



# 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.*

**Vcdng"qh"Eqpvgrvu**

# Comprehensive Needs Assessment

## Demographics

### Background

West Birdville is a suburban campus in northeast Tarrant County. West Birdville is located in Haltom City, the campus serves approximately 688 students. West Birdville is classified as a Title I campus with 89.53% economically disadvantaged. The demographic summary consists of: 88.95% Hispanic, 7.70% White, 1.89% Asian, 0.73% African American, and 0.29% American Indian. Emerging Bilingual students make up 69.48% of our campus population, 11.34% of our students are in Special Education, 3.20% of our students are served in Dyslexia services, and 3.49% of our students are identified as Gifted and Talented. Approximately 89.53% of our students are identified as At-Risk. West Birdville has seen an increase in our immigrant population at 6.98%.

A total of 52 teachers (including district specialists assigned to West Birdville) and 21 educational aides were employed at West Birdville for the 2023-2024 school year. West Birdville remains the largest bilingual campus with the highest percentage of economically disadvantaged students.

### Current Status

From 2022-2023, there were 478 Emerging Bilingual students being served in a bilingual classroom. Sixty students are being served in a ESL classroom. West Birdville's student numbers saw a decrease from 2022-2023, but also including an increase from Fall 2023 to Spring 2024.

Parent communication has increased with the addition of Facebook Live each Tuesday morning as well as Tuesday folders teachers are sending home each week. Maintaining communication with parents has been and will continue to be a priority for West Birdville. Direct communication has had a positive influence on student attendance percentages as well as academic performance in the classroom. The reimplementation of Adult ESL classes for the 2024-2025 school year will assist in the communication and partnerships with our

# Student Learning

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STAAR 2023-2024

3<sup>rd</sup> Grade Reading

English: Approaches 62%, Meets 30%, Masters 14%

Spanish: Approaches 32%, Meets 9%, Masters 3%

3<sup>rd</sup> Grade Math

English: Approaches 51%, Meets 25%, Masters 9%

Spanish: Approaches 42%, Meets 19%, Masters 8%

4<sup>th</sup> Grade Reading

English: Approaches 72%, Meets 28%, Masters 9%

Spanish: Approaches 50%, Meets 20%, Masters 0%

4<sup>th</sup> Grade Math

English: Approaches 51%, Meets 29%, Masters 8%

Spanish: Approaches 19%, Meets 0%, Masters 0%

5<sup>th</sup> Grade Reading

English: Approaches 62%, Meets 34%, Masters 14%

5<sup>th</sup> Grade Math

English: Approaches 68%, Meets 33%, Masters 8%

Spanish: Approaches 46%, Meets 15%, Masters 0%

5<sup>th</sup> Grade Science

English: Approaches 32%, Meets 10%, Masters 1%

Spanish: Approaches 6%, Meets 0%, Masters 0%

## Uwfgpv"Ngctpkpi"Uvtgpi vju

Students in grades K-2 are continuing to see steady growth among district screeners. Students in grades K-2 showed growth on mClass composite scores as a result of the Phonics 95 program. Strengths in these grade levels continue to excel in both the areas of reading and math. In grades 3-5 West Birdville showed growth in the Closing the Gaps domain from the

## School Processes & Programs

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Each year we seek input from our staff using surveys which contain questions that allow them to express their thoughts on systems and procedures from the current school year and

allowing West Birdville students the opportunity to receive mentoring services as well as an opportunity to focus on closing the gaps on specific TEKS that showed deficits on the 2023-2024 STAAR. This program gives students experiences that they could possibly not have in their lifetime while setting goals focused on academics, social and emotional growth, and the characteristics of being a good citizen.

West Birdville offers a digital one to one (as able) opportunity for all students. Students receive accelerated instruction tutoring during the school day and after the normal school day.

### **Rtqdn g o "Uvcvg o gpv"Kfgpvkh{kpi"Uejqqn"Rtqeguugu" ( "Rtqi t c o u"Pg g fu**

**Rtqdn g o "Uvcvg o gpv"3"Rtkqtkvk|gf+<** Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. **Tqqv"Ecwug<** Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

**Rtqdn g o "Uvcvg o gpv"4"Rtkqtkvk|gf+<** Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. **Tqqv"Ecwug<** Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.



## Perceptions

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Staff are surveyed each year with a district survey as well as a campus survey. Additionally, West Birdville has participated in the OHI as well. The staff campus survey asks the input

# Priority Problem Statements

**Rtqdnq o "Uvcvg o gpv"3:** In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas.

**Tqqv"Ecwug"3:** Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.

**Rtqdnq o "Uvcvg o gpv"3" Ctgc:** Student Learning

**Rtqdnq o "Uvcvg o gpv"4:** West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career.

**Tqqv"Ecwug"4:** West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.

**Rtqdnq o "Uvcvg o gpv"4" Ctgc:** Student Learning

**Rtqdnq o "Uvcvg o gpv"5:** Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation.

**Tqqv"Ecwug"5:** Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

**Rtqdnq o "Uvcvg o gpv"5" Ctgc:** School Processes & Programs

**Rtqdnq o "Uvcvg o gpv"6:** Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning.

**Tqqv"Ecwug"6:** Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.

**Rtqdnq o "Uvcvg o gpv"6" Ctgc:** School Processes & Programs

**Rtqdnq o "Uvcvg o gpv"7:** Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands.

**Tqqv"Ecwug"7:** The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.

**Rtqdnq o "Uvcvg o gpv"7" Ctgc:** Perceptions

**Rtqdnq o "Uvcvg o gpv"8:** West Birdville's at-risk population continues to increase year over year with the last documented at-risk population at 89.53%.

**Tqqv"Ecwug"8:** West Birdville has seen a significant increase in our newcomer/immigrant population from 2022-2023 to 2023-2024 and expect this trend to continue in 2024-2025. West Birdville welcomed 48 newcomer/immigrant students during the 2023-2024 school year from areas such as Cuba, Honduras, Venezuela, Mexico, El Salvador, and Peru. Many of these are SIFE (students with interrupted formal education).

**Rtqdnq o "Uvcvg o gpv"8" Ctgc:** Demographics

**Findings:** The percentage of West Birdville students being identified and served in the Gifted and Talented program remains low at 3.49%. We are seeing students in our bilingual classrooms not being identified as regularly as our students in our monolingual classrooms.

**Recommendation:** The Gifted and Talented assessment is in English, which can be a hurdle for EB students.

# Comprehensive Needs Assessment Data Documentation

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

**K o r t q x g o g p v R a c p p l p i F c v c**

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



- 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.  
Gifted and talented data

# Goals

**Goal 1:**

Uvtevgi{"3" Develop and implement classroom teacher capacity in the use of district curriculum and state-approved resources leading to the production of rigorous student tasks matching state standards.

- Cevkqpu**< 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 (Academic Coaches) at the campus level in support of all students. Training is determined by communicated staff needs.  
 c) Utilize the Vertical Team and the LOL committee to help communicate the plan  
 d) Help teachers visualize practice in action during Instructional Rounds  
 e) Teachers will engage in mandatory coaching cycles that correlate with their T-Tess professional goal.  
 f) Teachers will conduct progress monitoring every 3 weeks in accordance with campus reading goals

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi < Administration

LOL team

Academic coaches

Classroom teachers

Vkvng" K<

2.4, 2.5, 2.6

- VGC" Rtkqtkvkgu<

Build a foundation of reading and math, Improve low-performing schools

- GUH" Ngxgtu<

Lever 5: Effective Instruction

- Vctigvgf" Uwr rqtv" Uvtevgi {

Rtqdnq o" Uvcvg o gpvu< Demographics 1 - Student Learning

Uttevgi{"4<



## Uvtevgi {"6" Fgycknu

**Uvtevgi {"6** Train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades pre kindergarten - 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 utilization of progress monitoring data to make instructional decisions.

c) Continue to train instructional coaches to work with teachers on designing instruction in response to the progress monitoring data.

## School Processes & Programs

**Rating 4:** Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. **Evidence:** Teachers did not have the freedom

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

**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups (Hispanic, white, and high focus) as measured by state and district assessments.

Meet all progress monitoring targets for grades prekindergarten - 3rd 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)

**Jki j "Rtkqtkv{**

**JD5" I qen**

**Gxcnwvkkpp"Fcvc"Uqwtegu<** Historical performance by student subgroup on state and district assessments  
Progress monitoring data (mClass, Star Ren, F&P)

**Uvtcvgi {"3" Fgycknu**

**Uvtcvgi {"3<** Conduct consistent program evaluations and progress monitoring to ensure program quality, coherency, and efficiency.

**Cevkqpu<** a) Redesign and implement plans based upon the various program evaluations targeting specifically closing the achievement gaps of our special populations.

Uvtevgi{"4"Fgycknu

Uvtevgi{"4< Redesign and implement system-wide practices appropriate for EBs to evaluate academic growth.

**Cevkqpu**< 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 coach

**Oevkqpu** Continue to utilize Dual-language PLC as a training platform for best practices

Uvchh" **Tgurqpukdg" hqt" Oqpkvqtkpi**< Administration

Academic Coaches

Campus staff

Vkvng"K<

2.4, 2.5, 2.6

- **VGC"Rtkqtkvkgu**<

Build a foundation of reading and math, Improve low-performing schools

**Rtqdg o "Uvcvg o gpyu**< Demographics 1, 2 - Student Learning 1, 2, 3

### Uvtevgi{"6" Fgycknu

**Uvtevgi{"6** Enlist community and business partners to assist in providing support to students and families who are in need.

- Cevkqpu** 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.





**School Processes & Programs**

**Rating:** Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. **Impact:** Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

**Perceptions**

**Rating:** Despite positive feedback on staff safety, counselor services, and opportunities for input on self-care and instructional needs, West Birdville experienced a higher teacher turnover rate this year compared to 2023-24. Additionally, the OHI survey highlighted a need to focus on resource utilization, indicating potential challenges in maintaining staff retention and meeting instructional demands. **Impact:** The increase in teacher turnover, despite strong staff support systems, may be linked to challenges in resource utilization, workload distribution, or the demands of additional responsibilities, which have not been fully addressed.



**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

Behavioral RTI data records

Uvtevgi {"3" Fgycknu
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Uvtevgi {"3" Implement the updated district behavioral MTSS behavior plan on a campus level
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Cevkqpu< a) Provide training on the updated district behavior MTSS plan.
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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:** 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.

**Jki j"Rtkqtkv{**

**Gxcnwvklqp"Fcvc"Uqwtegu<** Campus pre/post assessments, BAS progress monitoring, MClass, STAR Renaissance, CIRCLE and district interims.

### Student Learning

**Rtqdnng o "Uvcvg o gpn"3:** In grades 3-5, STAAR scores indicate students are not achieving the Meet Grade Level standard in all subject areas. **Tqqv"Ecwug:** Academic gaps are occurring due to random variance within tier I instruction among grade level teachers. Strategies targeting tier I rigor and relevance will be discussed during PLC+.

**Rtqdnng o "Uvcvg o gpn"4:** West Birdville did not see adequate growth demonstrated by students within the antiquated MTSS model of pull-out services. Students remained on tiers for their entire elementary career. **Tqqv"Ecwug:** West Birdville saw a reliance on an unsuccessful MTSS model that has been removed from West Birdville's daily instruction. West Birdville will be following the model of students receiving closing the gaps instruction in their tier I instruction classroom delivered by their teacher of that content area.

**Rtqdnng o "Uvcvg o gpn"5:** Across 3rd, 4th, and 5th grades, there are significant achievement gaps in both reading and math, particularly among Spanish-speaking students, where performance in Approaches, Meets, and Masters levels remains consistently below English-speaking students. Additionally, low performance in 5th-grade science, especially in Spanish, highlights further disparities that need to be addressed. **Tqqv"Ecwug:** Increased teacher and staff absences, along with a decline in attendance at after-school professional learning sessions, have negatively impacted student instruction and success. As a result, professional learning has shifted to during the school day with added incentives.

### School Processes & Programs

**Rtqdnng o "Uvcvg o gpn"4:** Campus PLC utilizing data below a surface level to engage in high levels of tier I instructional planning. **Tqqv"Ecwug:** Teachers did not have the freedom needed to perform the necessary planning and data disaggregation for explicit tier I instruction. Implementation of PLC+ and teacher led PLCs with extensive data disaggregation will allow for appropriate planning and reduce random variance.

**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 96%.

**Jki j "Rtkqtkv{**

**Gxcnwcvkqp"Fcvc"Uqwtegu<** Overall campus attendance records, parent/student incentives, parent attendance goals, classroom data collected each week on student absences

**Uvtcvgi {"3" Fgvcknu**

**Uvtcvgi {"3<** Develop and implement a campus-wide program to incentivize student and staff attendance.

- Cevkqpu<** 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) Weekly updates for each grade level are provided each Friday during live announcements.
- d) Create incentives for staff members to encourage better attendance

**Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi<** Administration  
Classroom teachers

**VGC"Rtkqtkvkgu<**

Improve low-performing schools  
- **GUH"Ngxgtu<**

Lever 5: Effective Instruction

**Rtqdn g o "Uvcvg o gpvu<** School Processes & Programs 1

**Performance Objective 1 Problem Statements:**

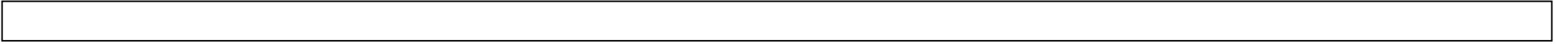
**School Processes & Programs**

**Rtqdn g o "Uvcvg o gpv"3:** Student attendance continues to be an area of concern. Student attendance has not met the district 96% expectation. **Tqqv"Ecwug:** Parent engagement in student attendance has seen a decrease year over year. District truancy systems focus largely on secondary students placing elementary parents on a longer wait list for the district tribunal process.

**Goal 2:**









**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.

Gxcnwvkqp"Fevc"Uqwtegu< Campus WC report.

# State Compensatory

## Budget for West Birdville Elementary

**Total SCE Funds:** \$141,833.00

**Total FTEs Funded by SCE:** 3.98

### Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

# Title I

## **1.1: Comprehensive Needs Assessment**

*The Comprehensive Needs Assessment was completed in May 2024 based on spring survey feedback, STAAR achievement, TELPAS and universal*

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

*The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.*

### **2.4: Opportunities for all children to meet State standards**

*SAMPLE ANSWER*

*Through the Campus Needs Assessment, 89.53% were identified as at-risk based on one or more of the following criteria:*

- 1. low performance on a readiness test or assessment instrument*
- 2. semester failure of two or more academic subjects*
- 3. grade retention*
- 4. lack of satisfactory performance on state-mandated testing*
- 5. pregnancy or parenthood  
placement in an alternative education program*

- Character Strong
- Haggerty
- 95 Phonics
- mClass, Star Ren, CIRCLE, F&P BAS

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

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

## **3.1: Annually evaluate the schoolwide plan**

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Vanessa Sutton

Janeth Arriola

Amanda Escamilla

Sandra Climer

Leticia Titus

Kathy Grupe

Kristin Autrey

Robbin Mckinney

Alejandra Resendiz

Velvet Sloan

Maria Rodriguez

Erica Ortega

Cecilia Rivas

Kelli Eclavea

~~Cynthia~~ Cynthia Gomez

Shea Sanchez

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

Velvet Sloan

Maria Rodriguez

Erica Ortega

Cecilia Rivas

Kelli Eclavea

Cynthia Gomez

Shea Sanchez

## **4.2: Offer flexible number of parent involvement meetings**

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- August Meet the Teacher Night (Thursday only) on campus
- Fall Title I Meeting on campus
- November Literacy Event (Thursday) on campus
- November Book Fair (Monday through Thursday 8:00-4:00) on campus
- March Open House (Thursday only) on campus

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Yolenny Olmeda Marrero	Instructional Facilitator	Title I	1.0



