Birdville Independent School District

West Birdville Elementary

2026-2027 Initial Plan

Mission Statement

The mission of West Birdville Elementary is to ensure that all students maximize their individual goals, educational strengths, and social competence in a safe, nurturing learning environment.

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Comprehensive Needs Assessment

Revised/Approved: August 28, 2026

Demographics

Demographics Summary

West Birdville is a suburban campus located in Haltom City, Texas, serving approximately 665 students. As a Title I school, it is noteworthy that 86% of our student body is economically disadvantaged, which underscores the importance of providing targeted support and resources to ensure that all students have the opportunity to succeed academically. The demographic composition of our school is predominantly Hispanic at 91.73%, with smaller percentages of White, Asian, Two-or-More races, and Black students, reflecting a diverse and vibrant community.

A significant portion of our student population, 68.72%, are Emergent Bilingual students, which highlights the critical need for effective bilingual education programs to support language development and academic achievement. Additionally, 12.18% of our students receive Special Education services, 1.80% are served in Dyslexia programs, and 4.51% are identified as Gifted and Talented, indicating a wide range of educational needs that our staff is dedicated to addressing. With 86.62% of our students identified as At-Risk, it is imperative that we continue to implement strategies and interventions that support their academic and social-emotional growth.

The immigrant population at West Birdville has seen an increase from 6.98% in 2024 to 8.12% in 2025, reflecting broader demographic trends and the need for culturally responsive teaching practices. For the 2024-2025 academic year, we have employed 49 teachers and 21 educational aides, ensuring a strong staffing structure to meet the diverse needs of our students. As the largest bilingual program in Birdville ISD and serving the district’s highest percentage of economically disadvantaged students, West Birdville is uniquely positioned to address both the challenges and opportunities in fostering equitable academic growth and achievement for all learners. Our commitment to excellence and equity remains steadfast as we strive to create a supportive learning environment for every student.

Demographics Strengths

West Birdville’s diverse demographics foster a rich learning environment supported by intentional leadership. The addition of a completely bilingual administrative team has strengthened parent communication and engagement, creating stronger connections between home and school. With 68.7% of students identified as Emergent Bilingual, this leadership structure ensures families feel welcomed, informed, and supported in their child’s education. As the largest bilingual campus in Birdville ISD and with a high percentage of economically disadvantaged students, West Birdville’s ability to bridge language and cultural barriers is a significant strength that promotes community involvement and student success.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A significant portion of West Birdville's students are Emergent Bilinguals (68.7%) and economically disadvantaged (86%), which can contribute to gaps in academic achievement and access to grade-level content.
Root Cause: Limited language proficiency, combined with socio-economic challenges, impacts students' ability to fully engage with instruction and access academic support, leading to disparities in achievement across core subjects.

Problem Statement 2 (Prioritized): The percentage of students identified and served in the Gifted and Talented program at West Birdville remains low at 5.52%. Students in

bilingual classrooms are underrepresented compared to their peers in monolingual classrooms.
Root Cause: The Gifted and Talented assessment has historically been administered in English only, creating barriers for Emergent Bilingual students and limiting equitable identification.

Student Learning

Student Learning Summary

The Spring 2025 STAAR results provide a clear picture of student performance across grades 3–5 in reading, math, and science. In 3rd grade, English and Spanish students demonstrated consistent achievement in reading, with nearly identical results at the Approaches, Meets, and Masters levels. Math performance at this grade level showed Spanish students slightly ahead at the Approaches and Meets levels, though mastery remained low for both groups.

In 4th grade, reading outcomes reflected stronger performance among English students, while Spanish students scored significantly lower across all performance levels. Math results revealed challenges for both groups, with Spanish students showing particularly low performance and no representation at the Masters level.

By 5th grade, reading outcomes were stronger, with higher percentages of students meeting and mastering the standards compared to earlier grades. Spanish students surpassed their peers at the Approaches level, while both groups demonstrated progress at Meets and Masters. In math, Spanish students outperformed at the Meets level, though English students had stronger results at Approaches and Masters. Science outcomes were consistent between English and Spanish students at Approaches, but very few students in either group achieved Meets or Masters.

Overall, the data indicates steady development of foundational skills in reading, with encouraging gains in 5th grade. Math and science results highlight the need for continued instructional focus, particularly on moving more students beyond the Approaches level and increasing mastery rates.

STAAR Results Spring 2025:

3rd Grade Reading

English: Approaches 70%, Meets 34%, Masters 9%

Spanish: Approaches 69%, Meets 34%, Masters 9%

3rd Grade Math

English: Approaches 58%, Meets 21%, Masters 6%

Spanish: Approaches 61%, Meets 28%, Masters 6%

4th Grade Reading

English: Approaches 70%, Meets 33%, Masters 11%

Spanish: Approaches 42%, Meets 15%, Masters 8%

4th Grade Math

English: Approaches 46%, Meets 16%, Masters 6%

Spanish: Approaches 22%, Meets 17%, Masters 0%

5th Grade Reading

English: Approaches 63%, Meets 36%, Masters 15%

Spanish: Approaches 76%, Meets 29%, Masters 14%

5th Grade Math

English: Approaches 64%, Meets 25%, Masters 9%

Spanish: Approaches 42%, Meets 32%, Masters 5%

5th Grade Science

English: Approaches 52%, Meets 12%, Masters 2%

Spanish: Approaches 53%, Meets 11%, Masters 0%

Student Learning Strengths

The Spring 2025 STAAR results highlight important areas of student learning strength in reading and math across grades 3–5. In 3rd grade, English and Spanish students performed nearly identically in reading, reflecting consistent literacy development across both language groups. In math, Spanish students outperformed their peers at the Approaches and Meets levels, indicating growth in early numeracy skills.

By 5th grade, students demonstrated encouraging progress in reading, with higher percentages reaching Meets and Masters compared to earlier grades. Spanish-speaking students performed especially well at the Approaches level in reading, while both language groups showed similar results at the Masters level. In math, Spanish students demonstrated strength at the Meets level, while English students showed stronger performance at the Approaches and Masters levels.

Overall, the results point to consistent reading achievement across languages in 3rd grade and encouraging gains in both reading and math by 5th grade. These areas of strength provide a solid foundation to build upon as we continue to increase the number of students achieving at higher levels of proficiency.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While students in grades 3-5 demonstrate consistent achievement at the Approaches level in reading, too few are advancing to the Meets and Masters performance levels.
Root Cause: Previous instructional curricula was not consistently providing the level of rigor needed to develop the higher-level comprehension and analytical skills required for Meets and Masters.

Problem Statement 2 (Prioritized): Due to foundational skills lacking in students in grades 3-5 West did not meet its campus objective of students in the Meets and Masters categories
Root Cause: Students in grades K-2 were not receiving high quality instruction.

School Processes & Programs

School Processes & Programs Summary

West Birdville Elementary has established multiple systems and programs designed to foster strong family and community engagement. The campus implements ongoing culturally responsive communication and outreach to ensure families are informed and supported in their child's learning. Family surveys and feedback mechanisms are used to gather input and guide campus initiatives, while student surveys provide additional perspectives on programs, safety, and school climate.

To support families of Emergent Bilinguals and other at-risk students, West Birdville provides bilingual communication, translation services, and targeted outreach to connect families with both campus and community resources. Partnerships with local churches and organizations, such as the Academy 4 mentorship program, offer supplemental support including weekend food programs, mentoring opportunities, and academic enrichment aligned to student needs.

Additionally, the campus hosts events and workshops aimed at increasing family involvement and awareness of school programs. Title I and other funding sources support initiatives that help families navigate academic, social, and emotional supports available to their children. These processes and programs are structured to maximize accessibility and engagement; however, variations in language proficiency, access, and understanding of resources remain challenges that the campus continues to address through targeted outreach and culturally responsive practices.

School Processes & Programs Strengths

West Birdville Elementary leverages strong family and community engagement through culturally responsive practices and bilingual administration, which allows for meaningful communication and relationship-building with families of Emergent Bilingual students. Partnerships with local organizations, including churches and Academy 4, provide mentoring, academic enrichment, and additional support services. Bilingual communication, translation services, and targeted outreach ensure families have access to the resources needed to support student learning. Family and student surveys guide campus initiatives, helping West Birdville foster an environment where families are active partners in academic and social-emotional growth.

In addition, the campus continues the implementation of the PLC+ model, providing extended collaborative planning time for teachers both within and across grade levels. This structure supports aligned instruction, data-driven decision-making, and the development of high-quality Tier I instruction that meets the needs of all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): West Birdville's growing immigrant population and high percentage of At-Risk students (88.96%) can result in inconsistent family engagement and barriers to leveraging community resources to support learning.
Root Cause: Despite ongoing culturally responsive communication and family outreach, variations in access, language proficiency, and understanding of available resources limit some families' ability to fully engage in supporting their child's learning and participating in school activities.

Perceptions

Perceptions Summary

West Birdville Elementary demonstrates a positive and supportive campus culture, as reflected in staff and community feedback. Staff participate in both district and campus surveys, as well as broader climate assessments, providing input on school culture, professional learning, and overall campus operations. Staff consistently report feeling safe and supported, with access to resources and services, including counseling, guidance programs, and opportunities to provide input on instructional and campus priorities.

Communication and collaboration are strong components of the campus culture. Staff are encouraged to contribute agenda items for administrative meetings, with timely feedback provided. These practices support staff engagement, responsiveness, and a sense of shared ownership in campus decision-making.

The campus also emphasizes family and community engagement, hosting a variety of events such as data nights, literacy programs, cultural celebrations, and student performances to strengthen connections between the school and its families. Even with teacher transitions and changes in staff, West Birdville continues to maintain a positive and collaborative environment that promotes both staff and student success.

Perceptions Strengths

West Birdville Elementary maintains a positive and collaborative campus culture that supports both staff and student success. Staff consistently report feeling safe, supported, and empowered to provide input on instructional practices and campus initiatives. Strong communication and collaborative structures, including regular administrative meetings and survey opportunities, allow staff to share feedback and influence decision-making.

Family and community engagement is also a notable strength. The campus hosts a variety of events, such as data nights, literacy programs, cultural celebrations, and student performances, which foster meaningful connections between families and the school. Even amid staff transitions, West Birdville continues to cultivate a welcoming, supportive, and engaged environment for all members of the campus community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While staff and families generally report positive perceptions of campus culture and engagement, there are inconsistencies in communication and access to resources that can limit some families' and staff members' full participation in school initiatives.
Root Cause: Variations in language proficiency, familiarity with school systems, and access to information prevent some families and staff from fully engaging, despite existing communication structures and outreach efforts.

Priority Problem Statements

Problem Statement 1: West Birdville's growing immigrant population and high percentage of At-Risk students (88.96%) can result in inconsistent family engagement and barriers to leveraging community resources to support learning.

Root Cause 1: Despite ongoing culturally responsive communication and family outreach, variations in access, language proficiency, and understanding of available resources limit some families' ability to fully engage in supporting their child's learning and participating in school activities.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: A significant portion of West Birdville's students are Emergent Bilinguals (68.7%) and economically disadvantaged (86%), which can contribute to gaps in academic achievement and access to grade-level content.

Root Cause 2: Limited language proficiency, combined with socio-economic challenges, impacts students' ability to fully engage with instruction and access academic support, leading to disparities in achievement across core subjects.

Problem Statement 2 Areas: Demographics

Problem Statement 3: While students in grades 3-5 demonstrate consistent achievement at the Approaches level in reading, too few are advancing to the Meets and Masters performance levels.

Root Cause 3: Previous instructional curricula was not consistently providing the level of rigor needed to develop the higher-level comprehension and analytical skills required for Meets and Masters.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The percentage of students identified and served in the Gifted and Talented program at West Birdville remains low at 5.52%. Students in bilingual classrooms are underrepresented compared to their peers in monolingual classrooms.

Root Cause 4: The Gifted and Talented assessment has historically been administered in English only, creating barriers for Emergent Bilingual students and limiting equitable identification.

Problem Statement 4 Areas: Demographics

Problem Statement 5: While staff and families generally report positive perceptions of campus culture and engagement, there are inconsistencies in communication and access to resources that can limit some families' and staff members' full participation in school initiatives.

Root Cause 5: Variations in language proficiency, familiarity with school systems, and access to information prevent some families and staff from fully engaging, despite existing communication structures and outreach efforts.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Due to foundational skills lacking in students in grades 3-5 West did not meet its campus objective of students in the Meets and Masters categories

Root Cause 6: Students in grades K-2 were not receiving high quality instruction.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (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
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: All students will make at least one year's progress in reading and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 5th 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, grades 1-5), TEA Interims (grades 3-5 reading and mathematics) District Common Assessments

Strategy 1 Details
Strategy 1: Develop and implement classroom teacher capacity in the use of district curriculum and state-approved High Quality Instructional Materials leading to the production of rigorous student tasks matching state standards. **Actions:** a) Continue to follow the campus literacy plan that is aligned with the district plan b) Provide personalized training for all staff to build their capacity in the district literacy plan (Instructional Facilitators) at the campus level in support of all students. Training is determined through bi-weekly PLC+ and calibration walks. c) Utilize the Grade Level Lead teachers/LOL committee to help communicate the plan. d) Help teachers visualize practice in action during weekly PLC+ meetings. e) Teachers will engage in mandatory coaching cycles that correlate with professional growth needs. f) Teachers will conduct progress monitoring every 3 weeks in accordance with campus reading goals **Staff Responsible for Monitoring:** Administration LOL team Instructional Facilitators Classroom teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy**

Strategy 2 Details

Strategy 2: Redesign classroom responsive teaching (rigorous tier 1 instruction) in the areas of reading and math with a focus on lesson internalization, best practices, student needs, guided instruction and continuous improvement.

Actions: a) Host and participate in regularly scheduled instructional calibration focus walks.
b) Lead reading and math focused discussions into monthly faculty meetings and bi-weekly PLCs.
c) Conduct campus walks for the purpose of collecting artifacts to support and celebrate reading and math guided instruction implementation.
d) Provide immediate coaching feedback to classroom teachers following instructional and/or campus walks.
e) Collect artifacts to support teaching mastery of reading and math TEKS.
f) Continue to provide training to support teachers in meeting HB3 goals and closing the gap regarding student performance.
g) Create capacity to implement successfully the required K-3 phonics program.

Staff Responsible for Monitoring: Administration
Instructional Facilitators
Classroom teachers

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy**

Strategy 3 Details

Strategy 3: Redesign and implement teacher proficiency levels in data informed instruction and responsive teaching.

Actions: a) Administration and campus instructional facilitators deepen teacher understanding of data-driven, responsive instruction through the use of the campus PLC process.
b) Conduct regular campus walks that are specific to areas of focus for the purpose of continuous improvement.
c) Provide additional training on district screeners and progress monitoring (CIRCLE, mClass, Star Ren, and District Based Assessments)
d) Support teachers on rigorous tier 1 instruction and calibrating mastery across the content areas
e) Collect, analyze, and use of data for progress monitoring in all classrooms.
f) Decrease in random variance among classrooms with the use of district aligned resources and feedback model.
g) Increase support in creation of rigorous student tasks aligning to state standards

Staff Responsible for Monitoring: Administration
Instructional Facilitators
Classroom teachers

Title I:
2.51, 2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy**

Strategy 4 Details

Strategy 4: Train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades pre kindergarten - 5th.

Actions: a) Continue to support and train teachers with mClass, Star Ren, and CIRCLE assessment.
b) From grades pre kindergarten - 5th , train teachers and other campus staff on the administration of TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions.
c) Continue to train instructional facilitators to work with teachers on designing instruction in response to the progress monitoring data.
d) Train teachers on using provided progress monitoring lessons from each screener program
e) Embed implementation strategies for progress monitoring in curriculum overviews and student work products

Staff Responsible for Monitoring: Campus administration, instructional facilitators, and classroom teachers

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **Targeted Support Strategy**

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 underperforming student groups (Hispanic, Emergent Bilingual, and high focus) as measured by state and district assessments.
Meet all progress monitoring targets for grades pre kindergarten - 2nd in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.
Engage in quarterly reviews with district personnel to review progress monitoring targets, closing the gaps growth, and student achievement (meets and masters)

High Priority

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments
Progress monitoring data (mClass, Star Ren,District Common Assessments)

Strategy 1 Details
Strategy 1: Conduct consistent program evaluations and progress monitoring to ensure program quality, coherency, and efficiency. **Actions:** a) Redesign and implement plans based upon the various program evaluations targeting specifically closing the achievement gaps of our special populations. b) Continue to monitor and ensure compliance in the district and state requirements of special programs c) Continue to train and implement a plan to collect, analyze and progress monitor student data (qualitative and quantitative) d) Implement accelerated instruction as required by TEA guidelines e) Train educational aides on accelerated instruction model and increase performance to close achievement gaps **Staff Responsible for Monitoring:** Administration Staff Certified teachers Educational Aides **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy**

Strategy 2 Details

Strategy 2: Redesign and implement system-wide practices appropriate for EBs to evaluate academic growth.

Actions: a) Monitor performance data to identify where additional support is needed targeting language support.
b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model with the assistance of a hired instructional facilitator.
c) Continue to utilize Dual-language PLC+ as a training platform for best practices.

Staff Responsible for Monitoring: Administration
Campus staff
Instructional Facilitators

Title I:
2.51, 2.53
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Strategy 3 Details

Strategy 3: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and digital data folders in the classroom.

Actions: a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year with modeling.
b) Monitor and provide feedback regarding the implementation of continuous improvement practices across the campus.
c) Utilize Leaders of Learners to analyze the campus needs and next steps required based on the continuous improvement rubric

Staff Responsible for Monitoring: Administration
Campus staff
Instructional Facilitators

Title I:
2.52
- TEA Priorities:
Improve low-performing schools

Strategy 4 Details

Strategy 4: Enlist community and business partners to assist in providing support to students and families who are in need.

Actions: a) Collaborate with PTA and other community partners to schedule and host school wide events to support students and families such as parent education classes.
b) Identify and communicate the needs of student populations and their families with community partners.
c) Developed parent and family engagement policy and offer flexible number of meetings
d) Collaborate with community partners to enlist assistance with a multitude of needs (social, emotional, mentorship, food, etc...)

Staff Responsible for Monitoring: Administration
Counselors

Title I:
2.53
- TEA Priorities:
Improve low-performing schools
- ESF Levers:
Lever 3: Integrated Student Support Systems

Strategy 5 Details

Strategy 5: Provide professional development that assists teachers in developing, implementing and progress monitoring student learning

Actions: a) Coordinate professional development for special education teachers in analyzing and use of data for the purpose of focused instruction and identifying appropriate accommodations (ie. state testing and classroom instruction).
b) Track student performance to determine progress toward success on STAAR assessments
c) Provide professional development for teachers for the purpose of developing personalized plans through SuccessEd.
d) Provide professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction.

Staff Responsible for Monitoring: Administration
Academic Coaches
Classroom Teachers
Special Education Teacher
Interventionists

Title I:
2.52
- TEA Priorities:
Improve low-performing schools

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

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

Evaluation Data Sources: Observation Data, Guidance lessons, campus student check-in document, observational data from weekly Character Strong classroom lessons

Strategy 1 Details
Strategy 1: Continue to perform with fidelity the district-approved program (Character Strong) that teaches social-emotional skills. **Actions:** a) Continue with successful implementation of Character Strong at the campus level. b) Utilize the SEL taskforce to assess and evaluate the effectiveness of the SEL program. c) Provide ongoing professional learning to all stakeholders on the SEL program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients e) Utilize Mustang celebrations to enhance the effectiveness of our SEL program **Staff Responsible for Monitoring:** Administration Campus Staff LOL Team Counselor team **- ESF Levers:** Lever 3: Integrated Student Support Systems

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: Increase the number of students achieving meets or masters on STAAR Reading and Math directly affecting the Student Achievement Domain increasing the overall campus accountability rating.

High Priority

Evaluation Data Sources: Campus pre/post assessments: MClass, STAR Renaissance, CIRCLE, District Common Assessments, and District Benchmark interims.

Strategy 1 Details
Strategy 1: Students will show at least one year's growth in the area of third through fifth grade math and reading as measured by STAAR. **Actions:** a) Teachers will conduct progress monitoring each 3 weeks utilizing student data to drive instruction. b) Calibration training will be conducted to reduce random variation within guided reading lexile levels and guided math. c) Continue to strengthen PLCs and all grade levels to autonomy to plan as a team with admin and Instructional Facilitators support d) Continue to create and assess students through CAs each nine weeks in the area of math and reading utilizing the pre/post test model. e) Implementation of facilitators/teachers creation of rigorous student tasks to align with expected reproduction state standard levels **Staff Responsible for Monitoring:** Administration Instructional Facilitators Classroom teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy**

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

Performance Objective 1: Decrease the percent of students exhibiting chronic absenteeism and increase overall student attendance to the district expectation of 97%.

High Priority

Evaluation Data Sources: Overall campus attendance records, parent/student incentives, parent attendance goals, classroom data collected each week on student absences

Strategy 1 Details
Strategy 1: Develop and implement a campus-wide program to incentivize student and staff attendance. **Actions:** a) Redesign and implement improvement plan strategies to increase student attendance by spotlighting the class with the best attendance each 9 weeks per grade level. b) Each classroom is provided a perfect attendance pie chart that allows for daily celebrations. c) Create incentives for staff members to encourage better attendance **Staff Responsible for Monitoring:** Administration All Staff **Title I:** 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

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 (dyslexia services, resource, rotations, office).

High Priority

Evaluation Data Sources: Evaluation of goal achievement as per campus, grade level, and individual classroom improvement plans.

Strategy 1 Details
Strategy 1: Communicate and implement continuous improvement processes at the campus level. **Actions:** a) Revisit and recalibrate continuous improvement strategies in classrooms. b) Classrooms develop a mission statement and strategic learning goals. c) Campus departments and classes utilize the PDSA process to monitor progress towards goals. d) Students regularly track individual growth beginning with data folders (K-2) e) Students regularly track individual growth in implemented digital data binders (3-5) f) Progress monitoring data check points are disaggregated in PLCs with teacher led action plans put into place **Staff Responsible for Monitoring:** Administration Classroom teachers **Title I:** 2.51, 2.53 **- TEA Priorities:** Improve low-performing schools

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

Performance Objective 1: Attain a 5% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: District and campus administered safety surveys.

Strategy 1 Details
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. **Actions:** a.) Take corrective action of findings at the campus by utilizing our campus Logistics Team. b.) Review and continue to implement the district safety protocols. c.) Schedule and monitor safety drills with a completed after action report. d.) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. e.) Conduct door audits daily completing the district issued spreadsheet. f.) Conduct safety meetings monthly with the campus safety committee. g.) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. h.) Continue to utilize the Anonymous Alerts, Raptor, and Threat Assessment System for students, staff, and families to report safety concerns and threats. **Staff Responsible for Monitoring:** Administration Safety Committee

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

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims over the previous year.

Evaluation Data Sources: Campus WC report.

Strategy 1 Details
Strategy 1: Develop and implement a campus-wide program that promotes an accident-free work environment. **Actions:** a) Conduct facility reviews to locate and address facility issues and needs. b) Provide training for campus staff. c) Provide safety equipment as needed. d) Continue to monitor the implementation of safety procedures. e) All employees will complete Safe Schools Training. **Staff Responsible for Monitoring:** Administration