Birdville Independent School District

West Birdville Elementary

2023-2024 Improvement Plan

Mission Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

West Birdville is a suburban campus in northeast Tarrant County. West Birdville is located in Haltom City, the campus serves approximately 694 students. West Birdville is classified as a Title I campus with 88.76% economically disadvantaged. The demographic summary consists of: 85.59% Hispanic, 10.37% White, 1.73% Asian, 1.15% African American, and 0.43% American Indian. Emerging Bilingual students make up 71.61% of our campus population, 12.68% of our students are are in Special Education, 3.75% of our students are served in Dyslexia services, and 3.17% of our students are identified as Gifted and Talented. Approximately 90.35% of our students are identified as At-Risk. West Birdville has seen an increase in our immigrant population at 5.48%.

A total of 54 teachers (including district specialists assigned to West Birdville) and 19 educational aides were employed at West Birdville for the 2022-2023 school year. West Birdville remains the largest bilingual campus with the highest percentage of economically disadvantaged students.

Demographics Strengths

Four hundred twenty-four out of 497 Emergent Bilingual students are being served in a bilingual classroom. Seventy-one students are being served in a ESL classroom. West Birdville's student numbers saw an overall increase increase from 2021-2022, but also including an increase from Fall 2022 to Spring 2023.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: West Birdville's at-risk population has increased 3% from the previous year resulting in a 90.35% at-risk population. This percentage remains high.

Problem Statement 2: The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 3.17%. We are seeing students in our bilingual classrooms not being identified as regularly as our students in our monolingual classrooms.

Student Learning

Student Learning Summary

State Accountability

West Birdville's state accountability will be shared once it has been finalized and released.

STAAR

3rd Math(English) - 11% Did not meet low, 16.9% Did not meet high, 9% approaches low, 13% approaches high, 32% Meets, 16.9% Masters

3rd Math(Spanish) - 9% Did not meet low, 18.6% Did not meet high, 23% approaches low, 13.9% approaches high, 32.5% Meets, 2.33% Masters

3rd Reading(English) - 20% Did not meet low, 12.5% Did not meet high, 15.6% approaches low, 15.6% approaches high, 21% Meets, 14% Masters

3rd Reading(Spanish) - 15% Did not meet low, 31% Did not meet high, 18% approaches low, 12.5% approaches high, 12.5% Meets, 9% Masters

4th Math(English) - 13.5% Did not meet low, 20.8% Did not meet high, 15% approaches low, 20.8% approaches high, 15% Meets, 13% Masters

4th Math(Spanish) - 0% Did not meet low, 50% Did not meet high, 25% approaches low, 12.5% approaches high, 12.5% Meets, 0% Masters

4th Reading(English) - 22.6% Did not meet low, 14% Did not meet high, 20% approaches low, 16% approaches high, 15% Meets, 10.7% Masters

4th Reading(Spanish) - 35% Did not meet low, 25% Did not meet high, 15% approaches low, 0% approaches high, 20% Meets, 5% Masters

5th Math(English) - 7.8% Did not meet low, 16.8% Did not meet high, 20% approaches low, 25.8% approaches high, 16.8% Meets, 12% Masters

5th Math(Spanish) - 0% Did not meet low, 50% Did not meet high, 0% approaches low, 0% approaches high, 50% Meets, 0% Masters

5th Reading(English) - 17.7% Did not meet low, 16.6% Did not meet high, 13% approaches low, 12% approaches high, 28.8% Meets, 11% Masters

5th Reading(Spanish) - 50% Did not meet low, 0% Did not meet high, 0% approaches low, 0% approaches high, 50% Meets, 0% Masters

5th Science(English) - 36% Approaches, 14% Meets, 3% Masters

5th Science(Spanish) - 20% Approaches

Student percentages remain low within the meets and masters categories, which is a concern for West Birdville.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is (pending)%. 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. Released Telpas accountability ratings are pending release for the 2023-2024.

Student Learning Strengths

Students in grades K-2 are continuing to see steady growth among district screeners. Strengths in these grade levels continue to excel in both the areas of reading and math. In our upper grades West Birdville showed growth in Domain 2A from the previous year(awaiting exact numbers). West Birdville's PLC process has shown evidence of success in teacher planning and preparation for student success in Tier 1 instruction. Across 3, 4, and 5 grade levels growth was shown from the pre/post common assessment model implemented 2021-2022 school year. Student growth is being shown specifically in the area of Math where evidence shows an increase in pre/post tests scores varying from 40-70%. Consistent and continuous use of the PDSA process allowed teachers the ability to reteach, review, and enrich classroom instruction on a daily basis. Students demonstrated growth in scores from the Fall to Spring Interims. Student needs are being discussed regularly during collaborative RtI meetings with teacher, interventionists, and administrator.

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 having a direct effect on West Birdville's success with Domain 1. **Root Cause:** Academic gaps exist due to different levels of student preparedness.

Problem Statement 2 (Prioritized): West Birdville did not see an adequate number of students transitioning out of a tier 2 and tier 3 intervention program. **Root Cause:** Students remained in intervention programs for extended periods of time without evidence of success in movement towards the students closing their gaps and continuing successfully in tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

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

West Birdville students are served by a number of specialized programs related to student need. 88.76% of students are served by the free/reduced price lunch program, and 71.61% of students are Emergent Bilinguals (EBs), served by bilingual(61.10%) or English as a second language (ESL) programs(10.23%). Currently, 12.68% of students are served through special education.

Our MTSS program serves many students that are identified for intervention in reading and mathematics. We utilize data from the district's 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 most grade levels. Our goal is to allow teachers the opportunity to serve students in the classroom without student removal for an extended period of time resulting in a loss of instruction time. MTSS staff will support teachers in the classroom conducting small groups focused on individual student needs with the use of progress monitoring/screener data. MTSS staff will support teachers in pulling, disaggregating, and collaborating on student data focusing on tier 2 and tier 3 students.

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

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

School Processes & Programs Strengths

Strengths can be seen in the school processes at West Birdville. The campus priority and focus on PLCs allocates time each week for teachers to plan tier 1 instruction that is calibrated among the grade level to ensure students are meeting mastery of the TEKS. West Birdville has made instrumental changes to the MTSS daily process to better assist teachers with closing the gaps of students. MTSS staff will assist teachers focusing on the quick movement of students resulting in closing the gaps to see a significant increase. During this time, all students receive interventions based on individual student needs in accordance with district screeners and progress monitoring. Special education students are served during a designated MTSS time.

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

West Birdville has implemented and saw evidence of success from our 4th grade students who participated in Academy 4. This program gives students experiences that they could possibly not have in their lifetime while setting goals focused on academics, social and emotional growth, and the characteristics of being a good citizen.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance beyond the instructional day. **Root Cause:** Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage the application of learning.

Perceptions

Perceptions Summary

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

This year compared to the previous year had a lower teacher turnover rate equaling to 16 new teachers last year and 9 new teachers for the current school year. Each grade level is responsible for hosting data nights for parents and the community to stay involved. Many activities/events are scheduled throughout to involve our community into our school including literacy nights, visit to the Fort Worth Museum of Science, cultural celebrations, grade level music programs, and many more.

Perceptions Strengths

At West Birdville , we believe that all of our stakeholders should experience excellent customer service. We believe we should keep the community informed of school wide events and information. Grade levels send home weekly newsletters to parents informing parents/guardians of upcoming curriculum and events. Campus principal, Vanessa Sutton, campus assistant principals, Janeth Arriola/Amanda Escamilla, and campus counselor, Karen Madrid, conduct weekly Facebook Live announcements each week on Tuesday. We deliver our various forms of communication in both English/Spanish including Pastries for Parents. School performances are scheduled throughout the school year with our music program. We are constantly working to increase our active PTA members as this has been an area of focus and continue to be an area of need. Parents are well informed of Title I program information. Reimplementation of our Adult ESL classes will begin again for the current school year.
All required SRP drills are performed monthly and twice yearly with our SRO and local PD.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teacher attendance has decreased significantly year to year. Teacher attendance did not meet the student attendance goal of 96%. **Root Cause:** Teacher/staff absences have increased, which has a direct effect on student instruction and success.

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 having a direct effect on West Birdville's success with Domain 1.

Root Cause 1: Academic gaps exist due to different levels of student preparedness.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: West Birdville did not see an adequate number of students transitioning out of a tier 2 and tier 3 intervention program.

Root Cause 2: Students remained in intervention programs for extended periods of time without evidence of success in movement towards the students closing their gaps and continuing successfully in tier 1 instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance beyond the instructional day,

Root Cause 3: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage the application of learning.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Teacher attendance has decreased significantly year to year. Teacher attendance did not meet the student attendance goal of 96%.

Root Cause 4: Teacher/staff absences have increased, which has a direct effect on student instruction and success.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: All students will make at least one year's progress in reading and mathematics 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: 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			
Strategy 1: Continue to build capacity in the use of the district literacy plan at the campus level.		**Formative**			**Summative**
Actions: a) Continue to follow the campus literacy plan that is aligned with the district plan b) Provide personalized training for all staff to build their capacity in the district literacy plan (Academic Coaches) at the campus level in support of all students. Training is determined by communicated staff needs. c) Utilize the Vertical Team and the LOL committee to help communicate the plan d) Help teachers visualize practice in action during Instructional Rounds e) Teachers will engage in mandatory coaching cycles that correlate with their T-Pess professional goal. f) Teachers will conduct progress monitoring every 3 weeks in accordance with campus reading goals	**Nov**	**Jan**	**Mar**		**June**
Staff Responsible for Monitoring: Administration LOL team Academic coaches Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1					

Strategy 2 Details	Reviews			
Strategy 2: Continue to focus on responsive teaching (rigorous tier 1 instruction) in the areas of reading and math with a focus on guided instruction and continuous improvement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Host and participate in regularly scheduled instructional focus walks. b) Lead reading and math focused discussions into monthly faculty meetings and weekly PLCs. c) Conduct campus walks for the purpose of collecting artifacts to support and celebrate reading and math guided instruction implementation. (Sutton, Arriola, & Escamilla) d) Provide immediate coaching feedback to classroom teachers following instructional and/or campus walks. e) Collect artifacts to support teaching mastery of reading and math TEKS. f) Continue to provide training to support teachers in meeting HB3 goals and closing the gap regarding student performance. g) Create capacity to implement successfully the required K-3 phonics program. **Staff Responsible for Monitoring:** Administration Academic coaches Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: Implement and build capacity in data informed instruction and responsive teaching.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Administration and campus instructional coaches deepen teacher understanding of data-driven, responsive instruction through the use of the campus PLC process. b) Conduct regular campus walks that are specific to areas of focus for the purpose of continuous improvement. c) Provide additional training on district screeners and progress monitoring (CIRCLE, mClass, Star Ren, and Interims) d) Support teachers on rigorous tier 1 instruction and calibrating mastery across the content areas e) Collect, analyze, and use of data for progress monitoring in all classrooms. **Staff Responsible for Monitoring:** Administration Academic coaches Classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
Strategy 4: 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 teachers with the BAS/SEL, mClass, Star Ren, and CIRCLE assessment. b) From grades prekindergarten - 5th , train teachers and other campus staff on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions. c) Continue to train instructional coaches to work with teachers on designing instruction in response to the progress monitoring data. d) Train teachers on using provided progress monitoring lessons from each screener program e) Embed implementation strategies for progress monitoring in curriculum overviews and MTSS support **Staff Responsible for Monitoring:** Campus administration, instructional coaches, interventionists, classroom teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** Instructional Resources - 211 - Title I - $21,514, - 199 - General Funds: SCE				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Met Grade Level standard in all subject areas having a direct effect on West Birdville's success with Domain 1.   **Root Cause**: Academic gaps exist due to different levels of student preparedness.
Problem Statement 2: West Birdville did not see an adequate number of students transitioning out of a tier 2 and tier 3 intervention program.   **Root Cause**: Students remained in intervention programs for extended periods of time without evidence of success in movement towards the students closing their gaps and continuing successfully in tier 1 instruction.

School Processes & Programs
Problem Statement 1: Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance beyond the instructional day,   **Root Cause**: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage the application of learning.

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 - 5th in reading for all student groups as measured by a district approved monitoring instrument.
b) Meet all progress monitoring targets for grades prekindergarten - 5th in mathematics for all student groups as measured by a district approved monitoring instrument.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
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	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Continue with our campus 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) Continue to monitor and ensure compliance to the ESSER plan and other district plans that address closing achievement gaps d) Continue to train 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 - **Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Tutors - ESSER - $47,224				

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.	**Nov**	**Jan**	**Mar**	**June**
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 **Problem Statements:** Student Learning 1				

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**
	Nov	**Jan**	**Mar**	**June**
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 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

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, 4.1 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1	**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Provide professional development that assists teachers in developing, implementing and progress monitoring student learning	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Professional Development - 211 - Title I - $5,000, - 199 - General Funds: SCE				

Strategy 6 Details	Reviews			
Strategy 6: Develop and implement a multi-tiered system of support (MTSS) for identified students.	Formative			Summative
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 and/or Focus to monitor program responses to students who are identified for 504, special education, or MTSS. d) Strengthen the communication and monitoring of delivery of MTSS services within the classroom setting e) Provide ongoing training for all staff to build their capacity to implement MTSS with district progress monitoring resources 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 Academic coaches **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 2 **Funding Sources:** MTSS - 211 - Title I - $197,615, Tutoring - 211 - Title I - $18,000	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Design and implement a plan to enhance the pre-K program and increase parent involvement	Formative			Summative
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 required Title I meetings **Staff Responsible for Monitoring:** Administration **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Family Engagement - 211 - Title I - $2,446	Nov	Jan	Mar	June

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Met Grade Level standard in all subject areas having a direct effect on West Birdville's success with Domain 1.   **Root Cause**: Academic gaps exist due to different levels of student preparedness.
Problem Statement 2: West Birdville did not see an adequate number of students transitioning out of a tier 2 and tier 3 intervention program.   **Root Cause**: Students remained in intervention programs for extended periods of time without evidence of success in movement towards the students closing their gaps and continuing successfully in tier 1 instruction.

School Processes & Programs
Problem Statement 1: Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance beyond the instructional day,   **Root Cause**: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage the application of learning.

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			
Strategy 1: Implement a district-approved program (Character Strong) that teaches social-emotional skills.	**Formative**			**Summative**
Actions: a) Continue with successful implementation of Character Strong at the campus level.	**Nov**	**Jan**	**Mar**	**June**
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				

0% No Progress	100% 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 MTSS tiers 2 and 3

    Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
Strategy 1: Implement the district behavioral MTSS behavior plan on a campus level	**Formative**			**Summative**
Actions: a) Provide training on the district behavior MTSS plan. b) Provide professional development opportunities and implement with fidelity Capturing Kids' Hearts. c) Schedule extended behavior MTSS collaboratives and utilize Focus to input behavioral student plans. **Staff Responsible for Monitoring:** Administration Campus staff **Problem Statements:** School Processes & Programs 1 - Perceptions 1	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

**Performance Objective 4 Problem Statements:**

School Processes & Programs
Problem Statement 1: Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance beyond the instructional day,   **Root Cause**: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage the application of learning.
Perceptions
Problem Statement 1: Teacher attendance has decreased significantly year to year. Teacher attendance did not meet the student attendance goal of 96%.   **Root Cause**: Teacher/ staff absences have increased, which has a direct effect on student instruction and success.

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 West Birdville's academic rating from a ___ to a ___ in the area of Student Achievement and Closing the Gaps as defined by the TEA Accountability system.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Students will show at least one year's growth in the area of third through fifth grade math and reading as measured by STAAR.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Teachers and MTSS staff will conduct progress monitoring each 3 weeks. b) Continue to emphasize guided reading and math in each classroom c) Continue to strengthen PLCs and all grade levels to autonomy to plan as a team with admin and academic coaches support d) Continue to create and assess students through CAs each nine weeks in the area of math and reading utilizing the pre/post test model. **Staff Responsible for Monitoring:** Administration MTSS staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Met Grade Level standard in all subject areas having a direct effect on West Birdville's success with Domain 1.   **Root Cause**: Academic gaps exist due to different levels of student preparedness.
School Processes & Programs
Problem Statement 1: Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance beyond the instructional day,   **Root Cause**: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage the application of learning.

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

Performance Objective 1: Decrease the percent of students exhibiting chronic absenteeism, total number of students is equivalent to ___students. (Specific data will be input once the report is available in Focus)

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

Strategy 1 Details		Reviews		
Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance.		**Formative**		**Summative**
Actions: a) Design and implement improvement plan strategies to increase student attendance by spotlighting the class with the best attendance each 9 weeks per grade level. b) Each classroom is provided a perfect attendance pie chart that allows for daily celebrations. c) Weekly updates for each grade level are provided each Friday during live announcements. d) Create incentives for staff members to encourage better attendance **Staff Responsible for Monitoring:** Administration Classroom teachers **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Teacher attendance has decreased significantly year to year. Teacher attendance did not meet the student attendance goal of 96%. **Root Cause**: Teacher/staff absences have increased, which has a direct effect on student instruction and success.

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		
Strategy 1: Communicate and implement continuous improvement processes at the campus level.		**Formative**			**Summative**
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. e) Quarterly celebrations are conducted for each classroom to recognize students in 8 categories for reaching their goals. **Staff Responsible for Monitoring:** Administration Classroom teachers **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1		**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details			**Reviews**		
Strategy 2: Recruit, employ, and retain quality teaching and support staff to attain excellence in student performance.		**Formative**			**Summative**
Actions: a) Develop a retention plan b) Create and implement a support committee to assist in the retention of quality staff. c) Develop partnerships with colleges and universities as a host school for student teachers. d) Continue to implement a uniform hiring system at the campus level. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: In grades 3-5, STAAR scores indicate students are not achieving the Met Grade Level standard in all subject areas having a direct effect on West Birdville's success with Domain 1.   **Root Cause**: Academic gaps exist due to different levels of student preparedness.
Perceptions
Problem Statement 1: Teacher attendance has decreased significantly year to year. Teacher attendance did not meet the student attendance goal of 96%.   **Root Cause**: Teacher/ staff absences have increased, which has a direct effect on student instruction and success.

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

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			
Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Continue to build capacity in the use of the district literacy plan at the campus level.
1	1	2	Continue to focus on responsive teaching (rigorous tier 1 instruction) in the areas of reading and math with a focus on guided instruction and continuous improvement.
1	1	3	Implement and build capacity in data informed instruction and responsive teaching.
1	1	4	Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th.
1	2	1	Implement the recommendations based on the district ESSER plan and program evaluations targeting special population groups to ensure program quality, coherency, and efficiency
1	5	1	Students will show at least one year's growth in the area of third through fifth grade math and reading as measured by STAAR.

State Compensatory

Budget for West Birdville Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1.8
Brief Description of SCE Services and/or Programs

Personnel for West Birdville Elementary

Name	Position	FTE
Alejandra Resendiz	Reading Interventionist	0.4
Jamie Roberts	Educational Assistant	1
Lizaida Roche	Reading Interventionist	0.4

Title I

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.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Vanessa Sutton

Janeth Arriola

Amanda Escamilla

Sandra Climer

Leticia Titus

Kathy Grupe

Kristin Autrey

Robbin Mckinney

Alejandra Resendiz

Velvet Sloan

Maria Rodriguez

Erica Ortega

Cecilia Rivas

Kelli Eclavea

Cynthia Gomez

Shea Shanchez

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, 90.3% 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
- 95 Phonics
- mClass, Star Ren, CIRCLE, F&P BAS

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

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

3.1: Annually evaluate the schoolwide plan

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

Vanessa Sutton

Janeth Arriola

Amanda Escamilla

Sandra Climer

Leticia Titus

Kathy Grupe

Kristin Autrey

Robbin Mckinney

Alejandra Resendiz

Velvet Sloan

Maria Rodriguez

Erica Ortega

Cecilia Rivas

Kelli Eclavea

Cynthia Gomez

Shea Shanchez

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

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

Vanessa Sutton

Janeth Arriola

Amanda Escamilla

Sandra Climer

Leticia Titus

Kathy Grupe

Kristin Autrey

Robbin Mckinney

Alejandra Resendiz

Velvet Sloan

Maria Rodriguez

Erica Ortega

Cecilia Rivas

Kelli Eclavea

Cynthia Gomez

Shea 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

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

Campus Funding Summary

			199 - General Funds: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	2	5			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$96,022.00
				+/- Difference	$96,022.00
			211 - Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Instructional Resources		$21,514.00
1	2	5	Professional Development		$5,000.00
1	2	6	Tutoring		$18,000.00
1	2	6	MTSS		$197,615.00
1	2	7	Family Engagement		$2,446.00
				Sub-Total	$244,575.00
				Budgeted Fund Source Amount	$244,575.00
				+/- Difference	$0.00
			ESSER		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Tutors		$47,224.00
				Sub-Total	$47,224.00
				Budgeted Fund Source Amount	$47,224.00
				+/- Difference	$0.00
				Grand Total Budgeted	$387,821.00
				Grand Total Spent	$291,799.00
				+/- Difference	$96,022.00