

Table of Contents

Demographics

Fgoqitcrjkeu"Uwooct{

Student Learning

Uvwfgpv"Ngctpkpi"Uwo oct{

Uvcvg"Ceeqwpvcdknkv{

West Birdville's state accountabilit will be shared once it has been finalied and released.

STAAR

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

The English Language Proficienc { Status target measure set b { the state for the TELPAS progress measure is (pending)%. In 2020-2021 West Birdville Elementar { School met the target with a TELPAS progress rate of 45%. In 2021-2022 West Birdville Elementar { School did not meet the target with a TELPAS progress rate of 34%. In comparing the progress rate from 2021 and 2022, West Birdville Elementar { demonstrated a 11% point decrease in students' English language development. Released Telpas accountabilit { ratings are pending release for the 2023-2024.

Uvwfgpv"Ngctpkpi"Uvtgpivju

Students in grades K-2 are continuing to see stead { growth among district screeners. Strengths in these grade levels continue to excel in both the areas of reading and math. In our upper grades West Birdville showed growth in Domain 2A from the previous {ear(awaiting exact numbers). West Birdville's PLC process has shown evidence of success in teacher

School Processes & Programs

Uejqqn"Rtqeguugu" ("Rtqitcou"Uwooct{

Each {ear we seek input from our staff using surve{s which contain questions that allow them to express their thoughts on s{stems and procedures from the current school {ear and what goals the{ have for the following school {ear. Student surve{s are also conducted at the campus and district level in regards to programs, safet{, and securit{. Student surve{s are conducted in the upper grades.

West Birdville students are served b{ a number of speciali|ed programs related to student need. 88.76% of students are served b{ the free/reduced price lunch program, and 71.61% of students are Emergent Bilinguals (EBs), served b{ bilingual(61.10%) or English as a second language (ESL) programs(10.23%). Currentl{, 12.68% of students are served through

Rtqdng o "Uvcvg o gpv"3"*Rtkqtkvk gf+< Tier 1 instruction needs to Tqqv"Ecwug< Classroom teachers need support in delivering rig	be strengthened to limit the amount of students needing additional to a strengthened to limit the amount of students needing additional to the strengthened to limit the amount of students needing additional to the strengthened to limit the amount of students needing additional to the strengthened to limit the amount of students needing additional to the strengthened to limit the amount of students needing additional to the strengthened to limit the amount of students needing additional to the strengthened to limit the amount of students needing additional to the strengthened to limit the amount of students needing additional to the strengthened to limit the strengthened to limit the strengthened to the strengthened t	itional academic assistance be{ond the instructional da{, he application of learning.
Y guv"Dktfxknng"Gng o gpvct{		Ecorwu"%442;24333
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Perceptions

Rgtegrvkqpu"Uwooct{

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

This {ear compared to the previous {ear had a lower teacher turnover rate equaling to 16 new teachers last {ear and 9 new teachers for the current school {ear. Each grade level is responsible for hosting data nights for parents and the communit { to sta { involved. Man { activities/events are scheduled throughout to involve our communit { into our school including literac { nights, visit to the Fort Worth Museum of Science, cultural celebrations, grade level music programs, and man { more.}

Rgtegrvkqpu"Uvtgpivju

At West Birdville, we believe that all of our stakeholders should experience excellent customer service. We believe we should keep the communit { informed of school wide events and information. Grade levels send home weekl { newsletters to parents informing parents/guardians of upcoming curriculum and events. Campus principal, Vanessa Sutton, campus assistant principals, Janeth Arriola/Amanda Escamilla, and campus counselor, Karen Madrid, conduct weekl { Facebook Live announcements each week on Tuesda { . We deliver our various forms of communication in both English/Spanish including Pastries for Parents. School performances are scheduled throughout the school { ear with our music program. We

Rtqdng o "Uvcvg o gpv"3: In grades 3-5, STAAR scores indicate students are not achieving the Met Grade Level standard in all subject areas having a direct effect on West Birdville's success with Domain 1.

Tqqv"Ecwug"3: Academic gaps exist due to different levels of student preparedness.

Rtqdng o "Uvcvg o gpv" 3" Ctgcu: Student Learning

Rtqdng o "Uvcvg o gpv"4: West Birdville did not see an adequate number of students transitioning out of a tier 2 and tier 3 intervention program.

Tqqv"**Ecwug**"**4**: Students remained in intervention programs for extended periods of time without evidence of success in movement towards the students closing their gaps and continuing successfull{ in tier 1 instruction.

Rtqdng o "Uvcvg o gpv"4"Ctgcu: Student Learning

Rtqdng o "Uvcvg o gpv"5: Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance be{ond the instructional da{,

Tqqv"Ecwug"5: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage the application of learning.

Rtqdng o "Uvcvg o gpv" 5" Ctgcu: School Processes & Programs

Rtqdig o "Uvcvg o gpv"6: Teacher attendance has decreased significantl { {ear to {ear. Teacher attendance did not meet the student attendance goal of 96%.

Tqqv"Ecwug"6: Teacher/staff absences have increased, which has a direct effect on student instruction and success.

Rtqdng o "Uvcvg o gpv"6"Ctgcu: Perceptions

The following data were used to verif{ the comprehensive needs assessment anal{sis:

Kortqxgogpv"Rncppkpi"Fcvc

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

Ceeqwpvcdknkv{"Fcvc

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

Uvwfgpv"Fcvc<"Cuuguu o gpvu

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

Uvwfgpv"Fcvc<"Uvwfgpv"Itqwru

- Race and ethnicit{ 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
- Economicall{ disadvantaged / Non-economicall{ disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobilit{ data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobilit { data

Uvtevgi {"4"Fgvcknu	Tgxkg y u
O'ICIGI (T E)ICIMU	I SARS J U

Uvtevgi {"6"Fgvcknu	Tgxkg y u
vtcvgi {"6< Identif { and train staff to administer progress monitoring assessments with fidelit { for reading and mathematics a grades prekindergarten - 5th.	
Cevkqpu< a) Continue to support and train teachers with the BAS/SEL, mClass, Star Ren, and CIRCLE assessment. b) From grades prekindergarten - 5th, train teachers and other campus staff on the administration of the TEA math and reading assessments and utili ation of progress monitoring data to make instructional decisions.	

Uvtcvgi {"4"Fgvcknu		Tgx	kg y u	
Uvtcvgi {"4< Develop and implement s{stem-wide practices appropriate for EBs		Hqt o cvkxg		Uw o o cvkxg
Cevkqpu< a) Monitor performance data to identif{ where additional support is needed. b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model.	Pqx	Lep	Oct	Lwpg
Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi< Administration				
Academic Coaches				
Campus staff				
Vkvng"K<				
2.4, 2.5, 2.6				
Rtqdng o "Uvcvg o gpvu< Student Learning 1				
Uvtevgi { "5" Fgvcknu		Tgx	kgyu	•

Uvtcvgi {"5< Continue training and implementing the district continuous improvement process and requirements for mission statements,

goal setting, PDSA process and data folders in the classroom.

Ceviqpu< a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school {ear.

- b) Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus.
- c) Utili|e Leaders of Learners to anal{|e the campus needs and next steps required based on the continuous improvement rubric

Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi< Administration

Campus staff

Vkvng"K<

2.6

- VGC"Rtkqtkvkgu<

Improve low-performing schools

Rtqdng o "Uvcvg o gpvu< Student Learning 1, 2 - School Processes & Programs

Uvtcvgi {"8"Fgvcknu	Tgxkg y t
(vtcvgi{"8< Develop and implement a multi-tiered s{stem of support (MTSS) for identified students.	
Cevkqpu< a) Continue to provide access to students receiving special education services to all available and appropriate interventions as determined b{ the ARD committee. b) Provide equitable access to all English Learners in the appropriate bilingual or ESL program. c) Implement SuccessEd and/or Focus to monitor program responses to students who are identified for 504, special education, or MTSS. d) Strengthen the communication and monitoring of deliver{ of MTSS services within the classroom setting	

Student Learning

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School Processes & Programs

Rtqdng o "Uvcvg o gpv"3: Tier 1 instruction needs to be strengthened to limit the amount of students needing additional academic assistance be{ond the instructional da{, Tqqv Ecwug: Classroom teachers need support in delivering rigorous Tier 1 instruction including activities that encourage the application of learning.

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

Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered survey of student perceptions.

Gxcnwcvkqp"Fcvc"Uqwtegu< Observation Data, Guidance lessons, campus student check-in document

Uvtevgi {"3"Fgvcknu		Tgxkgyu		
Uvtcvgi {"3< Implement a district-approved program (Character Strong) that teaches social-emotional skills.		Hqt o cvkxg		
Cevkqpu< a) Continue with successful implementation of Character Strong at the campus level. b) Utili e 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 identif{ing the Outstanding Citi en recipients} Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi< Administration Campus Staff LOL Team Counselor	Pqx	Lcp	Oct	Lwpg
Vkvng"K< 2.6				
No Progress Accomplished Continue/Modif{	X Discon	tinue		

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

Performance Objective 4: Reduce the number of students assigned to behavioral MTSS tiers 2 and 3

Gxcnwcvkqp"Fcvc"Uqwtegu< Behavioral RtI data records

Uvtcvgi {"3"Fgvcknu Tg:		kgyu		
Uvtcvgi {"3< Implement the district behavioral MTSS behavior plan on a campus level		Hqt o cvkxg		Uw o o cvkxg
Cevkqpu< a) Provide training on the district behavior MTSS plan. b) Provide professional development opportunities and implement with fidelit{ Capturing Kids' Hearts. c) Schedule extended behavior MTSS collaboratives and utili e Focus to input behavioral student plans.	Pqx	Lcp	Oct	Lwpg
Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi< Administration Campus staff				
Rtqdng o "Uvcvg o gpvu< School Processes & Programs 1 - Perceptions 1				
No Progress Accomplished Continue/Modif{	X Discon	tinue		

Performance Objective 4 Problem Statements:

School Processes & Programs

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Perceptions

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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 5:



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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every classroom and department (Intervention, resource, rotations, office).

Gxcnwcvkqp"Fcvc"Uqwtegu< Evaluation of goal achievement as per campus, grade level, and individual classroom improvement plans.

Uvtevgi {"3"Fgvcknu	Tgxkg y u					
Uvtcvgi {"3< Communicate and implement continuous improvement processes at the campus level.	Hqt o cvkxg		Uw o o cvkxg			
Cevkqpu< a) Revisit and recalibrate continuous improvement strategies in classrooms. b) Classrooms develop a mission statement and strategic learning goals. c) Campus departments and classes utili e the PDSA process to monitor progress towards goals. d) Students regularl{ track individual growth in data binders. e) Quarterl{ celebrations are conducted for each classroom to recogni e students in 8 categories for reaching their goals. Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi< Administration Classroom teachers VGC"Rtkqtkvkgu< Improve low-performing schools Rtqdng o "Uvcvg o gpvu< Student Learning 1		Pqx Lep Oct Lwpg				
Uvtevgi {"4"Fgvcknu		Tgx	ckg y u			

Student Learning

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Perceptions

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Y guv"Dktfxkmg"Gng o gpvct{ " " " Uv OO



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.

Gxcnwcvkqp"Fcvc"Uqwtegu< Campus WC report.

Uvtevgi {"3"Fgvcknu		Tgxkg y u		
Uvtcvgi {"3< Develop and implement a campus-wide program that		Hqt o cvkxg		
promotes an accident-free work environment.	Pqx	Lcp		
Cevkqpu< a) Conduct facilit{ reviews to locate and address facilit{ issues and needs. b) Provide training for campus staff. c) Provide safet{ equipment as needed.				
d) Continue to monitor the implementation of safet { procedures. e) All emplo {ees will complete Safe Schools Training.				
Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi< Administration				

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Budget for West Birdville Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.8

Brief Description of SCE Services and/or Programs

Personnel for West Birdville Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alejandra Resendi	Reading Interventionist	0.4
Jamie Roberts	Educational Assistant	1
Li aida Roche	Reading Interventionist	0.4

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in Ma{ 2022 based on spring surve{ feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled March-Ma{ 2022.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Janeth Arriola

Amanda Escamilla

Sandra Climer

Leticia Titus

Kath{ Grupe

Kristin Autre{

The Campus Improvement Plan is reased and sufficient for the Campus Improvement Plan is reased and sufficien

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

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

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

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 90.3% of students were identified as at-risk based on one or more of the following criteria:

low performance on a readiness test or assessment instrument

7K €pÀ @ SUDF,,@ `00 0@-"!O

- Capturing Kids Hearts
- Workshop Model
- Sheltered Instruction
- Leveled Literac { Intervention
- Character Strong
- Haggert{95 Phonics
- mClass, Star Ren, CIRCLE, F&P BAS

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

Kath{ Grupe
Kristin Autre{
Robbin Mckinne{
Alejandra Resendi
Velvet Sloan
Maria Rodrigue
Erica Ortega
Cecilia Rivas
Kelli Eclavea
C{nthia Gome
Shea Shanche

4.2: Offer flexible number of parent involvement meetings

Most campus famil{ engagement activities are scheduled for Thursda{ evenings and Frida{ mornings in order to accommodate parentsø work schedules (exceptions noted below). The following famil{ engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Frida { 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursda{ onl{) on campus
- Fall Title I Meeting on campus
- November Book Fair (Monda{ through Thursda{ 8:00-4:00) on campus
- March Open House (Thursda{ onl{) on campus
- March Discover Birdville Event (Saturda{ 9:00-10:00) at Birdville High School
- April Famil{ Engagement Polic{ and Compact Revision (Thursda{/Frida{) on campus
- Ma{ Art Show (Tuesda{ through Frida{ 8:00-6:00) at Haltom Public Librar{

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1	1	4			\$0.00	
1	2	5			\$0.00	
-				Uwd/Vqvcn	\$0.00	
Dwfigvgf"Hwpf"Uqwteg"Coqwpv					\$96,022.00	
				-1/"Fkhhgtgpeg	\$96,022.00	
			433"/"Vkvng"K			
I qen	Qdlgevkxg	Uvtcvgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv	
1	1	4	Instructional Resources		\$21,514.00	
1	2	5	Professional Development		\$5,000.00	
1						