

Birdville Independent School District
Watauga Elementary
2025-2026 Campus Improvement Plan



Mission Statement

We are a school which values each part of our community, empowers learners, and establishes an environment where positive futures can be created.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our campus serves approximately 700 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 72% (502) Hispanic, 18% (127) White, and 5% (32) African American. We have 49% (344) of our students as Emergent Bilinguals. Students identified as economically disadvantaged make up 83% (579) of our students population. Our students labeled At Risk make up 79% (556) of our population. 49% (344) of Watauga students are enrolled in the bilingual or ESL program.

Other Demographics to consider: 4% (27) of our students are identified as Dyslexic, 17% (119) of students are identified under special education, 4% (25) are served under Gifted and Talented and 4% (28) of our population is served under 504. Our mobility rate is 13%.

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.

All campus staff have been trained on Conscious Discipline training and are implementing the tools in their classrooms.

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.

Northwood Church has adopted our campus and sponsors a fall carnival, Christmas gifts and over 100 mentors who come out once a month with Academy 4. We have also implemented two programs called Leaders 5, a mentoring program for 5th graders, and a 4 Families project which provides family and parenting education classes through mentorship.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall campus attendance rates are 94.7%. This is an increase from the past few years but still below our desired rate of 96%.

Root Cause: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.

Student Learning

Student Learning Summary

According to the 2025 STAAR results, there was an increase in all of the fourteen tests in at least one area. Nine of the tests showed growth in the percent of students reaching Approaches, Meets and Masters.

Based on the End of Year 2025 MTTS tiers, 60% of Kinder students were reading on grade level in English, 50% in Spanish, and 74% were on level for Math. 66% of 1st graders were reading on level in English, 42% in Spanish, and 68% were on level for Math. 61% of 2nd graders were reading on level in English, 59% in Spanish and 63% were on level in Math. 56% of 3rd graders were reading on level in English, 79% in Spanish and 59% were on level in Math. 62% of 4th graders were reading on level in English, 42% in Spanish and 43% were on level in Math.

Student Learning Strengths

The percent of Watauga 3rd graders who scored at the Masters level for English Math increased by 11%.

The campus improved the district ranking in all fifth grade assessments.

The campus increased by sixteen percent for 4th grade Math in Approaches.

One hundred percent of students who tested in Spanish (twenty five students) for 3rd grade Math reached Approaches and seventy-six% reached Meets. Of these same students, eighty percent scored Approaches in Spanish Reading.

All Spanish tests for grades three through five showed an increase in the passing rates for Approaches and Meets.

The campus scored the highest or the second highest in the district on five of the seven Spanish STAAR assessments.

Twenty-five fourth graders improved their performance level category for STAAR Math and twenty-seven improved their STAAR Reading.

Eighteen fifth graders improved their performance level category for STAAR Math and thirty-one improved their STAAR Reading.

There were nine 4th grade students who passed Reading STAAR for the first time last year and 17 students increased on their STAAR performance level indicator.

There were nine 5th grade students who passed Math STAAR who had failed the 4th grade Math STAAR.

There were 26 5th grade students who increased on their Math STAAR performance level indicator.

There were 18 5th grade students who increased on their Reading STAAR performance level indicator.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The African American subgroup has a target of 33% for math for 2023-27. Campus results indicate 8% met grade level or above in Spring 2025. This subgroup has a target of 34% for reading for 2023-2027. Campus results indicate 15% met grade level or above in Spring 2025.

Root Cause: Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.

Problem Statement 2 (Prioritized): The White subgroup has a target of 60% for math for 2023-27. Campus results indicate 42% met grade level or above in Spring 2025. This subgroups has a target of 59% for reading for 2023-27. Campus results indicate 50% met grade level or above in Spring 2025.

Root Cause: Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.

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 eighty-three percent of our students. Forty-nine percent of the campus is served through a bilingual or ESL program in some capacity. Seventeen percent of our students are served in special education. Approximately four percent of our students are served through 504, as well. Approximately four percent of our students are served through our Gifted and Talented program.

In addition, we have a strategic and successful MTSS 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. Title I tutors have been hired to help meet the differentiated academic needs of students. We have three Resource teachers and three dyslexia teachers who serve students daily.

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 technology resources that assist in increased engagement, collaboration and formative assessment. All students participate in monthly Counselor lessons, weekly social-emotional lessons from Character Strong and a common school-wide focus on our social skills program, Conscious Discipline. There are two full time Counselors and a part time crisis 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, including choir, running club, garden club, leadership team, and battle of the books, 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. To help foster a great relationship between school and home, we offer a series of parenting classes through a program called 4Families.

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

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, the campus leadership team identifies areas of needs. These needs are then addressed through professional learning throughout the year. This year our campus focus is on lesson internalization.

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 do not miss core Tier 1 instruction. The campus MTSS 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.

We have implemented Conscious Discipline and have completed a book study and video series to help us gradually learn and implement structures that will help student self regulation.

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 (Prioritized): The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching.

Root Cause: Students are coming to school having greater social and behavior, academic and language needs.

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.

Clear expectations with visuals are aligned across the campus

Aligned rules in each classroom:

Classroom Rules

Conduct

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

Work Habits:

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

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Perceptions Strengths

The staff participated in a survey in the spring of 2025 and results were overwhelmingly positive. The staff reported the campus has a family feel, that everyone is dedicated, supportive, collaborative and professional.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff.

Root Cause: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

Priority Problem Statements

Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching.

Root Cause 1: Students are coming to school having greater social and behavior, academic and language needs.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The White subgroup has a target of 60% for math for 2023-27. Campus results indicate 42% met grade level or above in Spring 2025. This subgroups has a target of 59% for reading for 2023-27. Campus results indicate 50% met grade level or above in Spring 2025.

Root Cause 2: Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Overall campus attendance rates are 94.7%. This is an increase from the past few years but still below our desired rate of 96%.

Root Cause 3: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.

Problem Statement 3 Areas: Demographics

Problem Statement 4: With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff.

Root Cause 4: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The African American subgroup has a target of 33% for math for 2023-27. Campus results indicate 8% met grade level or above in Spring 2025. This subgroup has a target of 34% for reading for 2023-2027. Campus results indicate 15% met grade level or above in Spring 2025.

Root Cause 5: Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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 PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB 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 (Rtl) 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS 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 by the end of the school year.

- a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals.
- b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would, in turn, increase the number of students performing at the "Meets" and "Masters" level as measured by the spring 2026 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.


High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage - CIRCLE (prekindergarten reading and math), mClass (kindergarten reading and math), mClass (1-2 reading), Renaissance STAR Assessments (reading, grades 3-5 and mathematics, 1-5), District Common Formative Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity to implement the district curriculum and state-approved resources with fidelity at the campus level.</p> <p>Actions: a) Provide tiered professional learning opportunities, including coaching cycles, that is responsive to all staff needs to build their capacity to implement campus plans. b) Support teachers in implementing district curriculum, identified resources and strategies. c) Use data to provide targeted support and progress monitoring. d) Adopt and implement a new campus PLC process to provide weekly time for grade level teams. e) Utilize district common assessments to ensure alignment of pacing and instruction. f) Utilize curriculum embedded strategies to support Tier I instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, Leaders of Learners</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535 - 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: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Title I Personnel - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen reading and mathematics instruction by focusing on lesson internalization, the use of best practices, and continuous improvement.</p> <p>Actions: a) Implement with fidelity the new district math curriculum. b) Provide teachers with weekly PLCs to internalize the curriculum and plan for student learning. c) Plan specific PLC agendas based on the needs of teachers and data from student learning. d) Provide support to individual teachers and teams with the campus instructional facilitators.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, Leaders of Learners, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training in data analysis, progress monitoring, and data driven decision-making to enhance instruction and promote responsive teaching.</p> <p>Actions: a) Train campus staff in analyzing student data and utilizing a Plan Do Study Act cycle after formative assessments and district screeners. b) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the Professional Learning Community process. c) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance and DCAs) to inform instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, Campus staff</p> <p>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> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The African American subgroup has a target of 33% for math for 2023-27. Campus results indicate 8% met grade level or above in Spring 2025. This subgroup has a target of 34% for reading for 2023-2027. Campus results indicate 15% met grade level or above in Spring 2025. Root Cause: Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.</p>
<p>Problem Statement 2: The White subgroup has a target of 60% for math for 2023-27. Campus results indicate 42% met grade level or above in Spring 2025. This subgroups has a target of 59% for reading for 2023-27. Campus results indicate 50% met grade level or above in Spring 2025. Root Cause: Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.</p>
School Processes & Programs
<p>Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. Root Cause: Students are coming to school having greater social and behavior, academic and language needs.</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 2: Close achievement gaps among underperforming student groups, as identified through state and district assessments. Ensure all identified student groups in grades PreK-3 meet progress monitoring targets in reading and mathematics, as measured by a district-approved assessment tool.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state (STAAR, TELPAS) and district and campus assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development that assists teachers in developing, administering, and utilizing student performance data to evaluate 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). b) Track student performance on common assessments and district screeners 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>Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, Campus Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Title I Tutors - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a multi-tiered system of support (MTSS) for identified students.</p> <p>Actions: a) Hold campus MTSS meetings throughout the year. Evaluate the progress of each student and revise plans accordingly. b) Coordinate with campus staff to discuss progress, needs and curriculum utilized for individual student learning.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators and Campus Staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 1</p> <p>Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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 and or district screeners 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>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</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.</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 and Academy 4 about meeting campus needs and providing resources. c) Continue relationships with SERTOMA, other local area churches, the Tree, and counseling resources to increase the support of community involvement.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Nurse, Parent Liaison</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Family Engagement - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure accuracy and consistency in PEIMS coding across all critical areas- including at-risk indicators, special education and bilingual.</p> <p>Actions: a) PEIMS Coordinator and attendance clerk collaborate to ensure correct identification and coding for all students. b) Ensure students are receiving appropriate services.</p> <p>Staff Responsible for Monitoring: Campus Administration, Attendance Clerk, Counselor, SPED staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 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>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The African American subgroup has a target of 33% for math for 2023-27. Campus results indicate 8% met grade level or above in Spring 2025. This subgroup has a target of 34% for reading for 2023-2027. Campus results indicate 15% met grade level or above in Spring 2025. Root Cause: Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.</p>

Student Learning

Problem Statement 2: The White subgroup has a target of 60% for math for 2023-27. Campus results indicate 42% met grade level or above in Spring 2025. This subgroups has a target of 59% for reading for 2023-27. Campus results indicate 50% met grade level or above in Spring 2025. **Root Cause:** Staff is working diligently to fill learning gaps of students and more emphasis needs to be placed on students reaching Meets and Masters.

School Processes & Programs

Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. **Root Cause:** Students are coming to school having greater social and behavior, academic and language needs.

Perceptions





Problem Statement 1: With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff. **Root Cause:** There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.

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: Reduce the number of students assigned to behavioral MTSS Tiers 2 and 3 who are assigned disciplinary placements.

Evaluation Data Sources: Behavioral MTSS records.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement with fidelity the behavioral MTSS plan.</p> <p>Actions: a) Provide training on the district behavior MTSS plan. b) Implement Conscious Discipline campus wide and provide teachers with clear expectations for Tier 1 behavior supports. c) Train staff on de escalation strategies. d) Utilize district behavior facilitators</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Crisis Counselors, Campus Staff, Behavior Facilitators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:


Perceptions
<p>Problem Statement 1: With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff. Root Cause: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.</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: 25-26 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. d) 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. e) Utilize district tribunal process.</p> <p>Staff Responsible for Monitoring: Campus Administration, Attendance Clerk, Counselors, Campus Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June







Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Overall campus attendance rates are 94.7%. This is an increase from the past few years but still below our desired rate of 96%. Root Cause: A root cause of this issue is inconsistent communication between the campus and families regarding the importance of daily attendance and its impact on student success.</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 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 leadership teams to guide next steps. c) Identify potential school and safety threats using survey data to implement and refine procedures. 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>Staff Responsible for Monitoring: Campus Administration, Counselors, Campus staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</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>			

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: With 83% of our families considered economically disadvantaged and now all students having faced trauma some kind of trauma, the social emotional needs of students are vast. Healing takes time, resources and well trained staff. Root Cause: There is a lack of comprehensive professional development focused on trauma-informed practices for our educators.</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>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: The number and amount of skills that a teacher needs to effectively meet the demands in a classroom is growing. It takes time, consistency and numerous hours of effective professional learning and coaching. Root Cause: Students are coming to school having greater social and behavior, academic and language needs.</p>

State Compensatory

Budget for Watauga Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1.81

Brief Description of SCE Services and/or Programs

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Personnel for Watauga Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allyson Cortez	Reading Intervention	0.33
Edith Tavera	Reading Intervention	0.15
Heather Becraft	Instructional Facilitator	1
Jessica Sandmann	Reading Intervention	0.33

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Moller	Title I Parent Liaison	Title I	1.0
Nancy Tijerina	Instructional Facilitator	Title I	1.0
Sara Chaney	Crisis Intervention Counselor	Title I	0.3