

# **Birdville Independent School District**

## **W.T. Francisco Elementary**

### **Campus Improvement Plan**

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

We will create life-long learners through collaboration and teamwork. We will accomplish this by maintaining positive attitudes and respect one another as we work towards our mission.

## Vision

To serve, build, create, help, and mold learners in intentional ways. Work collaboratively and communicate effectively to meet the needs and goals of our campus and make decisions based on what is best for students. Strive to be dedicated professionals that collaborate and build positive lasting relationships.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

### Demographics Summary

WT Francisco is a Title I campus that currently serves 336 students in grades EE through fifth grade for the 2020-2021 school year.

### Students

Our student demographics as of 2018-2019 were made up of 67% Hispanic, 14.6% Asian, 14.3% White, 2.4% African American, 0.3% American Indian and 1.4% other races. The percentage of students served by special education was 6.5% and 3.2% were served by gifted and talented services. 63.5% of students were considered At-risk and 76% were considered Economically Disadvantaged. The campus served 33.2% of students in the Bilingual Program and 54.3% of students were identified as LEP.

### Teachers

A total of 29 teachers served W.T. Francisco during the 2018-2019 school year. 66% of teachers had 1-5 years of experience, 10% had 6-10 years experience, 14% had 11-20 years of experience and 11% had 20 or more years of experience.

### Demographics Strengths

- *This following information was current as of 9/9/2020*
- 36% of our students are currently enrolled in bilingual classes, which provide them the opportunity to be bi-literate.
- 68% of our students are Economically Disadvantaged which provides free and reduced lunch and federal funding for additional resources and personnel to meet students' needs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The third grade Asian population's math and reading scores dropped in all three performance categories.

**Problem Statement 2:** Economically disadvantaged had a decrease in all three performance categories in third grade math and reading.

# Student Learning

## Student Learning Summary

### STAAR

Our campus experienced an improvement in approaches and meets performance on STAAR reading in grades 4 and 5. In grade 5, 91% of students met approaches, 50% met meets and 25% met masters on the 2019 STAAR math.

Third grade math and reading STAAR scores dropped from the previous year.

#### Third Grade

*Reading- Approaches 65%, Meets 22% and 11% Masters*

*Math-Approaches 55%, 30% Meets and 9% Masters*

#### Fourth Grade

*Reading- Approaches 71%, Meets 38% and 20% Masters*

*Math- Approaches 70%, Meets 50% and 17% Masters*

*Writing- Approaches 60%, Meets 25% and 9% Masters*

#### Fifth Grade

*Reading- Approaches 88%, Meets 58% and 21% Masters*

*Math-Approaches 91%, Meets 50% and 25% Masters*

*Science- Approaches 74%, Meets 47% and 19% Masters*

## State Accountability

WT Francisco's state accountability was Met Standard with an overall score of 81. Student achievement was 73, Academic Growth 82, Performance Score of 80 and 78 for Closing the Gaps.

### **Student Learning Strengths**

- Fourth grade reading had a 5% increase in approaches, 8% increase in meets, and 7% increase in masters.
- Fourth grade math had a 19% increase in meets.
- Fifth grade reading had a 4% increase in approaches and a 10% increase in meets.
- Fifth grade math had a 23% increase in meets and an 8% increase in masters.
- Fifth grade science had a 34% increase in meets and a 12% increase in masters.
- For all tests grades 3-5, WT had a 7% increase in meets.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** The overall percentage of third graders performing "meets" on the STAAR math assessment has steadily declined the last five years. In 2019 we had a 20% decrease in approaches, a 7% decrease in meets and 10% decrease in masters.

**Problem Statement 2:** Our third grade decreased in performance among all performance rates in both reading and math from 2018 to 2019.

## School Processes & Programs

### School Processes & Programs Summary

WT Francisco's students are served by a variety of programs and processes. Sixty-eight percent of students are currently receiving free and reduced lunch, thirty-six percent are enrolled in our bilingual program and fifty-four percent are limited English proficient being served by certified ESL teachers. We currently have six percent receiving special education services and three percent qualified for gifted and talented.

At WT Francisco, we utilize Response to Intervention as a means to establish an individualized plan focused on student needs. Teachers and support staff meet every six to eight weeks to look at a preponderance of evidence and develop a plan to strengthen tier I, II and III instruction. We schedule extended RTI meetings for students who are moving from tier II to tier III, or have not progressed. During these extended RTI meetings, we involve additional staff such as, the counselor, speech pathologist, LSSP, etc based on student need. The team collaborates and develops an individualized plan for the student.

In order to strengthen tier I, II and III instruction, professional development opportunities are offered throughout the school year for staff. Academic coaches, administration and district coordinators are utilized during campus professional development trainings.

This year we will continue to implement Conscious Discipline campus wide. Conscious Discipline is an innovative social-emotional learning and classroom management program with a proven track record of sustainable results. Our counselor will continue to provide social-emotional lessons twice every six weeks as well as teachers will utilize Sanford Harmony. It designed to foster intergender communication and understanding, connection, and community both in and outside the classroom and develop boys and girls into compassionate and caring adults.

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

### School Processes & Programs Strengths

- We have a campus scheduled time for Response to Intervention at WT Francisco Elementary. 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.
- WT has the support of local churches who provide weekend food bags to eighty students weekly.
- Students can choose between a face to face learning platform or remote learning.
- WT offers a digital one to one opportunity for all students.
- Our after school ASPIRE program serves one hundred students. Students receive academic and enrichment classes Monday through Friday. They also receive dinner nightly.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Some of our students did not make one year's worth of growth in reading according to BOY and EOY Fountas and Pinnell reading levels. In addition, some students did not make a years growth on the math star progress monitor.



# Perceptions

## Perceptions Summary

In September of 2019, parents were given a survey.

A summary of the results are listed below.

<b>What do you expect of your child?</b>	<b>What do you expect of your child's teacher?</b>	<b>What can I expect of you as a parent?</b>
<ul style="list-style-type: none"><li>• Learn</li><li>• Follow Directions</li><li>• Work Hard</li><li>• Be Kind</li><li>• Be Respectful</li></ul>	<ul style="list-style-type: none"><li>• Support Child</li><li>• Patient</li><li>• Advocate</li><li>• Encourage</li><li>• Be Fair</li><li>• Be Dedicated</li><li>• Respect</li><li>• Persistent</li><li>• Guide Child</li><li>• Nice/Kind</li></ul>	<ul style="list-style-type: none"><li>• Involvement</li><li>• Help</li><li>• Cooperation</li><li>• Communication</li><li>• Responsive</li><li>• Work with Child</li><li>• Volunteer</li><li>• Listen</li></ul>

We administered a staff survey in January of 2019. Our results indicated:

- 100% of teachers are confident that the students at WT Francisco have the tools, support, and resources to be successful.
- 82% felt WT Francisco is an emotionally and physically safe place for student and staff.
- 97% feel their team functions at a high level so that students' performance is maximized.
- 97% believe our office staff works at high levels and provide great customer service to students and staff.
- 91% feel supported by the administration in terms of student behavior and parent conflict.
- 91% feel supported by the administration in terms of student professional learning and my professional growth.

- 88% feel they have the resources to do my job effectively.

### **Perceptions Strengths**

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

- Keep the community informed of school wide events and information
- Send home monthly calendars highlighting school events
- Various forms of communication in English/Spanish
- School performances are scheduled throughout the school year
- Active PTA
- Inform parents regarding Title I campus funds and information
- Invite the community to participate in school programs and events
- A safety vestibule has been added to the front doors to add a second barrier of locked doors for entrance.
- SRP drills are performed monthly and twice yearly with our SRO and local PD.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** We see a decrease in parent participation on our curriculum nights, PTA meetings, awards assemblies, class parties and field trips.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

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

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

## **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
- Response to Intervention (RtI) student achievement data

# Goals

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

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

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

## HB3 Goal

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue to build capacity to implement the district literacy plan at the campus level.</p> <p><b>Actions:</b> a) Provide ongoing training for all staff to build their capacity to implement the campus literacy plan. b) Support campus Leaders of Learners team to lead the implementation of the District literacy plan.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Academic Coaches Leaders of Learners Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.</p> <p><b>Actions:</b> a) Provide time for staff to conduct campus instructional walks and debriefing sessions. b) Infuse literacy-focused discussions into staff meetings. c) Utilize data from instructional walks and formative assessments to customize campus professional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Academic Coaches Leaders of Learners Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$1,000</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Communicate and assist campus staff in implementing personalized learning for students.</p> <p><b>Actions:</b> a) Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessments.  b) Provide campus staff with opportunities to learn about differentiated instruction.  c) Assist campus staff in utilizing technology to further personalize learning for students.  d) Monitor, support and provide feedback to support campus implementation of personalized learning.  e) Administration will meet and review campus data regularly.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Academic Coaches  Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Tutoring - 211 - Title I - \$6,000</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Participate in the reading academies and utilize coaching model established by TEA based on the HB3 requirements.</p> <p><b>Actions:</b> a) Implement the district plan for Reading Academies.  b) Continue to participate in the TEA Reading Academy to give input to the state and gain insight into the reading academy modules.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Reading Academy Coaches  Classroom Teachers/Special Education Teacher</p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> Implement a full day prekindergarten program for four year olds that qualify based on a board approved three year plan.</p> <p><b>Actions:</b> a) Employ prekindergarten teachers who are appropriately certified to teach prekindergarten and who have an additional qualification that is early childhood education specific.  b) Convert existing half day prekindergarten services for four-year olds who qualify to full day based on the three year approved plan.  c) Implement a curriculum in the prekindergarten programs that addresses all ten developmental domains.  d) Maintain an average ratio of 1 to 11 in any full day prekindergarten class of not less than one certified teacher and one teacher's aide for every 22 students per TEA.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Prekindergarten teachers  Prekindergarten Coach</p>	<b>Reviews</b>			
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**Strategy 6:** Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 3rd.

- Actions:**
- a) Continue to support and train staff with the BAS assessment.
  - b) Train teachers and campus staff in grades prekindergarten - 3rd on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions.
  - c) Provide opportunities for instructional coaches to work with teachers on designing instruction in response to the progress monitoring data.
  - d) Monitor progress made of grades prekindergarten - 3rd students based on assessment instruments being used for reading and math.
  - e) Oversee the implementation of progress monitoring windows.

**Staff Responsible for Monitoring:** Campus Administration

- Instructional Coaches
- Classroom Teachers
- Interventionists
- Special Education Teacher

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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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement a collaborative process that requires general and special education staff as well as interventionist to monitor student progress on a regular and consistent basis.</p> <p><b>Actions:</b> a) Regularly collaborate with interventionists, special education and general education staff to review individual progress and growth of all students. b) Provide quality professional learning on Tier I priorities and how to connect the priorities in a way to meet the needs of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Intervention Personnel - 211 - Title I - \$107,636</p>	Reviews			
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<p><b>Strategy 2:</b> Develop and implement system-wide practices appropriate for ELs.</p> <p><b>Actions:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Academic Coaches Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
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<p><b>Strategy 3:</b> Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.</p> <p><b>Actions:</b> 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.  d) Teachers will follow a DDI protocol for common assessments and complete PDSAs for each core subject assessed.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 4:</b> Enlist community and business partners to assist in providing support to students and families who are in need.</p> <p><b>Actions:</b> a) Collaborate with PTA and ASPIRE 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  ASPIRE Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2</p> <p><b>Funding Sources:</b> Title I Family Engagement - 211 - Title I - \$1,302</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 5:</b> Provide professional development that assists teachers in developing, implementing and progress monitoring student learning.</p> <p><b>Actions:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Academic Coaches  Classroom Teachers  Special Education Teacher  Interventionist</p> <p><b>Funding Sources:</b> Instructional Resources - 211 - Title I - \$11,500</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 6:</b> Monitor equitable programming to access services based upon special education, RtI, EL, and 504.</p> <p><b>Actions:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Campus Staff</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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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 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by a campus-administered student survey.

**Evaluation Data Sources:** Observation Data

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement a district-approved program that teaches social-emotional skills.</p> <p><b>Actions:</b> a) Provide training for all staff utilizing Conscious Discipline as a way to identify campus social and emotional needs and collaborate with campus staff to develop a plan and revise our plan throughout the school year.                  b) Regularly monitor campus needs .                  c) Evaluate the effectiveness of the campus program and revise it as needed.                  d) Train campus staff on the implementation of Sanford Harmony as a SEL curriculum used throughout the year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                  Campus Staff                  CSI Team                  Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> Professional Development - 211 - Title I - \$2,500</p>	Reviews			
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 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


**Summative Evaluation:** None

<p><b>Strategy 1:</b> Deliver the behavioral RtI plan with fidelity.</p> <p><b>Actions:</b> a) Provide training on the district behavior RtI plan.  b) Implement Conscious Discipline campus wide.  c) Schedule extended behavior RtI collaboratives and utilize Success Ed to input behavioral student plans.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Campus Staff  CSI Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
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 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:** 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:** 2019-2020 Campus Attendance

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue to implement a campus-wide program that increases student and staff attendance.</p> <p><b>Actions:</b> a) Communicate campus attendance plan with all stakeholders.                  b) Monitor and make adjustments to the attendance plan throughout the year as needed.                  d) Track student and staff attendance .                  e) Provide incentives that encourage staff and student attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                  Campus Staff                  Attendance Clerk</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 - General Funds</p>	Reviews			
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<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**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 department and campus.

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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Communicate and implement continuous improvement processes at the campus level.</p> <p><b>Actions:</b> a) Revisit campus mission statement.            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 folders.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
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	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



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:** Increase the percentage of students and staff who report feeling safe at school.

**Evaluation Data Sources:** Staff and student survey, Accident Reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p><b>Actions:</b> a) Develop campus reopening plan and update accordingly.                  b) Take corrective action of findings at the campus by utilizing our CSI 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





 No Progress
  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

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Develop and implement the district-wide program that promotes an accident-free work environment.</p> <p><b>Actions:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				







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

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

**Evaluation Data Sources:** Campus Site-Based Team Meetings

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Ensure the implementation of the district-wide coordinated health programs.</p> <p><b>Actions:</b> a) Continue to implement health related plans at the campus level. Examples include: Play It Safe, Dental and Vision Screenings, Fitness Grams and Safe Haven.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Personnel for W.T. Francisco Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandra Lopez	Pre-K Educational Assistant		1.0
Anai Geyer	Reading Interventionist		1.0
Brianda Vizcarra	ESL Educational Assistant		1.0
Jennifer Brimer	Math Interventionist		.5
Raquel Corralejo	Pre-K Educational Assistant		1.0
Rosa Zamora	Pre-K Teacher		1.0
Rosalyn Schulz	Pre-K Teacher		1.0

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The comprehensive needs assessment was developed the week of September 8th, 2020.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Angela Limon- Principal

Allison Crook- Assistant Principal

Shelbee Russell-Counselor

Rosa Zamora- Pre-Kindergarten

Iluvia Ruiz- Kindergarten Teacher

Luz Sanchez- First Grade Teacher

Lindsey Long-Second Grade Teacher

Ruth Camacho- Third Grade Teacher

Rosa Buruato- Fourth Grade Teacher

Elizabeth Bui- Fifth Grade Teacher

Ruby Blamey- Music Teacher

Beth Brimer- Math Interventionist

Charlene Soto- Parent

Vanessa Ferrino- Parent

### **2.2: Regular monitoring and revision**

The CIP was revised September 2020 by our Campus Site-Based Team.

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

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

### **2.4: Opportunities for all children to meet State standards**

Through the Campus Needs Assessment, 63.5% of students were identified as at-risk based on one or more of the following state criteria:

1. Low performance on a readiness test or assessment instrument
2. Semester failure of two or more academic subjects
3. Grade retention
4. Lack of satisfactory performance on state-mandated testing
5. Placement in an alternative education program
6. Expulsion
7. Parole, probation, deferred prosecution, or conditional release
8. Drop out status
9. Limited English proficiency
10. Custody or care of the Department of Protective and Regulatory Services
11. Homelessness
12. Residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

### **2.5: Increased learning time and well-rounded education**

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

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

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

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

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

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

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

**Parents:**

**Charlene Soto**

**Brianda Vizcarra**

**Teachers:**

Laura Bowman

**Administrators:**

Angela Limon, Principal

Allison Crook, Assistant Principal

**Other Campus and District Staff:**

Shelbee Russell, Counselor

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 by request in the campus front office.

### **3.2: 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 2020-21:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus

- October Title I Meeting (Thursday/Friday) on campus
- November Literacy Event (Thursday/Friday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) 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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Charlene Soto	Title I Educational Assistant		1.0
Jennifer Brimer	Math Interventionist		.5
Tara Link	Reading Interventionist		.5

## Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development		\$1,000.00
1	1	3	Tutoring		\$6,000.00
1	2	1	Intervention Personnel		\$107,636.00
1	2	4	Title I Family Engagement		\$1,302.00
1	2	5	Instructional Resources		\$11,500.00
1	3	1	Professional Development		\$2,500.00
<b>Sub-Total</b>					\$129,938.00
<b>Budgeted Fund Source Amount</b>					\$129,938.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$129,938.00



# Addendums