

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



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus serves approximately 740 students in grades Pre-Kindergarten through Fifth grade. Grade levels range from five to six sections with all grade levels having two bilingual classrooms. Student ethnicity is 63% Hispanic, 26% White, 6% African American, 1% each of Asian, American Indian or Alaskan, and 3% two or more races. Our school is about 52% male and 48% female. We have 44% of our students as English Language Learners. Students identified as economically disadvantaged make up 78% of our students population. Our students labeled At Risk make up 50% of our population. 43% of Watauga students are enrolled in the bilingual or ESL program.

Other Demographics to consider: 7% of our students are identified as Dyslexic, 8% of students are identified under special education, 6% are served under Gifted and Talented and 8% of our population is served under 504. Our mobility rate is 11%.

Demographics Strengths

Our campus is very large and still maintains a strong family bond. The staff works incredibly well together and is very supportive. They work diligently to meet the needs of others and their students.

Our campus has invested in training our staff in Capturing Kids Hearts which has increased strong and positive relationships with staff, students, and community members.

We are a diverse campus and strive to raise up students who are accepting of others and other cultures.

To support ELL population, funds are allocated for Bilingual Intervention.

Monolingual and Bilingual teachers plan together and stay aligned within the curriculum.

Classes interact with one another developing an appreciation of differing cultures.

We have a local SERTOMA chapter that supports our school and is very involved in supporting public education in the city of Watauga.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall attendance rates have decreased to 94.6%, despite efforts to make the campus more attractive to families inside and outside of the district and incentive programs designed to increase attendance.

Student Learning

Student Learning Summary

According to the 2021 STAAR results, there was a drop in the percent of students reaching Approaches, Meets and Masters in all grade levels, subjects and subpops. Watauga Elementary earned a STAAR Performance of 29, which was 46 in 2018 and 2019. 54% of students reached Approaches on a test, 23% reached Meets and 11% reached Masters. According to the campus comparison groups, 3rd grade Math and Reading ranked in the first quartile and 4th grade Math and Reading ranked in the 2nd quartile. 5th grade Math and Reading ranked in the 3rd quartile of campus comparison groups.

Based on the F&P BAS in May 2021, 32% of Kinder students were reading on grade level, 33% 1st grade and 15% of 2nd graders. This assessment measures students' reading levels including fluency and comprehension.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019, Watauga Elementary School met the target with a TELPAS progress rate of 55%. In 2020-2021 Watauga Elementary School had a TELPAS progress rate of 46% and did not meet the progress rate. In comparing the progress rate from 2019 and 2021, Watauga demonstrated a 9% point decrease in students' English Language Proficiency Status.

Student Learning Strengths

According to the state campus comparison groups, Watauga 3rd grade Math and Reading ranked in the first quartile and 4th grade Math and Reading ranked in the 2nd quartile.

The percent of Watauga students who scored at the Approaches level in 3rd and 4th Grade Reading was in the middle of Birdville ISD.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: According to the 2021 STAAR results, there was a drop in the percent of students reaching Approaches, Meets and Masters in all grade levels, subjects and subpops.

School Processes & Programs

School Processes & Programs Summary

A number of specialized programs related to student need serves students at Watauga Elementary. The free and reduced lunch program serves seventy-eight percent of our students. Forty-three percent of the campus is served through a bilingual or ESL program in some capacity. Eight percent of our students are served in special education. Approximately eight percent of our students are served through 504, as well. Approximately six percent of our students are served through our Gifted and Talented program.

In addition, we have a strategic and successful RtI program that identifies students with needs in math and reading in Kindergarten - 5th grade. These students are placed on tiers, given strong research-based instruction in small group settings, and their progress is monitored and assessed frequently. Teachers are provided with trainings, resources, and staff support to meet the needs of these struggling students. Six tutors have been hired to help meet the differentiated academic needs of students.

Watauga is committed to guaranteeing growth for all students- academically, emotionally and physically. Our students are involved in setting individual, class and grade level goals and monitoring their progress along the way in meeting these goals. Students celebrate their growth and success. The staff also sets professional goals and the campus calendar and schedule provide opportunities for the staff to visit other teachers' classrooms and learn from one another. We strive to foster a culture of literacy in all content areas. Our desire is to promote innovation with the use of Chromebooks and other technology resources that assist in increased engagement, collaboration and formative assessment. All students participate in monthly Counselor lessons, weekly social-emotional lessons and common school-wide focus on our social and emotional program, Capturing Kids' Hearts. There are two full time counselors, a part time crisis counselor and an additional support counselor who help meet the needs of students. WE has support of local churches to provide weekend food backpacks for several families. The campus offers a variety of extracurricular activities to meet the many needs of our students and families. We have partnered with a local church and Academy 4 so that every 4th grader will have a mentor this year and will go through a monthly leadership curriculum. In addition, we have a parent liaison who works closely with families in building literacy projects and supports in the home.

Our campus follows district expectations for instructional and curricular practices. We include personnel recruitment, support, and retention plans through our Title One supplemental plans.

Watauga Elementary has a new principal, assistant principal and counselor. There are seventeen new professional staff members this year.

Campus professional learning is developed from the district initiatives. Rubrics provided by the district, teacher surveys, instructional walks classroom observations and student data guide our campus analysis. From these data sources and goals for the campus the leadership team identifies areas of needs. These needs are then addressed through professional learning throughout the year.

School Processes & Programs Strengths

The master schedule for the campus has been strategically planned and developed to maximize the time for all students and to ensure that students served for RtI tiers do not miss critical tier 1 instruction.

The campus RtI team has created a systematic and comprehensive approach of reviewing multiple points of data for all students several times a year. This system allows for easy identification of students and data progress monitoring from a variety of sources in both reading and math. There is a strong focus on social and emotional learning for both students and staff.

Over 80% of our staff has received Capturing Kids Hearts professional learning. We are committed to continuing this training for the entire staff.

To build engagement with parents, we are utilizing the Latino Family Literacy Project this year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Watauga Elementary has a new principal, assistant principal and counselor. There are seventeen new professional staff members this year. It takes time and intentional focus, communication and follow through to carry out the vision of the campus.

Perceptions

Perceptions Summary

Faculty developed mission:

Mission

We are a school who works together to value each part of our community, empower learners, and establish an environment where positive futures are created.

Focused – Empowering – Caring

Student friendly motto, recited daily:

Wildcat Motto

I have the right to learn in a safe, fun, supportive environment.

Core belief statements produced by our faculty and staff and communicated to our families:

WE believe...

1. We are here to maximize learning experiences.
2. We are here to grow happy, productive futures.
3. Our learners are capable of learning and achieving at high levels.
4. We are here to have a positive impact on lives and minds.
5. We must work as one unit to empower students to learn and grow.
6. Purposeful planning will lead to success.
7. We must use our strengths to support each other.
8. A strong team will accomplish...anything.

Clear expectations, aligned across the campus:

CHAMPS: Classroom Management System

Watauga Elementary's goal of utilizing CHAMPS, a classroom management system, is to develop an instructional framework in which students are responsible, motivated, and highly engaged in the specific task at hand. This system, used by Watauga MS and Haltom HS, encourages students to take ownership of their learning and behavior. Now, with Watauga Elementary being practitioners as well, our learners will be trained Kindergarten through high school under the same framework.

Aligned rules in each classroom:

Classroom Rules

Conduct

1. Follow directions
2. Be polite, respectful, and helpful
3. Respect Watauga Elementary

Work Habits:

1. Be prepared
2. Use time wisely.
3. Produce quality work.

Perceptions Strengths

The staff participated in a survey in the spring of 2021 and results were overwhelmingly positive. The staff reported the campus has a family feel, that everyone is dedicated, supportive, collaborative and professional.

The survey also mentioned that there needed to be training for social emotional and behavior strategies. In response to this, the campus administration spent several hours at the beginning of the year sharing the campus beliefs about behavior, giving a refresher of Capturing Kids' Hearts, CHAMPS, TBRI and the campus accountability system with rules and levels. In addition, there are ongoing conversations with many staff members about how to meet the needs of students with trauma, special needs and behavioral challenges.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: With 78% of our families considered low-income and now all students having faced trauma due to a pandemic, the social emotional needs of students are vast. Healing takes time, resources and well trained staff.

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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

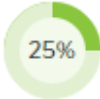

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.




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.

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels , CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (mathematics, 1-5), Istation (reading, grades 3-5), TEA Interims (grades 3-5 reading and mathematics), Campus Common Assessments

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Continue to build capacity to implement the District literacy plan.</p> <p>Actions: a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans. b) Guide campus leadership teams to lead the implementation of the District literacy plan.</p> <p>Staff Responsible for Monitoring: Campus Administration, Academic Coaches, Leaders of Learners</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| 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) Schedule and hold campus instructional focus walks and debriefing sessions with administration, coaches and teacher. Collect data to measure alignment and implementation of Tier 1 Priorities. b) Infuse literacy-focused professional learning and discussions into staff meetings. c) Utilize data from instructional walks and formative assessments to customize campus professional learning. Collect artifacts to support literacy implementation and teacher mastery of the science of teaching reading.</p> <p>Staff Responsible for Monitoring: Campus Administration, Academic Coaches, Leaders of Learners, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
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| <p>Strategy 3: Communicate and assist campus staff in implementing personalized learning for students.</p> <p>Actions: a) Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessment. b) Provide campus staff 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 for campus implementation of personalized learning. e) Administration will meet and review campus data regularly.</p> <p>Staff Responsible for Monitoring: Campus Administration, Academic Coaches, Campus staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| 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, monitor and support the district plan for Reading Academies. b) Campus Principal and 2nd -3rd grade teachers will participate in Reading Academies.</p> <p>Staff Responsible for Monitoring: Campus Administration, Reading Academy Coach, 2nd -3rd grade classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Implement a full day prekindergarten program for four-year olds based on a board approved three year plan.</p> <p>Actions: a) Employ prekindergarten teachers who are appropriately certified to teach prekindergarten and who have an additional qualification that is early childhood education specific. b) Implement new curriculum in the prekindergarten program that addresses all ten developmental domains. c) 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>Staff Responsible for Monitoring: Campus Administration, Pre-K Teacher, Pre-K Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
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| <p>Strategy 6: 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 campuses with the BAS/SEL assessment. b) From grades prekindergarten - 5th , train teachers and campus staff 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 of students in grades prekindergarten - 5th based upon district assessment calendar for reading and math. e) Oversee the implemetation of progress monitoring windows.</p> <p>Staff Responsible for Monitoring: Campus Administration, Academic Coaches, Campus Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Implement system-wide instructional practices to support English learners.</p> <p>Actions: a) Utilize multilingual Instructional Coach to assist teachers in personalizing learning based on student data. b) Implement district biliteracy framework.</p> <p>Staff Responsible for Monitoring: Campus Administration, Multilingual Instructional Coach, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 8 Details | Reviews | | | |
| <p>Strategy 8: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p>Actions: a) Purchase resources to support differentiated instruction and learning. b) Hire tutors to support the learning of students.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Tutoring - 211 - Title I - \$32,148, Personnel - 211 - Title I - \$212,100</p> | Formative | | | Summative |
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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 and campus 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) Implement and monitor an ESSER plan that is approved by TEA and supported by BISD.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: ESSER Tutors - ESSER - \$56,228</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Provide professional development that assists teachers in developing, administering, and collecting student performance data to validate student growth.</p> <p>Actions: a) Provide professional development for all teachers in analyzing and use of a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations (ie. state testing and classroom instruction).</p> <p>b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments. Discuss student, class and grade level data in PLCs and write action plans for low performing TEKS.</p> <p>c) 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: Campus Administration, Academic Coaches, Campus Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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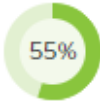





| Strategy 3 Details | Reviews | | | |
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| <p>Strategy 3: Implement the RtI framework to facilitate a multi-tiered system of support (MTSS) for identified students.</p> <p>Actions: a) Hold campus RtI meetings throughout the year. b) Develop time within master schedule to allow for intervention for each grade level. c) Regularly meet with campus interventionists to discuss progress, needs and curriculum utilized. d) Continue to implement SEL curriculum of Harmony and CKH. e) Continue to provide professional learning and support for SEL & tiered behavior interventions with campus CKH trainings. f) Continue providing supplemental resources for SEL supports (CKH, Deescalation strategies, etc).</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Interventionists, Campus Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p>Actions: a) Deliver clear expectations on the implementation of the Continuous Improvement process throughout the school year. Model the processes for grade level teams. b) Continue to support, monitor the implementation of the PDSA process and provide feedback for appropriate, tiered professional learning support. c) Monitor the PDSA development process with common assessments through PLCs to ensure alignment. d) Utilize the rubric to evaluate progress of campus growth.</p> <p>Staff Responsible for Monitoring: Campus Administration and Campus Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Enlist community and business partners to assist in providing support to students and families.</p> <p>Actions: a) Coordinate with PTA to form a strong partnership with campus and families and host family events. b) Coordinate with Northwood Church about meeting campus needs and providing resources. c) Develop a relationship with SERTOMA to increase the support of community involvement and support.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselor, Nurse</p> <p>Title I Schoolwide Elements: 2.6, 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 6: Implement district protocol to ensure identification and accurate coding of all students who qualify to receive services under the fourteen at-risk indicators.</p> <p>Actions: a) PEIMS Coordinator and attendace clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services.</p> <p>Staff Responsible for Monitoring: Campu Administration, Attendance Clerk, Counselor, SPED staff</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative | | | Summative |
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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 an awareness of social-emotional development as measured by a district-administered student/staff survey.






Evaluation Data Sources: Social-Emotional Learning survey, Observation data

| Strategy 1 Details | Reviews | | | |
|---|---|------------|------------|------------------|
| <p>Strategy 1: Implement a district approved program that teaches social-emotional learning (SEL). Actions: a) Provide indepth training to campus staff for implementation of Capturing Kids' Hearts. b) Provide all staff with expectations of CKH protocols throughout the year. c) Monitor and provide ongoing training to campus staff. d) Implement and monitor Harmony lessons in each classroom. Staff Responsible for Monitoring: Campus Administration, Counselor, Campus Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> | Formative | | | Summative |
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| |  | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement the SEL component contained in the district ESSER plan. Actions: a) Provide students and families with additional support systems that focus on crisis interventions and trauma informed practices. b) Conduct surveys to determine the needs of families in crisis. Staff Responsible for Monitoring: Campus Administration, Counselors</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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 records.

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Implement with fidelity the behavioral RtI plan.</p> <p>Actions: a) Provide training on the district behavior RtI plan. b) Implement Capturing Kids' Hearts campuswide and provide teachers with clear expectations for Tier 1 behavior supports. c) Train staff on deescalation strategies.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</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 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.

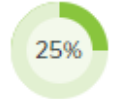




Evaluation Data Sources: 20-21 Campus Attendance

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Refine and implement a campus-wide plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.</p> <p>Actions: a) Develop and refine campus attendance with leadership teams. b) Communicate campus attendance plan with all stakeholders. c) Monitor student attendance and review progress regularly in order to determine effectiveness of the campus plan related to incentives to improve student attendance. e) Implement strategies to identify and address social needs within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues.</p> <p>Staff Responsible for Monitoring: Campus Administration, Attendance Clerk, Counselors, Campus Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</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 2: Use continuous improvement to identify and improve operations and outcomes across the campus.






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

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: The district will recruit, employ and retain quality teaching, administrative, and professional support staff to attain excellence in student performance.</p> <p>Actions: Create a new hire report which will reflect credentials of new hires in specific areas. Create a recruitment schedule showing the programs recruiting at the end of the year. Report the number of vacancies in the above areas the beginning of each quarter.</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 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 feel safe at school.






Evaluation Data Sources: District safety survey of students, parents and staff

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Foster a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p>Actions: a) Review perception data from students, staff and parents to identify strategies to improve campus safety. b) Utilize campus Buildings and Grounds, Safety and Logistics Team and the Warmth and Welcome Team to lead the campus in next steps. c) Identify potential school and safety threats using survey data to conduct a PSDA process for continuous improvement. d) Schedule and monitor safety drills and revise plans as needed. e) Implement and review safety protocols. f)Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats.</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.






Evaluation Data Sources: Annual report of worker's compensation claims

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Implement a district-wide program that promotes an accident-free work environment.</p> <p>Actions: a) Conduct facility reviews to locate and address issues and needs. b) Provide safety training for campus staff based on district protocols. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe School trainings. f) Implement campus protocol for staff to report safety concerns.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff</p> <p>Title I Schoolwide Elements: 2.5</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 3: The district will meet all compliance requirements for improvement planning.

Evaluation Data Sources: Annual review of district improvement plan requirements

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| <p>Strategy 1: Maintain a district-wide coordinated health program.</p> <p>Actions: a)Continue to implement health related plans at the campus level. Examples include: Play it Safe, Dental and Vision screenings, Employee Wellness Challenge, Height/Weight screenings b) Follow district health requirements. c) Students participate in regular pacer and Fitness Gram tests in PE classes.</p> <p>Staff Responsible for Monitoring: Campus Administration, Nurse, Campus Staff</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

State Compensatory

Personnel for Watauga Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|------------------|--|------------|
| Daniela Mendez | Bilingual Reading Intervention | 0 |
| Edith Tavera | Bilingual Reading Interventionist | 0 |
| Gabriela Santoy | Bilingual/ESL Support Educational Assist | 0 |
| Jessica Sandmann | Reading Interventionist/Dyslexia Coordia | 0 |
| Marisa Halbach | Math Interventionist | 0 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The CNA was created in May 2021 based on spring survey feedback, STAAR assessment data, TELPAS and universal screener results, and attendance and behavior data compiled in the spring of 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Jennifer Martin- Principal

Mary Terry - Assistant Principal

Jenna Thrift- Assistant Principal

Veronica Petty - Counselor

Kasha Vick- Counselor

Ashley Johnson - Kindergarten Team Lead

Callie Strong- 1st Grade Team Lead

Amanda White- Second Grade Team Lead

Cecila Vinogradov - Third Grade Team Lead

Mary Vaughan- Fourth Grade Team Lead

Sarah Sherman- Fifth Grade Team Lead

Jennifer Doty- Librarian

Jessica Sandmann- Interventionist / Specialist Team Lead

District- Missy Glenn

Parent- Lindsey McMillian

Parent- Brittany Burke

Community Member- Cynda Hart

Community Member- Dennis Serratt

Business Partner- Craig Terry

Business Partner- Ashley Venable

2.2: Regular monitoring and revision

We will regularly monitor our effectiveness on this plan--the CIP, Title One components, and the Parent Involvement Plan throughout out the year. We will record our progress within the plan itself and make edits and revisions, or additions, as we determine the need for such.

November

January

March

June

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

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable . 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

After reviewing the 2020 STAAR results and the campus EOY reading level results, plans were made to address the learning gaps of students. Students were identified as needing intervention and placed in small groups for this to occur multiple times throughout the week for both Reading and Math.

Through the Campus Needs Assessment, 63% 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) pregnancy or parenthood
- (6) placement in an alternative education program
- (7) expulsion
- (8) parole, probation, deferred prosecution, or conditional release
- (9) drop out status
- (10) limited English proficiency
- (11) custody or care of the Department of Protective and Regulatory Services
- (12) homelessness
- (13) residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to students through specialized instructional support, mentoring, social-emotional learning programs, 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:

- Workshop models in Reading, Writing, and Math
- Inquiry-based instruction as supported by our Instructional Coaches
- Sheltered Instruction
- Leveled Literacy Intervention
- Capturing Kids' Hearts social/emotional capacity building
- CHAMPS expectation delivery
- Continuous Improvement processes and procedures for data tracking
- Instructional Walks and targeted Professional Development

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 staff and community.

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and in Spanish. 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 evenings on in order to accommodate parents' work schedules. Some family engagement activities are scheduled before school starts in the morning--to allow for varied options for families in which nighttimes options are not possible. Additionally, we will have some family engagement activities scheduled during the school day--but plenty of notice will be given to families should they be able to make arrangements to come. Childcare is provided when possible and arranged through volunteers on campus.

Family engagement activities include Watauga Back to School Rally, Meet the Teacher, Curriculum Nights, Book Fairs, Grade Level Programs, Open House in March, end of the year celebrations, Title I meetings and more.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------------|-------------------------------------|----------------|------------|
| Allyson Cortez | Dylexia and Reading Interventionist | Title I | 1.0 |
| Ana Moeller | Parent Liason | Title I | 1.0 |
| Daniela Mendez | Bilingual Reading Intervention | Title I | 0.5 |
| Marisa Halbach | Math Interventionist | Title I | 0.5 |
| Veronica Rodriguez | Title I EA | Title I | 1.0 |

Campus Funding Summary

| 199 - General Funds: SCE | | | | | |
|--------------------------|-----------|----------|------------------------|--------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 3 | Intervention Personnel | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 211 - Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 8 | Tutoring | | \$32,148.00 |
| 1 | 1 | 8 | Personnel | | \$212,100.00 |
| Sub-Total | | | | | \$244,248.00 |
| ESSER | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | ESSER Tutors | | \$56,228.00 |
| Sub-Total | | | | | \$56,228.00 |
| Grand Total | | | | | \$300,476.00 |

Addendums