

Birdville Independent School District

W.A. Porter Elementary

2023-2024 Improvement Plan



Mission Statement

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Comprehensive Needs Assessment

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Students at W. A. Porter Elementary are served by a number of specialized programs related to student need. There are 20.93 percent of our students that are served by the free/reduced lunch program. We have 16.67% of students that are served through special education which includes the regional day school for the deaf. The Gifted and Talented program serves 12.41% of our population.

The academic RTI program serves students in grades Pre-K through 5th in both Reading and Mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. Teachers use progress monitoring as a means to keep a closer watch on student progress and group students according to their ability level. Specific services provided for students on Tiers 2 and 3 are outlined in the district Rtl Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions. Performance data suggest that the Rtl program has been successful in moving students off of tiered interventions.

We will continue to use Capturing Kids Hearts this year which focuses on getting through to a student's heart before you capture the mind. Teachers have students follow a social contract in the classroom and campus wide. Students also participate each week in team building games in PE specifically for team building. Students learn how to work together to solve problems in a fun but challenging environment. They are guided on problem solving strategies that are life skills as well.

Porter has a very involved community which takes part in our Panther Race, Open House, Data Nights and PTA sponsored events a great chance in interact with the community. These activities are designed to have parents come and participate with their students to see what they are learning and doing as school.

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With our attendance rate at or near the top consistently in our district and high expectations at Porter, we have a culture that emphasizes the importance of school attendance. With very low absenteeism, our students contribute to the culture of the school by being here. We also have few discipline issues as compared to most campuses. The climate of the school emphasizes high expectations both academically and behaviorally.

Surveys have gone out to parents, students and staff at Porter to seek out what were areas of concern.

Parents and students felt that the school was a safe place to be. 94% of parents strongly agreed that they felt safe when their child was at school. They feel loved and cared for by our teachers. According to staff surveys, 95% of staff feel as though the school culture is positive with high staff morale.

Parents are highly involved and always willing to help at a moments notice, and we have a PTA that works tirelessly to help support our teachers and school. Parents also commented on how there is a fantastic and welcoming culture at Porter.

There is a very low turnover rate in staff providing stability on our campus.

We have outstanding parent and community involvement which allows us to do some events that normally might not could happen due to volunteers.

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Comprehensive Needs Assessment Data Documentation

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Goals

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

All students will make at least one year's progress in reading and mathematics between the beginning and end of the year.

A. Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters"

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

Reduce the number of students assigned to behavior RTI tiers 2 and 3.

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

Students will display dispositions of high levels of social-emotional development measured by a district administered survey of student perceptions.

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

Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

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

Reduce the cost of accidents resulting in workers' compensation claims by 20% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 20%.

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State Compensatory

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