning 4) Monitor that each classroom has a current Plan Do Study Act cycle in progress. 5) Students will use data folders to track progress in reading and math. **Staff Responsible for Monitoring:** Teachers Administrators LOL Members **Problem Statements:** Student Learning 1	**Nov**	**Jan**	**Mar**		**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Performance Objective 2 Problem Statements:

Student Learning
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 through use of vocabulary and the 5E workshop model.   **Root Cause**: Teachers new to positions as well as staff cuts creating a lack of subject area/grade-level collaboration coupled with increased At-Risk population.

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			
Strategy 1: Review perception data from students, staff, and parents to identify strategies to improve campus operations and culture.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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
    Staff Responsible for Monitoring: Administration
LOL members
Teachers
 	
    Problem Statements: Perceptions 1				

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

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Increase campus and community knowledge of Capturing Kid's Hearts and PBIS as parents are less familiar with the processes. Help students to make the correlation between positive social skills and Capturing Kid's Hearts. **Root Cause**: Increased need of communication regarding the relationship between Capturing Kid's Hearts and positive social skills/conflict resolution.

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

Name	Position	FTE
Haley Morris	Crisis Intervention Counselor	0.5
Julie Hester	Math Interventionist/MTSS	1
Stacy Hildebrant	Dyslexia	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	Writable resource		$3,000.00
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	$18,355.00
				Budgeted Fund Source Amount	$9,355.00
				+/- Difference	-$9,000.00
199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Academic Coach		$0.00
1	1	3	Intervention Personnel		$0.00
1	2	1	Crisis Counselor		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$60,062.00
				+/- Difference	$60,062.00
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	$30,651.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$51,062.00