

# Birdville Independent School District

## David E. Smith Elementary

### Improvement Plan

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

*The mission of Birdville ISD is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.*

## Strategic Objectives

- 1. All students will realize their full potential and apply themselves to academic excellence without self-imposed limitations.*
- 2. All students will own their learning and aspire to achieve high academic goals.*
- 3. All students will demonstrate personal responsibility and integrity reflective of noble character.*
- 4. All students will be fully equipped and motivated to contribute to the greater good by unleashing their unique talents and gifts.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

David E. Smith Elementary is in Haltom City, Texas in the Birdville Independent School District. David E. Smith was built in 1954 and serves students in grades Pre-Kindergarten through Fifth Grade. In addition, we have Bilingual classes in Pre-Kindergarten through Fifth Grade. We currently serve 410 students of which 71% are Hispanic, 20% are White, and 5% are African American. David E. Smith is a Title I campus with an Economically Disadvantaged rate of 83% and At-Risk population of 68%. In addition, 42% of our students are LEP and 31% of our students are in our Bilingual program in grades Pre-Kindergarten through Fifth grade. 6% of students are served through special education and 2% of students are served through gifted and talented.

David E. Smith has approximately 30 teachers with an average of 9 years of experience.

The campus has a mobility rate of 10%. There are strong community relations with local churches, schools social services departments.

### Demographics Strengths

- 31% of our students are currently enrolled in bilingual classes which provide them the opportunity to be bi-literate.
- 83% of our students are Economically Disadvantaged which provides free and reduced lunch and federal funding for additional resources and personnel to meet students' needs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** NA

**Problem Statement 2:** NA.

# Student Learning

## Student Learning Summary

On the Math STAAR test, 75% Of David E. Smith's 3rd graders reached Approaches Grade Level, 27% reached Meets Grade Level and 13% reached Masters Grade Level. The overall percentages for 3rd Grade Reading STAAR is 77% Approaches Grade Level, 40% Meets Grade Level and 23% Masters Grade Level.

81% of David E. Smith's 4th graders reached Approaches Grade Level, 27% reached Meets Grade Level and 9% reached Masters Grade Level on the Math STAAR. The overall percentages for 4th Grade Reading STAAR is 79% Approaches Grade Level, 38% Meets Grade Level and 14% Masters Grade Level. 56% of David E. Smith's 4th graders reached Approaches Grade Level, 30% reached Meets Grade Level and 6% reached Masters Grade Level on the Writing STAAR.

83% of David E. Smith's 5th graders reached Approaches Grade Level, 51% reached Meets Grade Level and 29% reached Masters Grade Level on the Math STAAR. The overall percentages for 5th Grade Reading STAAR is 86% Approaches Grade Level, 35% Meets Grade Level and 13% Masters Grade Level. 86% of David E. Smith's 5th graders reached Approaches Grade Level, 53% reached Meets Grade Level and 21% reached Masters Grade Level on the Science STAAR.

David E. Smith's state accountability was Met Standard with a score of 84 out of 100. The campus earned one distinction in Comparative Academic Growth and the following scores in each domain:

Student Achievement 73

School Progress 86

Closing the Gaps 78

The campus has been identified as needing Targeted Support because of missing federal accountability in Reading and Math with the White population.

## Student Learning Strengths

- 6% gain in students passing 3rd Grade Reading and an increase of 11% of students in reaching Meets
- 10% gain in students passing 3rd Grade Math
- 17% gain in students passing 4th Grade Math
- 19% gain in students passing 4th Grade Reading and an increase of 14% of students in reaching Meets

- After the 3rd administration of 5th Grade STAAR Math, 100% of students passed.
- After the 3rd administration of 5th Grade STAAR Reading, 99% of students passed.
- The percentage of students who scored Approaches, Meets, and Masters on 4th grade Reading, increased in the following sub-populations: Economically, Disadvantaged, Hispanic, White, LEP and Special Education.
- The accountability scores increased in all areas: Overall Score 84, increase of 8 points; Domain 1 Student Achievement 73, increase of 3 points; Domain 2 School Progress 86, increase of 9 points; Domain 3 Closing the Gap 78, increase of 5 points.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Our campus had the 2nd to the lowest Writing scores for Approaches in the District. We only had an increase of 4% from 2018.

**Problem Statement 2:** The percent of students reaching Meets and Masters in 3rd, 4th and 5th Grade Math is in the bottom quartile of the district.

**Problem Statement 3:** The percent of students reaching Meets and Masters in 4th and 5th Grade Reading is in the bottom quartile of the District.

# School Processes & Programs

## School Processes & Programs Summary

DES offers a wide variety of processes and programs to meet the diverse needs of the student population. Currently, 83% of students receive free or reduced lunches. 10% of students are served through the ESL program and 31% of our students are served in our Bilingual program in grades Pre-Kindergarten through Fifth grade. 5% of students are served through Special Education 3% are served through dyslexia programs, and 2% of students are served through Gifted and Talented.

In addition, we have a strategic and successful RtI 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.

DES also offers an after school enrichment program, ASPIRE. ASPIRE serves approximately 100 students each week and offers academic and extracurricular activities.

David E. Smith 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 with six-weeks Awards Assemblies and other celebrations. 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 Chromebooks and other technology resources that assist in increased engagement, collaboration and formative assessment. All students participate in six-weeks Counselor lessons, bi-weekly social-emotional lessons and common school-wide focus on our social and emotional program, Conscious Discipline. In addition, students participate in Run Club and Vision/Hearing and Dental screenings. DES has support of a local church to provide weekend food backpacks for about 30 families. The campus offers a variety of extracurricular activities to meet the many needs of our students and families.

## 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 served for RtI tiers do not miss critical tier 1 instruction.
- The campus RtI 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.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Despite many efforts to raise daily attendance, DES has an attendance rate of 95.9.



# Perceptions

## Perceptions Summary

Students participate in attendance incentive programs. Classes track their data weekly and classes and grade levels are celebrated each six weeks.

The teacher retention rate for DES is about 90%.

Parent and community involvement and participation is increasing at DES.

A family survey was conducted in the Spring, and over 300 responses were returned. The survey asked families about safety, communication, connection to the school and many other things. Over 99% of the surveys returned had only positive statements and comments about the campus.

A staff survey was also conducted in the Spring and the results were very positive. 98% of the responses showed that the school had clear priorities, where most everyone can be trusted, and that people are cared for and that school expectations/priorities and goals are well known.

The campus has not surveyed students for their responses.

## Perceptions Strengths

Last year, DES held 5 Parent Education classes and these were well attended. About 400 parents and students attended Family Museum Night and over 350 attended the Open House. In addition, the campus had over 275 parents attend the end of the year Field Day. Grade level programs and six-weeks Award Assemblies are well attended. The campus also hosted a Grandparent Breakfast and PTA Family Movie Nights. This year we will focus on connecting with the families virtually. We have been creative with drive through Meet the Teachers, sending out campus videos and many other things.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is less parent participation shown in 4th and 5th grades.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL 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 Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Other Prekindergarten and Kindergarten 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Enrollment trends

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

## **Parent/Community Data**

- Parent surveys and/or other feedback

# 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 between the beginning and end of year.

a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

**Evaluation Data Sources:** Elementary: Fountas & Pinnell reading levels, CLI Engage - Circle (prekindergarten), Renaissance - STAR Assessments (math, 1-5), iStation (reading, grades K-5), grades 3-5 reading and math TEA Interims

**Summative Evaluation:** None

<b>Strategy 1:</b> 1) Continue to build capacity to implement the district literacy plan at the campus level.	
<p><b>Actions:</b> a) Provide ongoing training for all staff to build their capacity to implement campus literacy plan b) Support grade level leadership teams to lead the implementation of the District literacy plan</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, LOL team and academic coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> Literacy Resources and Professional Development 199 - General Funds Literacy Resources and Professional Development 211 - Title I \$1,200</p>	<b>June</b>

**Strategy 2:** Continue to implement the five-year literacy plan with a focus on responsive teaching and continuous improvement.

- Actions:** a) Provide time for staff to conduct campus instructional walks and debriefing sessions  
 b) Infuse literacy-focused discussions into staff meetings  
 c) Utilize data from instructional walks and formative assessments to customize campus professional learning

**Staff Responsible for Monitoring:** Campus Administration, LOL team and academic coaches

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

Literacy Professional Development 199 - General Funds  
 Literacy Professional Development 211 - Title I \$1,000

**Formative**

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**Summative**

**June**

**Strategy 3:** Communicate and assist campuses in implementing personalized learning for students.

- Actions:** a) Train campus staff in analyzing student data and utilizing it for personalized learning opportunities.  
 b) Provide campus staff with opportunities to learn about differentiated instruction.  
 c) Develop and train staff in utilizing technology to further personalize learning for all students.  
 d) Monitor, support and provide feedback to support campus staff of implementation of personalized learning

**Staff Responsible for Monitoring:** Campus administration, academic coaches, campus staff

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

Differentiated Instruction 211 - Title I \$1,200

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**Summative**

**June**

**Strategy 4:** Participate in the reading academies and utilize the coaching model established by TEA based on the HB3 requirements.

- Actions:** a) Implement the district plan for Reading Academies.  
 b) Continue to participate in the pilot of the TEA Reading Academy to give input to the state and gain insight into the reading academy modules.

**Staff Responsible for Monitoring:** Campus Administration, Reading Academy Coaches, Classroom/SPED teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

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**Summative**

**June**

**Strategy 5:** Implement a full day prekindergarten program for four year olds that qualify based on a board approved three year plan.

- Actions:** a) Employ prekindergarten teachers who are appropriately certified to teach prekindergarten and who have an additional qualification that is early childhood education specific.  
 b) Convert one section of half day prekindergarten services for four-year olds who qualify to full day based on the three year approved plan.  
 c) Implement a curriculum in the prekindergarten programs that addresses all ten developmental domains.  
 d) Maintain an average ratio of 1 to 11 in any full day prekindergarten class of not less than one certified teacher and one teacher's aide for every 22 students per TEA.

**Staff Responsible for Monitoring:** Campus Administration, Prekindergarten teachers and coach

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 6:** Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 3rd.

- Actions:** a) Continue to support and train staff with the BAS assessment.  
 b) Train teachers and campus staff from prekindergarten - 3rd grades on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions.  
 c) Provide opportunities for the instructional coaches to work with teachers on designing instruction in response to the progress monitoring data.  
 d) Monitor progress made of grades prekindergarten - 3rd students based on assessment instruments being used for reading and math.  
 e) Oversee the implementation of progress monitoring windows.

**Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, Classroom teachers, Reading and Math Interventionist, Resource teacher

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

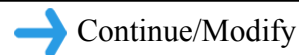
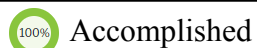
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**Summative**

**June**





**Performance Objective 2:** Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.

b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

**Evaluation Data Sources:** Historical performance by student subgroup on state and district assessments

**Summative Evaluation:** None

<b>Strategy 1:</b> Develop and implement system-wide practices appropriate for ELs		
<b>Actions:</b> a) Monitor performance data to identify where additional support is needed b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff, Academic Coaches		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None		<b>Summative</b>
<b>Funding Sources:</b> None		<b>June</b>
<b>ESF Levers:</b> None		
<b>Strategy 2:</b> Implement a collaborative process that requires gen ed and special ed to monitor student progress on a regular and consistent basis		
<b>Actions:</b> a) Regularly collaborate with sped and gen ed staff to review individual progress and growth of all students b) Provide quality professional learning on Tier I priorities and how to connect the priorities in a way to meet the needs of students receiving special education services		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>TEA Priorities:</b> None		<b>Summative</b>
<b>Funding Sources:</b> None		<b>June</b>
<b>ESF Levers:</b> None		

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

<p><b>Actions:</b> a) Deliver clear continuous improvement expectations for campus staff  b) Monitor and provide feedback to campus staff regarding the implementation and growth of continuous improvement  c) Utilize LOL team to analyze the campus needs and next steps required based on the continuous improvement rubric</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>June</b>

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


<p><b>Actions:</b> a) Collaborate with PTA and ASPIRE to schedule and host school-wide events in order to increase parent involvement, such as parent education classes.  b) Identify and communicate the needs of the student population and their families with community partners  c) Implement a strategic plan for weekend food backpacks and clothing needs</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>June</b>

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

<b>Actions:</b> a) Provide 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.	<b>Formative</b>
	<b>Nov</b>  <b>Jan</b>  <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration, Classroom teachers, Reading and Math Interventionists, Resources teacher, Academic coaches	<b>Summative</b>
<b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>June</b>

**Strategy 6:** Monitor the equitable programming to access services based upon special education, RtI, EL, and 504.





<b>Actions:</b> a) Continue to provide access to students receiving special education services to all available and appropriate interventions as determined by the ARD committee. b) Provide equitable access to all English Learners in the appropriate bilingual or ESL program. c) Implement SuccessEd to monitor program responses to students who are identified for 504, special education, or RtI services.	<b>Formative</b>
	<b>Nov</b>  <b>Jan</b>  <b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration, Campus staff	<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 3:** Students will display dispositions indicative of high levels of social-emotional development as measured by campus expectations.

**Evaluation Data Sources:** Observation data





**Summative Evaluation:** None

<b>Strategy 1:</b> Train all staff and implement Conscious Discipline campus wide.	
<b>Actions:</b> a) Train all staff members on Conscious Discipline throughout the year and provide clear implementation expectations. b) Regularly monitor campus needs. c) Evaluate the effectiveness of the campus plan and revise it as needed. d) Train campus staff on the implementation of Sanford Harmony expectations. <hr/> <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Staff, Counselor <hr/> <b>Title I Schoolwide Elements:</b> 2.6 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 4:** Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

**Evaluation Data Sources:** Behavioral RtI data records

**Summative Evaluation:** None

<b>Strategy 1:</b> 1) Implement the behavioral RtI plan with fidelity	
<p><b>Actions:</b> a) Provide training on the district behavior RtI plan and evaluate its progress for needed revisions                  b) Implement Conscious Discipline campus wide                  c) Use SuccessEd to input behavioral RtI student plans.</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<b>June</b>	
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </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:** 2019 - 2020 Campus Attendance

**Summative Evaluation:** None

**Strategy 1:** Refine and implement a campus 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.

**Actions:** a) Utilize funding to provide incentives to improve student attendance.  
 b) Monitor student attendance and review progress with campus staff on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance.  
 c) Create a system to celebrate campus attendance improvement.  
 e) 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.

**Staff Responsible for Monitoring:** Campus Administration, Attendance clerk, Classroom teachers, Truancy Officer, Counselor and Crisis Intervention Counselor

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**


**Jan**


**Mar**


**Summative**

**June**

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every department and campus.

**Evaluation Data Sources:** Evaluation of goal achievement as per department improvement plans.

**Summative Evaluation:** None





<b>Strategy 1:</b> Communicate and implement campus continuous improvement processes at the campus, department and classroom level.	
<b>Actions:</b> a) Classes write mission statements and develop strategic learning goals. b) Revisit campus mission statement. c) Campus departments and classes utilize the PDSA process to monitor progress towards goals. d) Students regularly track individual growth in data folders. <hr/> <b>Staff Responsible for Monitoring:</b> Campus Administration and campus staff <hr/> <b>Title I Schoolwide Elements:</b> None <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**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 report feeling safe at school.

**Evaluation Data Sources:** Staff and student surveys and accident reports

**Summative Evaluation:** None





<b>Strategy 1:</b> Foster a school community where students and staff feel safe and have a sense of belonging.	
<p><b>Actions:</b> a) Develop campus Reopening Plan and update it as needed.                  b) Review the district safety protocols and implement them.                  c) Schedule and monitor safety drills and revise plans as needed.                  d) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement.                  e) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors.                  f) Implement the Anonymous Alerts and Threat Assessment system</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<p><b>Formative</b></p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p><b>Summative</b></p> <p>June</p>
	<p><b>Problem Statements:</b> None</p>
	<p><b>Funding Sources:</b> None</p>
<p>  No Progress                      Accomplished                      Continue/Modify                      Discontinue                 </p>	



**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





**Summative Evaluation:** None

<b>Strategy 1:</b> Implement a district-wide program that promotes an accident-free work environment.		
<b>Actions:</b> a) Require staff to review district plan and safety training sessions. b) Perform campus safety walks and address needs. c) Provide safety equipment as needed. d) Monitor the implementation of safety procedures. <hr/> <b>Staff Responsible for Monitoring:</b> Campus Administration		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
<b>Title I Schoolwide Elements:</b> None <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> None		<b>Mar</b>
		<b>Summative</b>
<b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 3:** The campus will meet all compliance requirements for improvement planning.

**Evaluation Data Sources:** Campus Site Base Team Meetings

**Summative Evaluation:** None

<b>Strategy 1:</b> Ensure the district-wide coordinated health program.		
<b>Actions:</b> a) Continue to implement health related plans, including: Play it Safe, Dental and Vision Screenings, and Fitness Grams.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The Comprehensive Needs Assessment was reviewed and revised on September 10 and 16.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The CIP is developed and reviewed by:

Jennifer Martin, Principal

Amanda Holman, Assistant Principal

Amanda Jones, Counselor

Sheila Anderson, Kinder Lead

Julie Herring, Interventionist Lead

Roxanee Magee, 1st Grade Lead

Eva Fisher, 2nd Grade Lead

Morgan Ramos and Sara Carlos, 3rd Grade Leads

Shelly Villa, 4th Grade Lead

Brandon Brumley, 5th Grade Lead

### **2.2: Regular monitoring and revision**

The CIP was revised and evaluated August 29, September 10 and 17.

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

The CIP is available on campus and in English.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

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

# Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Resources and Professional Development		\$1,200.00
1	1	2	Literacy Professional Development		\$1,000.00
1	1	3	Differentiated Instruction		\$1,200.00
<b>Sub-Total</b>					\$3,400.00
<b>Budgeted Fund Source Amount</b>					\$192,343.00
<b>+/- Difference</b>					\$188,943.00
<b>Grand Total</b>					\$3,400.00

# Addendums