

Birdville Independent School District
West Birdville Elementary
2021-2022 Campus Improvement Plan



Table of Contents

- Comprehensive Needs Assessment 3
- Demographics 3
- Student Learning 3
- School Processes & Programs 5
- Perceptions 6
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- Goals 10
- Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student. 11
- Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. 20
- Goal 3: All students and staff will learn and work in a safe and responsive environment. 22
- Title I Schoolwide Elements 24
- ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) 25
- 1.1: Comprehensive Needs Assessment 25
- ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) 25
- 2.1: Campus Improvement Plan developed with appropriate stakeholders 25
- 2.2: Regular monitoring and revision 25
- 2.5: Increased learning time and well-rounded education 25
- 2.6: Address needs of all students, particularly at-risk 26
- ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) 26
- 3.1: Develop and distribute Parent and Family Engagement Policy 26
- 3.2: Offer flexible number of parent involvement meetings 27
- Title I Personnel 27
- Campus Funding Summary 28
- Addendums 29

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 699 students. West Birdville is classified as a Title I campus with 90.84% economically disadvantaged. The demographic summary consists of: 84% Hispanic, 12% White, 2% Asian, 1% African American, and 0.29% American Indian. 57.79% of our students are Emerging Bilinguals (EBs), 9.8% of our students are in Special Education, 8.15% of our students are served in Dyslexia services, and 3.8% of our students are identified as Gifted and Talented. 85.55% of our students are identified as At-Risk.

Demographics Strengths

West Birdville has a low mobility rate when compared to schools with similar demographics. Last year our mobility rate was 10.2.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our ELL population continues to increase.

Problem Statement 2: Our At Risk student percentage is one of the highest in BISD

Student Learning

Student Learning Summary

STAAR & STAAR Alt 2

The campus has experienced steady improvement in performance on third grade STAAR mathematics assessments over the past five years. In 2019, the third grade STAAR math scores rose 3% points from the previous year. West Birdville also experienced a gain in fifth grade science and fifth grade reading STAAR scores when looking at *Approaches Grade Level* standard.

Fourth grade math and fifth grade math STAAR scores dropped from the previous year.

Thirteen special ed students took the STAAR Alt 2. All of them reached the "Satisfactory" standard and one student reached the "Accomplished" standard.

State Accountability

In the 2019 State Accountability system the campus received an overall score of 82 and awarded a rating of B. Campus domain scores were 77 for Achievement; 65 for Academic Growth; 85 for Performance Score; and a 74 for Closing the Gaps. West Birdville did meet all "targets" as defined by TEA.

2019 STAAR Scores

Third Grade

Reading - 75% Met the Approaches Standard

Math - 93% Met the Approaches Standard

Fourth Grade

Reading - 77% Met the Approaches Standard

Math - 69% Met the Approaches Standard

Writing -66% Met the Approaches Standard

Fifth Grade

Reading - 77% Met the Approaches Standard

Math - 83% Met the Approaches Standard

Science 83% Met the Approaches Standard

Student Learning Strengths

- 1.) The campus has experienced a significant growth in third grade math and fifth grade science.

- 2.) Improvements were made in the following: 3rd grade reading and math; 4th grade reading and writing; 5th grade reading and science.

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2: In 2018-2019 West Birdville Elementary School met the target with a TELPAS progress rate of 48%. In 2020-2021 West Birdville Elementary School again met the target with a TELPAS progress rate of 45%. In comparing the progress rate from 2019 and 2021, West Birdville demonstrated a 3% point decrease.

School Processes & Programs

School Processes & Programs Summary

West Birdville students are served by a number of specialized programs related to student need. Eighty-three percent of students are served by the free/reduced price lunch program, and 60% of students are English language learners (ELLs), served by bilingual or English as a second language (ESL) programs. Currently, 9.8% 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 highly-qualified tutors. 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 three self-contained classrooms. Starting in the pre-primary grades, we have a class(ECSE) that serves students with various needs. These disabilities can include: physical, cognitive, and emotional. This is a half-day program and we have approximately eight children in the AM and PM. The other two classrooms are called AABLE. These self-contained classrooms serve students with cognitive delays. We have approximately twelve students in grades K-2 and thirteen students in grades 3-5th grade.

School Processes & Programs Strengths

We have a campus scheduled time for Response to Intervention at West Birdville 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.

West Birdville has the support of local churches who provide weekend food bags to eighty-three students weekly.

Students can choose between a face to face learning platform or remote learning.

West Birdville offers a digital one to one opportunity for all students.

Our after school ASPIRE program serves approximately one hundred students. Students receive academic and enrichment classes Monday through

Thursday. The Friday Aspire program serves as a leadership group providing enrichment opportunities to approximately fifteen students. These students 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 year's growth on the math star progress monitor.

Perceptions

Perceptions Summary

Each year the staff of West Birdville is given a survey to determine the satisfaction level on various topics. The results are below:

My team functions at a high level so that students' performance is maximized.

91% of the staff agrees or strongly agrees

I have enough resources to effectively do my job.

98% of the staff agrees or strongly agrees

I have a way to express my opinions and ideas and believe that I am being heard.

88% of the staff agrees or strongly agrees

I believe each department (music, PE, computer, counseling, front office staff, special ed., admin, etc.) work at high levels and provide great customer service to students and staff.

92% of the staff agrees or strongly agrees

This year I have noticed positive changes that have better prepared our students.

98% of the staff agrees or strongly agrees

I am supported by the administration in terms of student behavior, professional learning, parent conflict resolution, and professional growth.

95% of the staff agrees or strongly agrees

West Birdville is an emotionally and physically safe place for students and staff.

98% of the staff agrees or strongly agrees

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

We send home monthly calendars highlighting school events

We deliver our various forms of communication in both English/Spanish

School performances are scheduled throughout the school year

We are constantly working to increase our active PTA members.

Inform parents regarding Title I campus funds and information

Invite the community to participate in school programs and events once COVID protocols are lifted.

SRP drills are performed monthly and twice yearly with our SRO and local PD.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We would like to see an increase in parent participation on our curriculum nights, PTA meetings, and awards assemblies.

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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Employee Data

- Campus leadership 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 math 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 math.


HB3 Goal


Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels

Elementary: CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5), iStation (reading, grades K-5), grades 3-5 reading and math TEA Interims


| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Continue to build capacity to implement the district literacy plan at the campus level.</p> <p>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 Coach) 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</p> <p>Staff Responsible for Monitoring: Administration LOL team Academic coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 2: Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.</p> <p>Actions: a) Host and participate in instructional focus walks. b) Lead literacy-focused discussions into monthly faculty meetings. c) Conduct campus walks for the purpose of collecting artifacts to support literacy implementation. (Sutton, Sheffield, & Escamilla)</p> <p>Staff Responsible for Monitoring: Administration Academic coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Provide full time reading and math interventionists to serve students on Tier II & III based on performance data including universal screeners</p> <p>Actions: a) Provide three reading and two 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</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Personnel/ Addition of campus instructional coach - 211 - Title I - 211 - \$222,065</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Participate in the reading academies and utilize coaching model established by TEA based on the HB3 requirements.</p> <p>Actions: a) Implement the district plan for Reading Academies. b) Continue to participate in the pilot of the TEA Reading Academy to give input to the state and gain insight into the reading academy modules</p> <p>Staff Responsible for Monitoring: Administration Reading Academy Coaches Classroom Teachers/Special Education Teacher</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |


| Strategy 5 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 5: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus administration, instructional coaches, interventionists</p> <p>Funding Sources: Professional Development - 211 - Title I - \$1,500</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |




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 | | | |
|--|---|-----|-----|-----------|
| <p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$37,336, HB 4545 tutors - ESSER - \$47,224, Tutors - 211 - Title I - \$46,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Develop and implement system-wide practices appropriate for EBs.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration Academic Coaches Campus staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|------------|------------|------------------|
| <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration Campus staff</p> <p>Title I Schoolwide Elements: 2.6</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Enlist community and business partners to assist in providing support to students and families who are in need.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration ASPIRE coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Family Engagement - 211 - Title I - \$4,110</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |


| Strategy 5 Details | Reviews | | | |
|--|---|------------|------------|------------------|
| <p>Strategy 5: Provide professional development that assists teachers in developing, implementing and progress monitoring student learning</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration Academic Coaches Classroom Teachers Special Education Teacher Interventionists</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Utilize the results of the RtI (WIN) task force to implement a multi-tiered system of support (MTSS) for identified students</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration Campus staff Counselors</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |





| Strategy 7 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 7: Design and implement a plan to enhance the pre-K program and increase parent involvement.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

Goal 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






| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Implement a district-approved program that teaches social-emotional skills.</p> <p>Actions: a) Develop a deployment plan for implementing SEL curriculum. 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.</p> <p>Staff Responsible for Monitoring: Administration Campus Staff LOL Team Counselor</p> <p>Title I Schoolwide Elements: 2.6</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

 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 behavior RtI tiers 2 and 3.






Evaluation Data Sources: Behavioral RtI data records

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| 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 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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 "D" to a "B" in the area of Student Progress as defined by the TEA Accountability system.

Evaluation Data Sources: Campus CAs, progress monitoring, district interims

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  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.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  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.


| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Communicate and implement continuous improvement processes at the campus level.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |


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


Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.


Evaluation Data Sources: Staff and student survey, Accident Reports

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

 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

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administration</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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

Celestina Olguin

Maria Hernandez

Kristin Autrey

Megan Haggard

Velvet Sloan

April Crump

Stephanie Wamsley

Melissa Porras

Kathleen Grupe

Richard and Carmen Lopez

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

2.5: Increased learning time and well-rounded education

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

- Whole Child Initiative
- Capturing Kids Hearts
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

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:

Vanessa Sutton

Alison Sheffield

Celestina Olguin

Maria Hernandez

Kristin Autrey

Megan Haggard

Velvet Sloan

April Crump

Stephanie Wamsley

Melissa Porras

Kathleen Grupe

Richard and Carmen Lopez

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.

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 2021-22:

- 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
- November Fall Festival (Saturday 11-2) on campus
- September Book Fair (Monday through Thursday 8:00-5:00) 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

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------------|-------------------------|----------------|------------|
| Kristen Autrey | Instructional Coach | Title I | 1.0 |
| Laurie Wanderski | Math Interventionist | Title I | 1.0 |
| Melida Garcia-Lopez | Reading Interventionist | Title I | 1.0 |
| Robbin McKinney | Math Interventionist | Title I | 0.5 |

Campus Funding Summary

| 211 - Title I | | | | | |
|--------------------|-----------|----------|--|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 3 | Intervention Personnel/ Addition of campus instructional coach | 211 | \$222,065.00 |
| 1 | 1 | 5 | Professional Development | | \$1,500.00 |
| 1 | 2 | 1 | Instructional Resources | | \$37,336.00 |
| 1 | 2 | 1 | Tutors | | \$46,000.00 |
| 1 | 2 | 4 | Family Engagement | | \$4,110.00 |
| Sub-Total | | | | | \$311,011.00 |
| ESSER | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | HB 4545 tutors | | \$47,224.00 |
| Sub-Total | | | | | \$47,224.00 |
| Grand Total | | | | | \$358,235.00 |

Addendums