

Birdville Independent School District
David E. Smith Elementary
2024-2025 Campus Improvement Plan



Mission Statement

The David E Smith family is committed to serving our community by fostering growth in a safe environment, empowering students to succeed in a global world.

Vision

We are here to prepare, nurture, support, and empower students to be life-long learners and leaders. We will work collaboratively to equip and encourage student growth academically, socially, and emotionally.

Value Statement

Lion Promise

I promise to be a Lifelong learner who practices Integrity by Overcoming obstacles and Nurturing a Safe, Successful School family.

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Comprehensive Needs Assessment

Revised/Approved: August 30, 2024

Demographics

Demographics Summary

David E. Smith Elementary is in Haltom City, Texas in the Birdville Independent School District. In August of 2023, David E Smith Elementary merged with WT Francisco Elementary. In 1954, David E Smith Elementary opened its doors to the community and quickly outgrew the building which created a need for a new campus. In 1959, WT Francisco Elementary opened its doors, establishing two incredible campuses supported by one community. Now the two campuses come back together under one roof to be the David E Smith Lions.

Demographics Summary

David E Smith Elementary is a Title I campus that currently serves 640 students in grades pre-k through fifth grade for the 2024-2025 school year.

Students

David E Smith Elementary student demographics as of 2023-2024 school year were made up of 76% Hispanic, 4% Asian, 16% White, and 3% African American. The percentage of students served by special education was 15% and 5% were served by gifted and talented services. The percent of students who were considered At-risk was 80% and 82% were considered Economically Disadvantaged. The campus served 40% of students in the Bilingual Program and 52% of students were identified as Emergent Bilingual.

Teachers

According to the most recent Texas Academic Performance Report (2022-23), David E. Smith had 46 staff members an average of 17.3 years of teaching experience.

Demographics Strengths

Over the past decade, the campus' attendance rates have generally remained stable, with some fluctuations and a noticeable impact from the COVID-19 pandemic. From 2013-2019, attendance rates averaged 96.1%, reflecting consistent student attendance. The COVID-19 pandemic brought significant challenges, particularly evident in the 2021-2022 school year, where attendance dropped to 94.17%. Since then, there has been a gradual recovery, with attendance improving to 94.52% in 2022-2023 and reaching 95.05% in 2023-2024.

With 40% of our students enrolled in bilingual classes, they have the opportunity to become bi-literate in English and Spanish. Eighty-two percent of our students are Economically Disadvantaged which provides free or reduced lunch costs and federal funding for additional personnel to meet students' needs.

Academically, we met the federal accountability standard with 61% of our white student population meeting the Reading Language Arts STAAR

assessment. Also in federal accountability with regard to Student Growth in Reading Language Arts, 66% of our "all students" group, 82% of our "white" student group and 64% of our "high focus" student group population met standard.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Since the onset of the COVID-19 pandemic, the campus continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, and social-emotional well being. **Root Cause:** With 80% of our families experiencing economic hardship, it often leads to a lack exposure to educational and social opportunities.

Student Learning

Student Learning Summary

STAAR Reading Language Arts results

	2022	2023	2024
3rd gr	Approaches 91%, Meets 54%	Approaches 85%, Meets 59%	Approaches 72%, Meets 35%
4th gr	Approaches 84%, Meets 58%	Approaches 89%, Meets 58%	Approaches 87%, Meets 44%
5th gr	Approaches 90%, Meets 68%	Approaches 86%, Meets 58%	Approaches 87%, Meets 53%

STAAR Math results

	2022	2023	2024
3rd gr	Approaches 76%, Meets 37%	Approaches 83%, Meets 44%	Approaches 69%, Meets 28%
4th gr	Approaches 82%, Meets 40%	Approaches 78%, Meets 45%	Approaches 80%, Meets 45%
5th gr	Approaches 92%, Meets 32%	Approaches 85%, Meets 44%	Approaches 76%, Meets 31%

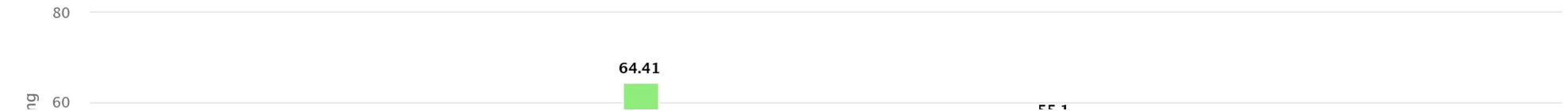
STAAR Science results

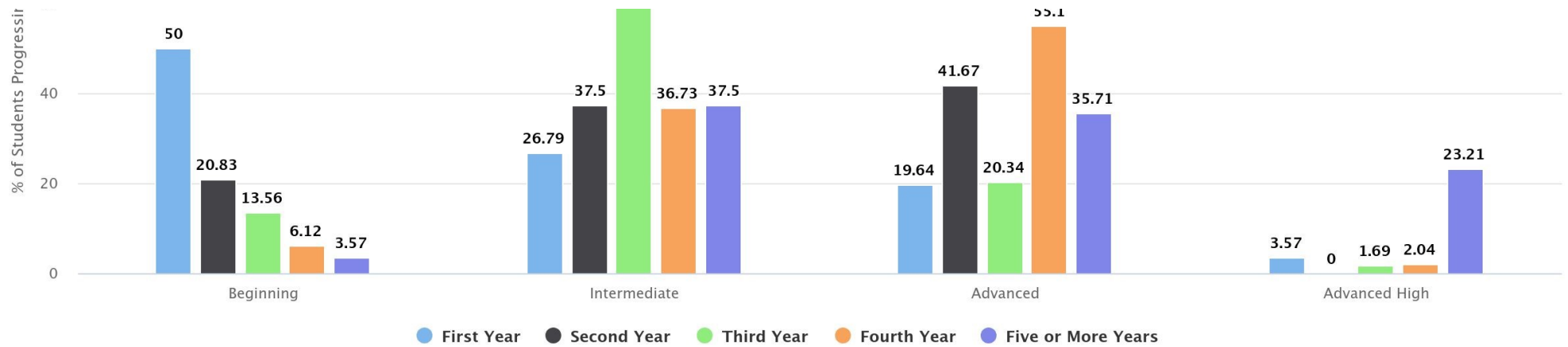
	2022	2023	2024
5th gr	Approaches 72%, Meets 32%	Approaches 60%, Meets 31%	Approaches 58%, Meets 22%

English Language Proficiency Status

The English Language Proficiency Status targets are tentatively set by the TEA. The TELPAS overall composite scores for David E. Smith indicate students in their first through third year are making adequate progress in the development of language skills and students in their fourth year in are on a trajectory to reach the Advanced level of language proficiency.

TELPAS Overall Composite Scores by Years in U.S. Schools for David E Smith EL for 2023 – 2024





Student Learning Strengths

For the 2023-2024 school year, our student achievement STAAR scores met federal accountability standards in Student growth for Reading Language Arts and for our Emergent Bilinguals taking the TELPAS assessment.

In Reading/Language Arts, both fourth and fifth grades demonstrated resilience, with 87% of students in both grades meeting *Approaches* in 2024. Fifth-grade reading performance was particularly commendable, maintaining high levels of students reaching *Approaches* (87%) and *Meets* (53%) across the past two years, reflecting consistency in performance.

In Math, fourth-grade students maintained steady performance from the previous year, with 80% reaching *Approaches* and 45% meeting *Meets* in 2024. This consistency suggests that instructional strategies in math for fourth graders remain effective.

While Science scores for fifth grade declined, the percentage of students reaching *Approaches* remained over 50% in 2024, showing that more than half of the students are grasping foundational science concepts, offering a solid base for improvement.

These strengths reflect the potential for improvement and suggest that targeted support in key areas could boost performance in future assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students performing at the meets grade-level standard in Reading Language Arts and Mathematics have not shown growth or declined in percent score. **Root Cause:** Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of their students through the use of PDSA, Student Data folders, and Student Discourse.

School Processes & Programs

School Processes & Programs Summary

David E Smith offers a wide variety of processes and programs to meet the diverse needs of the student population. Currently, 82% of students receive free or reduced lunches. Twelve percent of students are served through the ESL program and 40% of our students are served in our Bilingual program in grades Kindergarten through Fifth grade. Fifteen percent of students are served through Special Education. Four percent are served through dyslexia programs, and 5% 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. Currently, 47% of our students are served through RTI. 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 training, resources, and staff support to meet the needs of these struggling students.

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 nine-week 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 monthly Counselor lessons, weekly social-emotional lessons, and a common school-wide focus on our social and emotional program, Conscious Discipline. DES has the support of a local church to provide weekend food backpacks for about 30 families. The local church also brings in mentors for our students. The mentors serve as reading buddies or lunch buddies. The campus offers a variety of extracurricular activities to meet the many needs of our students and families. DES has a Dads on Duty program where any male figure who is associated with our school or community can come to volunteer on our campus during the day.

School Processes & Programs Strengths

- The master schedule for the campus has been strategically planned and developed to maximize the time spent in the classroom, while ensuring students served for interventions do not miss critical tier 1 instruction.
- The campus RtI team, including our Instructional Facilitators, interventionists and administration, have 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. The school focus is utilizing the program Conscious Discipline. This is a campus wide approach to teaching our students skills and powers to help regulate their emotions so they maintain their executive brain state so they are ready to learn.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to our student and staff survey, the results indicated a need for a systematic approach to responding to discipline. **Root Cause:** There is not a system in place for the classroom teachers to use when responding to misbehavior in the class that is consistent amongst the campus or grade levels.

Perceptions

Perceptions Summary

One hundred percent of the faculty and students have been trained in our Standard Response Protocol (SRP) in case of an emergency.

Our District safety audit was held last year and had performance of excellence.

Students participate in attendance incentive programs. Classes track their data weekly and along with grade levels are celebrated each nine weeks.

Our campus has four committees to help serve our campus and address needs. These include our Leaders of Learners who support instructional practices and leadership on campus and district initiatives. The logistics and safety committee problem solve campus logistical concerns and work to keep our campus safe. The social committee organize recognitions and assemblies for staff and students. The Conscious Discipline Action Team serves to provide parent training and help identify social emotional needs for our students.

A family and student survey was conducted in the Spring, with over 200 responses received. The survey asked families about safety, communication, connection to the school, only to name a few. 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, that people are cared for, and that school expectations/priorities and goals are well known.

Perceptions Strengths

At David E Smith we believe that all of our stakeholders should experience excellent customer service.

We do this by...

- Keeping the community informed of school wide events and information.
- Sending home quarterly calendars with events.
- Offering various forms of communication in English and Spanish. ex. paper flyers, email, social media
- Partnering with our active PTA.
- Hosting quarterly Award Assemblies.
- Conducting SRP drills monthly.
- Partnering with Bethesda school and have student mentors and reading buddies weekly.
- Partnering with Recovery Resource Council to provide small group support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On our Spring survey, families and staff indicated a feeling of being disconnected within the school family. **Root Cause:** With the merging of the two campuses, our staff and student population have doubled in size leaving an understandable connectivity gap within our community.

Priority Problem Statements

Problem Statement 1: Since the onset of the COVID-19 pandemic, the campus continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, and social-emotional well being.

Root Cause 1: With 80% of our families experiencing economic hardship, it often leads to a lack exposure to educational and social opportunities.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of students performing at the meets grade-level standard in Reading Language Arts and Mathematics have not shown growth or declined in percent score.

Root Cause 2: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of their students through the use of PDSA, Student Data folders, and Student Discourse.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According to our student and staff survey, the results indicated a need for a systematic approach to responding to discipline.

Root Cause 3: There is not a system in place for the classroom teachers to use when responding to misbehavior in the class that is consistent amongst the campus or grade levels.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: On our Spring survey, families and staff indicated a feeling of being disconnected within the school family.

Root Cause 4: With the merging of the two campuses, our staff and student population have doubled in size leaving an understandable connectivity gap within our community.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Revised/Approved: August 30, 2024

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 - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals.
- b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 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

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, CLI Engage - Circle (prekindergarten), mClass assessments (math, K and reading, grades K-2) Renaissance - Star Assessments (math, 1-5 and reading, grades 3-5), grades 3-5 reading and math TEA Interims

Strategy 1 Details
<p>Strategy 1: 1) Build capacity of campus staff to implement the District curriculum and state-approved resources with fidelity.</p> <p>Actions: a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity. b) Support campus teams to implement the District curriculum, identified resources, and strategies. c) Provide coaching support for teachers. d) Use data to provide targeted support and progress monitoring.</p> <p>Staff Responsible for Monitoring: Campus Administration, Leaders of learners team and Instructional Facilitators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Title I Personnel - 211 - Title I - \$169,840</p>

Strategy 2 Details

Strategy 2: Emphasize the continued implementation of reading and mathematics instruction with a focus on lesson internalization, the use of best practices, and continuous improvement.

- Actions:** a) Continue to support new teachers on the science of teaching reading through the implementation of the reading academies and coaching model.
b) Provide teachers the necessary coaching and training to continue the implementation of district and state literacy requirements.
c) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions.
d) Infuse lessons and research-based best practices from state-approved resources into regularly scheduled Professional Learning Communities (PLC).
e) Collect process data to measure the degree of alignment and implementation of PDSA, Student Discourse, and Student Data Folders.
f) Integrate the use of proficiency scales for mathematics grades K - 5.
g) Increase teacher capacity to teach the required K-3 phonics program.
h) Integrate Research-Based Instructional Strategies for literacy and mathematics instruction.

Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, and teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

Problem Statements: Student Learning 1

Strategy 3 Details

Strategy 3: Communicate and assist teachers in implementing responsive and personalized learning for students that is data driven.

- Actions:** a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process.
b) Use the Quarterly Review Protocol process and campus walks that are specific to instruction for the purpose of improving student performance.
c) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance, and Interims) to inform instruction and document student growth.
d) Support teachers in writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth.
e) Support teacher training on the implementation of tier-one priorities.
f) Train instructional facilitators and teachers on providing students with specific feedback on student learning progression.
g) Continue to train and require the regular use of continuous improvement processes in the classroom.
h) Ensure the administration of progress monitoring and screeners is completed with fidelity.
i) Analyze and use data to monitor student progress for the purpose of closing the achievement gaps.

Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, and teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Problem Statements: Student Learning 1

Funding Sources: Professional Development - 211 - Title I - \$1,500, SCE Campus Personnel - 199 - General Funds: SCE - \$184,442

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading Language Arts and Mathematics have not shown growth or declined in percent score. Root Cause: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of their students through the use of PDSA, Student Data folders, and Student Discourse.

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 as measured by state and district assessments.

- a) 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.
- b) Develop a local targeted improvement plan and engage in quarterly data-driven progress monitoring meetings with the District.

HB3 Goal

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

Strategy 1 Details
<p>Strategy 1: Conduct program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.</p> <p>Actions: a) Implement plans for the various programs that will address closing achievement gaps of special population groups (special education, Emergent Bilinguals, dyslexia and other special populations such as homeless).</p> <p>b) Develop and implement a system to monitor and ensure compliance requirements of special programs through the use of ARD, 504 and MTSS meetings.</p> <p>d) Implement processes to collect, analyze, and monitor the effectiveness of special programs that support identified students.</p> <p>e) Continue to implement accelerated instruction according to HB1416</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff, Instructional Facilitators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Title I Tutors - 211 - Title I - \$12,821</p>

Strategy 2 Details

Strategy 2: Establish the Continuous Improvement/Plan Do Study Act (PDSA) process as a standard operating procedure in the campus for improving instruction, data analysis, and student growth.

Actions: a) Provide support, training and coaching in the use of the PDSA process and provide appropriate, tiered professional learning support.

b) Provide "Championship goals" for each grade level that align to the grade level standard for mClass and Star Ren. Model the use of PDSA through PLCs to ensure alignment to campus expectations.

c) Highlight classroom examples of the PDSA process, goal-setting, and data folders during campus PLCs.

Staff Responsible for Monitoring: Campus Administration, Campus Staff, Instructional Facilitators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

Problem Statements: Student Learning 1

Strategy 3 Details

Strategy 3: Enlist community and business partners to assist in providing support to students and families who are in need.

Actions: a) Collaborate with PTA 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) Develop parent and family engagement policy and offer flexible opportunities for meetings.

d) Partner with community partners (Bethesda and Mercy Cares) to provide mentoring to our at risk students.

Staff Responsible for Monitoring: Campus Administration

Title I:

4.1, 4.2

Problem Statements: Demographics 1

Funding Sources: Family Engagement Resources - 211 - Title I - \$1,860

Strategy 4 Details

Strategy 4: Implement the district protocol to ensure identification and accurate coding of all students who qualify to receive special program services.

Actions: a) Continue to provide access to students receiving special education services to all available. Ensure appropriate interventions and approved accommodations are provided to students as determined by the ARD committee.

b) Provide training to campus staff to utilize Success-Ed to monitor program responses to students who are identified for 504, special education, or MTSS services.

c) Ensure that all special services (MTSS, SPED, EB, AI, At risk) are documented in the appropriate programs: Success Ed, Ellevation, Pulse, Focus

Staff Responsible for Monitoring: Campus Administration, Campus staff, Intervention Services department, Special Education staff, 504 coordinator, attendance clerk

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Improve low-performing schools

Problem Statements: Student Learning 1

Strategy 5 Details

Strategy 5: Implement the Multi-Tiered Systems of Support (MTSS) framework to facilitate differentiated support and interventions for identified students.

Actions: a) Hold campus MTSS meetings throughout the year.

b) Time has been allotted within the master schedule to designate time for grade level guided reading and guided math time. Tutors will be assigned to each teacher to give extra support in both math and reading.

c) Regularly meet with PLC teams to discuss progress, needs, curriculum and resources. This will allow our teachers to support the intervention plan to meet our students needs. The teachers will analyze data, utilize best practices for intervention and create intervention groups.

d) Implement SEL curriculum Conscious Discipline (CD) and district provided resources.

e) Continue to provide professional learning for CD and tiered behavior interventions.

f) Utilize SCE funded crisis counselor to provide support to students in areas of social-emotional learning.

g) Create and Implement an Accelerated Intervention Plan to address HB4545.

Staff Responsible for Monitoring: Campus Administration, Classroom teachers, Title 1 Tutors and Instructional Facilitators

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

Problem Statements: Student Learning 1

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Since the onset of the COVID-19 pandemic, the campus continues to face challenges in engaging families. This lack of engagement is reflected in academic performance, and social-emotional well being. **Root Cause:** With 80% of our families experiencing economic hardship, it often leads to a lack exposure to educational and social opportunities.

Student Learning

Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading Language Arts and Mathematics have not shown growth or declined in percent score. **Root Cause:** Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of their students through the use of PDSA, Student Data folders, and Student Discourse.

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 an awareness of social-emotional development as measured by the district administered student survey and campus expectations.

Evaluation Data Sources: DES Citizenship plan, Conduct Grades, District survey

Strategy 1 Details
<p>Strategy 1: Continue to implement Conscious Discipline campus wide, and develop and implement the campus citizenship plan.</p> <p>Actions: a) Train all staff members on Conscious Discipline throughout the year and provide clear implementation expectations. d) Train campus staff on the implementation of Character Strong expectations and begin weekly lessons of 20 minutes. c) Collaborate with our Conscious Discipline Action Team to develop a campus plan to implement CD and revise it throughout the year. d) Develop and implement a systematic approach to responding to classroom behavior, called the "DES 5 Steps." e) Develop and implement a systematic approach to students reflecting on their behavior throughout the day and provide a main line of communicating with families regarding student behavior and progress. e) Utilize title 1 funded Crisis Counselor to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff, Counselor</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1</p>

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: According to our student and staff survey, the results indicated a need for a systematic approach to responding to discipline. Root Cause: There is not a system in place for the classroom teachers to use when responding to misbehavior in the class that is consistent amongst the campus or grade levels.</p>

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

Performance Objective 4: Identify students who are in need of MTSS behavioral Tiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS data records

Strategy 1 Details
<p>Strategy 1: Implement with fidelity the behavioral MTSS plan.</p> <p>Actions: a) Implement the district behavior MTSS plan b) Utilize the classroom student point tracking system, the 5 step plan, and Conscious Discipline strategies for all students. c) Differentiate strategies based on individual student behavioral tier. d) Schedule extended behavior MTSS collaboratives and utilize Focus to input behavioral MTSS student plans.</p> <p>Staff Responsible for Monitoring: Campus Administration, campus staff, Counseling team, Behavior Facilitator</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1</p>

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: According to our student and staff survey, the results indicated a need for a systematic approach to responding to discipline. Root Cause: There is not a system in place for the classroom teachers to use when responding to misbehavior in the class that is consistent amongst the campus or grade levels.</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: 2022-2023 Campus Attendance

Strategy 1 Details
<p>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.</p> <p>Actions: a) Develop and communicate campus attendance plan with all stakeholders. b) The logistics committee will monitor student attendance and review progress with campus staff on a monthly basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Continue to use our campus system to celebrate campus attendance improvement. d) Provide incentives that encourage student attendance. e) Identify and address social needs within families that prevent students from attending schools and involve key stakeholders including crisis counselor that can help to mitigate student attendance issues. f) Communicate monthly with paper flyers, social media, email and parent information events on the importance of attendance.</p> <p>Staff Responsible for Monitoring: Campus Administration, Attendance clerk, Classroom teachers, Truancy Officer, Counselor and Crisis Intervention Counselor</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1 - Perceptions 1</p>

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading Language Arts and Mathematics have not shown growth or declined in percent score. Root Cause: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of their students through the use of PDSA, Student Data folders, and Student Discourse.</p>
Perceptions
<p>Problem Statement 1: On our Spring survey, families and staff indicated a feeling of being disconnected within the school family. Root Cause: With the merging of the two campuses, our staff and student population have doubled in size leaving an understandable connectivity gap within our community.</p>

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 throughout the campus.

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

Strategy 1 Details
<p>Strategy 1: Communicate and implement campus continuous improvement processes at the campus, grade and classroom level.</p> <p>Actions: a) Campus departments and grade levels utilize the PDSA process to monitor progress towards goals. (ex. logistics committee, CDAT committee, social committee, and Leadership team) b) Each team will identify key measures to track progress and set a goal. c) Conduct the PDSA process at each meeting to track progress.</p> <p>Staff Responsible for Monitoring: Campus Administration and campus staff</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Perceptions 1</p>

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: On our Spring survey, families and staff indicated a feeling of being disconnected within the school family. Root Cause: With the merging of the two campuses, our staff and student population have doubled in size leaving an understandable connectivity gap within our community.</p>

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

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Staff and student surveys and accident reports

Strategy 1 Details
<p>Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.</p> <p>Actions: a) Model and communicate to students, staff and families the safety protocols for our campus. b) Review the district safety protocols and implement them. c) Schedule and monitor safety drills and revise plans as needed. Implement Navigate360 with all safety drills. d) The logistics committee will identify potential safety threats using survey data 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. g) Conduct monthly safety meetings with the Safety Committee and revise plans as needed. h) Utilize campus Crisis Counselor and District SRO to identify and address safety and social emotional concerns.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: On our Spring survey, families and staff indicated a feeling of being disconnected within the school family. Root Cause: With the merging of the two campuses, our staff and student population have doubled in size leaving an understandable connectivity gap within our community.</p>

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

Performance Objective 2: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual report of worker's compensation claims

Strategy 1 Details
<p>Strategy 1: Implement the district-wide program that promotes an accident-free work environment.</p> <p>Actions: 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. e) All employees will complete safe schools.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: School Processes & Programs 1</p>

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: According to our student and staff survey, the results indicated a need for a systematic approach to responding to discipline. Root Cause: There is not a system in place for the classroom teachers to use when responding to misbehavior in the class that is consistent amongst the campus or grade levels.</p>

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

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

Evaluation Data Sources: Campus Site Base Team Meetings

Strategy 1 Details
<p>Strategy 1: Maintain a district-wide coordinated health program.</p> <p>Actions: a) Continue to implement health related plans, including: Play it Safe, Health and Vision Screenings, and Fitness Grams. b) Follow district health requirements c) Students participate in regular pacers and fitness grams in physical education classes.</p> <p>Staff Responsible for Monitoring: Campus Administration, Nurse, Campus Staff</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1</p>

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: The percentage of students performing at the meets grade-level standard in Reading Language Arts and Mathematics have not shown growth or declined in percent score. Root Cause: Several data points indicate that we need to strengthen the instructional delivery system and provide coaching support to help teachers meet the needs of their students through the use of PDSA, Student Data folders, and Student Discourse.</p>

State Compensatory

Budget for David E. Smith Elementary

Total SCE Funds: \$184,442.00

Total FTEs Funded by SCE: 4.24

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.

Personnel for David E. Smith Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Breana Cobb	Educational Assistant	0.25
Carmen Oliveros	Teacher	0.25
Julie herring	Instructional Facilitator	1
Kathy Nguyen	Teacher	0.5
Kristin Gaines	Teacher	0.33
Misty Demoss	Reading Intervention	0.33
Monica Souphankhaysy	Educational Assistant	1
Rebeca Quintana	BL Reading Intervention	0.33
Yaneth Zuniga	Teacher	0.25

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed on April 25, 2023 based on spring survey feedback, TELPAS and universal screener results, attendance and behavior data compiled in the Spring of 2023. The CNA was reviewed and finalized to include current STAAR achievement data on August 28, 2023.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed through the input and involvement of the following:

Parents:
Dylan Medrano and Emily Reed
Community Members:
Mike Eason and Kelsey Kimbrough
Teachers:
Carrie Chandler, Sheila Anderson, Lisa Mais, Brandon Brumley, Stacey Self, Alex Brumley, Ninfa Cortez, Roxanne Magee, Shelly Villa, Ginger Rocha, Eva Fisher
Administrators:
Amanda Holman and Latisha Moore
Other Campus and District Staff:
Amanda Jones and Kinzie Mallot

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

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

Through the Campus Needs Assessment, 76% of students 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
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

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 recognition's, two-way communication between the school and home, and parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan is revised and evaluated in November, January, March, and June. The schoolwide plan (CIP) is developed annually.

4.1: Develop and distribute Parent and Family Engagement Policy

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

Parents:
Dylan Medrano, Emily Reed
Teachers:
Lisa Mais, Roxanne Magee, Eva Fisher, Morgan Martinez, Shelly Villa, Ginger Rocha, Rebeca Quintana
Administrators:
Latisha Moore and Amanda Holman
Other Campus and District Staff:
Julie Herring and Amanda Jones

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Monday evenings and Tuesday and Thursday mornings in order to accommodate parents’ work schedules. The following family engagement activities are planned for 2023-24:

- August Refresh Back to School Event at WG Thomas Coliseum
- August Meet the Teacher Night
- Back to school bash Title I Meeting
- October Title I Meeting

- October Book Fair
- October Music performance
- October Awards Ceremony and Data talk
- November Music performance
- November Math Event
- December Fun Run
- December Music performance - 5th gr
- January Literacy Event
- February World Read Aloud Day
- March Open House
- March Discover Birdville Event]
- March Music performance
- April Music performance
- April Science Night
- April Family Engagement Policy and Compact Revision
- May Field Day

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Kimbrough	Assistant Principal	Title I	0.5
Lisa Wolf	Crisis Intervention Counselor	Title I	0.5
Maria McCully	Instructional Facilitator	Title I	0.6

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	SCE Campus Personnel		\$184,442.00
Sub-Total					\$184,442.00
Budgeted Fund Source Amount					\$184,442.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I Personnel		\$169,840.00
1	1	3	Professional Development		\$1,500.00
1	2	1	Title I Tutors		\$12,821.00
1	2	3	Family Engagement Resources		\$1,860.00
Sub-Total					\$186,021.00
Budgeted Fund Source Amount					\$186,021.00
+/- Difference					\$0.00
Grand Total Budgeted					\$370,463.00
Grand Total Spent					\$370,463.00
+/- Difference					\$0.00