Birdville Independent School District

West Birdville Elementary

2022-2023 Campus Improvement Plan

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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 663 students. West Birdville is classified as a Title I campus with 85.22% economically disadvantaged. The demographic summary consists of: 82.9% Hispanic, 13.5% White, 1% Asian, .75% African American, and 0.3% American Indian. 70.44% of our students are Emerging Bilinguals(EBs), 10.56% of our students are are in Special Education, 6.18% of our students are served in Dyslexia services, and 4.22% of our students are identified as Gifted and Talented. 87.33% of our students are identified as At-Risk.

Demographics Strengths

401 out of 467 Emergent Bilingual students are being served in a bilingual classroom. West Birdville's student numbers have seen decrease, but as we have moved into the 2022-23 school year West Birdville has seen significant gains.

Parent communication has increased with the addition of Facebook Live each Tuesday morning as well as Tuesday folders teachers are sending home each week. Pastries for Parents continues to be a success in delivering information to parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1: West Birdville's at-risk population is at 87%, which remains high.

Problem Statement 2: The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 4.22%

Student Learning

Student Learning Summary

State Accountability

In the 2022 State Accountability system the campus received an overall rating of C. Campus domain scores were 36 for Student Achievement (STAAR Performance); 70 for Academic Growth; 36 for Relative Performance; and a 19% for Academic Achievement Status. West Birdville did not receive an designations.

STAAR

3rd Math(English) - 68% approaches, 29% meets

3rd Math(Spanish) - 67% approaches, 39% meets

3rd Reading(English) - 80% approaches, 46% meets

3rd Reading(Spanish) - 46% approaches, 13% meets

4th Math(English) - 65% approaches, 23% meets

4th Math(Spanish) - 25% approaches, 0% meets

4th Reading(English) - 59% approaches, 31% meets

4th Reading(Spanish) - 40% approaches, 20% meets

5th Math(English) - 70% approaches, 31% meets

5th Math(Spanish) - 62% approaches, 12% meets

5th Reading(English) - 69% approaches, 35% meets

5th Reading(Spanish) - 81% approaches, 27% meets

5th Science(English) - 44% approaches, 20% meets

5th Science(Spanish) - 11% approaches

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 West Birdville Elementary School met the target with a TELPAS progress rate of 45%. In 2021-2022 West Birdville Elementary School did not meet the target with a TELPAS progress rate of 34%. In comparing the progress rate from 2021 and 2022, West Birdville Elementary demonstrated a 11% point decrease in students' English language development.

Student Learning Strengths

1.) West Birdville showed growth in the area of student achievement, academic growth, academic achievement status, and growth status.

2.) Students continue to show improvement in learning with the additional accelerated instruction time to the school day.

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2: West Birdville did not demonstrate growth with Telpas results, the campus missed the growth mark by 2%

School Processes & Programs

School Processes & Programs Summary

West Birdville students are served by a number of specialized programs related to student need. Eighty-five percent of students are served by the free/reduced price lunch program, and 70% of students are English language learners (ELLs), served by bilingual or English as a second language (ESL) programs. Currently, 10.56% of students are served through special education.

Our RtI program serves many students that are identified for intervention in reading and mathematics. We utilize data from the universal screeners and data from interventionists and teachers. 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 have too many students identified at Tier 2 or Tier 3 in some grade levels. Our goal is to keep the intervention groups small and staffed appropriately so students can have the best opportunity to remediate gaps.

West Birdville has four self-contained classrooms. Starting in the pre-primary grades, we have 2 classes(ECSE) that serves 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. The other two classrooms are called AABLE. These self-contained classrooms serve students with cognitive delays. These classrooms serve students in K-2 (AABLE I) and 3-5 (AABLE II).

School Processes & Programs Strengths

West Birdville has a campus scheduled time for Response to Intervention. During this time, all students receive interventions based on individual student needs. Special education students are served during our Response to Intervention block. We utilize all interventionist and teachers during this time, staff work together to create a plan to serve all student needs. West Birdville has the support of local churches who provide weekend food bags to sixty students weekly. West Birdville offers a digital one to one opportunity for all students. Students receive accelerated instruction tutoring during the school day and after the normal school day.

Perceptions

Perceptions Summary

Staff is surveyed each year with a district survey as well as a campus survey. Staff reported feeling safe while at school/work. Staff have the ability to fill out a survey each Friday attached to the principal page indicating where they are on self-care and what they need.

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, and campus counselor, Karen Madrid, conduct weekly Facebook Live announcements each week on Tuesday at 11am. We deliver our various forms of communication in both English/Spanish. 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. Parents are well informed of Title I program information.
SRP drills are performed monthly and twice yearly with our SRO and local PD.

Priority Problem Statements

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

Root Cause 1:

Problem Statement 1 Areas: Student Learning

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.

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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level. **Actions:** a) Continue to follow the campus literacy plan that is aligned with the district plan b) Provide training for all staff to build their capacity to implement campus literacy plan (Academic Coaches) in support of all students c) Utilize the Vertical Team and the LOL committee to help communicate the plan d) Help teachers visualize practice in action during Instructional Rounds **Staff Responsible for Monitoring:** Administration LOL team Academic coaches **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Continue to focus on responsive teaching (rigorous tier 1 instruction) and continuous improvement.	Formative			Summative
Actions: a) Host and participate in instructional focus walks. b) Lead literacy-focused discussions into monthly faculty meetings and weekly PLCs. c) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation. (Sutton, Sheffield, & Escamilla) **Staff Responsible for Monitoring:** Administration Academic coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide full time reading and math interventionists to serve students on Tier II & III based on performance data including universal screeners	Formative			Summative
Actions: a) District provides 2 reading and campus funds 1.0 with title 1 funds and one .5 with title 1 funds math interventionists to help support students on Tier II and III. They will provide intense interventions designed to specifically support each student's academic need. Provide an additional campus instructional coach to work with teachers focusing on rigorous Tier I instruction **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th. **Actions:** a) Continue to support and train teachers with the BAS/SEL and mClass 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) Using Eduphoria - Aware, monitor progress of students in grades prekindergarten - 5th based upon district assessment calendar for reading and math. e) Embed implementation strategies for progress monitoring in curriculum overviews **Staff Responsible for Monitoring:** Campus administration, instructional coaches, interventionists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency **Actions:** a) Develop an ESSER plan that is approved by district guidelines. b) Continue to implement plans based upon the various program evaluations that will address closing achievement gaps of special population groups (special education, ELs, dyslexia and other special populations such as homeless c) Develop and implement a system to monitor and ensure compliance to the ESSER plan and other district plans that address closing achievement gaps d) Develop and implement a plan to collect, analyze and progress monitor student data (qualitative and quantitative) e) Implement accelerated instruction according to HB4545 **Staff Responsible for Monitoring:** Administration Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Develop and implement system-wide practices appropriate for EBs	Formative			Summative
Actions: a) Monitor performance data to identify where additional support is needed. b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model. **Staff Responsible for Monitoring:** Administration Academic Coaches Campus staff **Title I:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.	Formative			Summative
Actions: a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. 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 **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 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 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 **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Utilize the results of the RtI (WIN) task force to implement a multi-tiered system of support (MTSS) for identified students **Actions:** a) Continue to provide access to students receiving special education services to all available and appropriate interventions as determined by the ARD committee. b) Provide equitable access to all English Learners in the appropriate bilingual or ESL program. c) Implement SuccessEd to monitor program responses to students who are identified for 504, special education, or RtI services d) Strengthen the communication and monitoring of delivery of MTSS services. e) Provide ongoing training for all staff to build their capacity to implement MTSS. f) Continue to provide professional learning and support for SEL & tiered behavior interventions. g) Continue providing supplemental resources for SEL supports **Staff Responsible for Monitoring:** Administration Campus staff Counselors				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Design and implement a plan to enhance the pre-K program and increase parent involvement **Actions:** a) Provide monthly events during the school day for Prekindergarten -fifth grade families in order to connect families and provide resources for kindergarten readiness and beyond. b) Develop and distribute a Parent and Family Engagement Policy c) Develop and distribute a Parent-School Compact d)Host annual Title 1 meeting **Staff Responsible for Monitoring:** Administration **Title I:** 4.2				

 No Progress Accomplished Continue/Modify Discontinue

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a district-approved program that teaches social-emotional skills. **Actions:** a) Develop a deployment plan for implementing SEL curriculum(Character Strong). 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 **Staff Responsible for Monitoring:** Administration Campus Staff LOL Team Counselor **Title I:** 2.6				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the district behavioral RtI plan on a campus level **Actions:** a) Provide training on the district behavior RtI plan. b) Provide professional development opportunities and implement with fidelity Capturing Kids' Hearts. c) Schedule extended behavior RtI collaboratives and utilize Success Ed to input behavioral student plans. **Staff Responsible for Monitoring:** Administration Campus staff				

 No Progress Accomplished Continue/Modify Discontinue

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 Academic Rating from a "C" to a "B" in the area of Student Progress/Academic Growth as defined by the TEA Accountability system.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will show at least one year's growth in the area of fourth and fifth grade math and reading as measured by STAAR. **Actions:** a) Rigor and Relevance training will be given throughout the year. b) Continue to emphasize Guided Reading in every S/ELAR classroom. c) Continue to strengthen PLCs and monitor each grade level closely. d) Continue to create and assess students through CFAs each six weeks in the area of math and reading. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

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 (20.6%) exhibiting chronic absenteeism, total number of students is equivalent to 123 students.

Evaluation Data Sources: Overall campus attendance records, parent/student incentives, parent attendance goals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance **Actions:** a) Design and implement improvement plan strategies to increase student attendance by spotlighting the class with the best attendance each six weeks per grade level. b) Create incentives for staff members to encourage better attendance **Staff Responsible for Monitoring:** Administration				

 No Progress Accomplished Continue/Modify Discontinue

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 (Intervention, resource, rotations, office).

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Communicate and implement continuous improvement processes at the campus level. **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 data binders. **Staff Responsible for Monitoring:** Administration				

 No Progress Accomplished Continue/Modify Discontinue

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	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a) Develop campus reopening plan and update accordingly. b) Take corrective action of findings at the campus by utilizing our campus Logistics Team. c) Implement and review the district safety protocols. d) Schedule and monitor safety drills and revise plans as needed. e) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. f) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. g) Implement the Anonymous Alerts and Threat Assessment System. **Staff Responsible for Monitoring:** Administration				

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 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment. **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. **Staff Responsible for Monitoring:** Administration				

 No Progress Accomplished Continue/Modify Discontinue

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 March-May 2022.

2. Campus Improvement Plan

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

Alison Sheffield

Amanda Escamilla

Ana Pantoja

Leticia Titus

Kathy Grupe

Kristin Autrey

Robbin Mckinney

Alejandra Resendiz

Velvet Sloan

Maria Rodriguez

Lizzet Garcia

Sandra Climer

Kelli Eclavea

Cynthia Gomez

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 CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. The CIP is made available for parents during grade level data nights, pastries for parents, and parent meetings. The CIP is made available in English with translations to Spanish as needed.

The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 87% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. placement in an alternative education program
6. expulsion
7. limited English proficiency
8. custody or care of the Department of Protective and Regulatory Services
9. homelessness
10. 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

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

Vanessa Sutton

Alison Sheffield

Amanda Escamilla

Ana Pantoja

Leticia Titus

Kathy Grupe

Kristin Autrey

Robbin Mckinney

Alejandra Resendiz

Velvet Sloan

Maria Rodriguez

Lizzet Garcia

Sandra Climer

Kelli Eclavea

Cynthia Gomez

Shea Shanchez

4. Parent and Family Engagement (PFE)

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

Alison Sheffield

Amanda Escamilla

Ana Pantoja

Leticia Titus

Kathy Grupe

Kristin Autrey

Robbin Mckinney

Alejandra Resendiz

Velvet Sloan

Maria Rodriguez

Lizzet Garcia

Sandra Climer

Kelli Eclavea

Cynthia Gomez

Shea Shanchez

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

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Kristin Autrey	Instructional Coach	Title I	1.0
Laurie Wanderski	Math Interventionist	Title I	1.0
Robbin Mckinney	Math Interventionist	Title I	0.5