

Birdville Independent School District
David E. Smith Elementary
2023-2024 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

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 it's 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 618 students in grades pre-k through fifth grade for the 2023-2024 school year.

Students

David E Smith Elementary student demographics as of 2022-23 school year were made up of 72% Hispanic, 2% Asian, 21% White, 2% African American, and 1% American Indian. The percentage of students served by special education was 20% and 5% were served by gifted and talented services. Seventy-eight percent of students were considered At-risk and 81% were considered Economically Disadvantaged. The campus served 31% of students in the Bilingual Program and 43% of students were identified as Emergent Bilingual. WT Francisco Elementary student demographics as of 2022-23 school year were made up of 74% Hispanic, 6% Asian, 18% White, 1% African American, and 1% American Indian. The percentage of students served by special education was 8% and 5% were served by gifted and talented services. Eighty-five percent of students were considered At-risk and 90% were considered Economically Disadvantaged. The campus served 35% of students in the Bilingual Program and 51% of students were identified as Emergent Bilingual.

Teachers

During the 2022-2023 school year David E. Smith had 28 teachers with an average of 14 years of experience, and at WT Francisco had 32 teachers with a majority having over 5 years of experience.

Demographics Strengths

- Currently, we have 33% of our students enrolled in bilingual classes which provide them the opportunity to be bi-literate.
- Combined, 87% of our students are Economically Disadvantaged which provides the following:
 - free or reduced lunch costs
 - federal funding for additional resources and personnel to meet students' needs.
- We increased in our percentage of students meeting expectations on the Math STAAR in 3rd grade and 5th grade.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our bilingual population has increased in the percent of students not approaching STAAR in the following tested areas: 23% not approaching in 3rd gr math to 47%, 30% not approaching in 3rd gr reading to 39%, 1% not approaching in 4th gr math to 36%, 1 % not approaching in 4th gr reading to 31%, 33% not approaching 5th gr science to 62%. **Root Cause:** The bilingual population of STAAR scores are increasing in the percent of not approaching in 5 out of the 7 tested areas and the access to our bilingual coach decreased by 75% last year.

Problem Statement 2 (Prioritized): Our SPED population has decreased in the percent of approaches and meets by 9-20% in 6 out of the 7 STAAR tested areas. **Root Cause:** Our SPED population has increased over the past few years and we need to provide the collaboration between SPED and general education teachers. Also, we will provide more inclusion time for our students with the SPED teacher.

Student Learning

Student Learning Summary

STAAR

Our campus experienced an improvement in STAAR for 3rd grade math meets standard and 5th grade math approaches and meets standard. Furthermore, we either maintained or had a 0-5% decrease in 3rd grade reading approaches and meets, 4th gr reading approaches and meets, 5th gr math approaches, and 5th grade reading meets and approaches. These celebrations are in comparison to the 21-22 school year.

In 4th grade math and 5th grade science approaches and meets all decreased in comparison to the 21-22 school year.

Third Grade results

2022 Reading- Approaches 81%, Meets 48%

2023 Reading- Approaches 78%, Meets 44%

2022 Math-Approaches 74%, Meets 32%

2023 Math-Approaches 72%, Meets 35%

Fourth Grade results

2022 Reading- Approaches 81%, Meets 53%

2023 Reading- Approaches 78%, Meets 48%

2022 Math-Approaches 85%, Meets 47%

2023 Math-Approaches 68%, Meets 38%

Fifth Grade results

2022 Reading- Approaches 85%, Meets 58%

2023 Reading- Approaches 84%, Meets 58%

2022 Math-Approaches 80%, Meets 37%

2023 Math-Approaches 84%, Meets 48%

State Accountability

WT Francisco and David E Smith received a B on our accountability rating summary for the 21-22 school year.

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 2022 - 2023

Years in U.S. Schools	Total Students	Beginning		#
		#	% Total	
First Year	70	20	28.57%	
Second Year	67	12	17.91%	
Third Year	51	4	7.84%	
Fourth Year	46	3	6.52%	
Five or More Years	41	1	2.44%	

Student Learning Strengths

For the 2022-2023 school year, David E Smith increased in the following areas:

- 3rd gr math meets
- 5th gr math approaches and meets

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of students reaching Approaches, Meets and Masters in 5th Grade Science has decreased by 11% approaches and 11% meets.
Root Cause: The percentage of recommended time in hands on experiments needs to be tracked to ensure we are meeting the requirements that are recommended by the district.

Problem Statement 2 (Prioritized): The percent scores on STAAR for 4th grade math has decreased by 17% approaches and 9% meets. **Root Cause:** Tier 1 instruction was not proficient due to 50% of our students being affected by teacher mobility.

Problem Statement 3 (Prioritized): The percentage of students who have been in school for five or more years is low for students reaching the Advanced High levels of language proficiency. **Root Cause:** There has been a lack of targeted intervention for our students who are in their fourth year of US schools to ensure they are making adequate English language progress .

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, 87% of students receive free or reduced lunches. 13% of students are served through the ESL program and 33% of our students are served in our Bilingual program in grades Kindergarten through Fifth grade. 14% of students are served through Special Education. 3% 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. 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-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, 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 Health screenings. DES has 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 that 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 master schedule has also been developed to include professional learning community (PLC) time for our classroom teachers to meet outside their daily planning time. The goal for PLCs is to build strong connections amongst our teachers so they can learn from one another and grow in their craft.
- The campus RtI team, including our MTSS teacher, interventionist 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 for the fifth year in a row has been 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 brain state in the executive state so they are ready to learn.
- We have scheduled time for our teachers to meet three times this year in vertical teams for math, science and English Language Arts.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the beginning of year to the end of year Fountas and Pinnell reading levels, 30% of students did not make a years worth of growth.

Root Cause: Our students needing intervention services continues to grow every year and we need provide specific expectations for targeted instruction to our teachers for reading.

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 five 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 committee problem solve campus logistical concerns. 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. The safety committee serves to help keep our campus safe.

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

We believe at David E Smith that all of our stakeholders should experience excellent customer service.

- Keep the community informed of school wide events and information
- Send home quarterly calendars with events
- Various forms of communication. ex. paper flyers, email, and in English and Spanish
- Active PTA
- Quarterly Award Assemblies
- SRP drills are held monthly
- We partner with Bethesda school and have students mentors and reading buddies weekly.
- We have partnered with Recovery Resource Council to provide small group support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On our annual safety survey, 97% of staff stated they feel physically safe here at school and 79% of our students stated they feel physically safe.

Root Cause: Due to recent events that have happened in our state and community, there is a difference between our students and staff feeling safe at school. We need to survey more throughout the year and target groups who feel unsafe and identify the ways in which we can help them feel safe.

Problem Statement 2 (Prioritized): Our attendance rate is rising now, but at a slow rate. In 2021-2022, we were at 94.2% and then in 2022-2023 we were at 94.5%. **Root Cause:** We are communicating about attendance more at our music performances, however we need to communicate about the importance of attendance through multiple means of communication.

Priority Problem Statements

Problem Statement 1: The percent scores on STAAR for 4th grade math has decreased by 17% approaches and 9% meets.

Root Cause 1: Tier 1 instruction was not proficient due to 50% of our students being affected by teacher mobility.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: On our annual safety survey, 97% of staff stated they feel physically safe here at school and 79% of our students stated they feel physically safe.

Root Cause 2: Due to recent events that have happened in our state and community, there is a difference between our students and staff feeling safe at school. We need to survey more throughout the year and target groups who feel unsafe and identify the ways in which we can help them feel safe.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The percent of students reaching Approaches, Meets and Masters in 5th Grade Science has decreased by 11% approaches and 11% meets.

Root Cause 3: The percentage of recommended time in hands on experiments needs to be tracked to ensure we are meeting the requirements that are recommended by the district.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the beginning of year to the end of year Fountas and Pinnell reading levels, 30% of students did not make a years worth of growth.

Root Cause 4: Our students needing intervention services continues to grow every year and we need provide specific expectations for targeted instruction to our teachers for reading.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our bilingual population has increased in the percent of students not approaching STAAR in the following tested areas: 23% not approaching in 3rd gr math to 47%, 30% not approaching in 3rd gr reading to 39%, 1% not approaching in 4th gr math to 36%, 1 % not approaching in 4th gr reading to 31%, 33% not approaching 5th gr science to 62%.

Root Cause 5: The bilingual population of STAAR scores are increasing in the percent of not approaching in 5 out of the 7 tested areas and the access to our bilingual coach decreased by 75% last year.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Our SPED population has decreased in the percent of approaches and meets by 9-20% in 6 out of the 7 STAAR tested areas.

Root Cause 6: Our SPED population has increased over the past few years and we need to provide the collaboration between SPED and general education teachers. Also, we will provide more inclusion time for our students with the SPED teacher.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Our attendance rate is rising now, but at a slow rate. In 2021-2022, we were at 94.2% and then in 2022-2023 we were at 94.5%.

Root Cause 7: We are communicating about attendance more at our music performances, however we need to communicate about the importance of attendance through multiple means of communication.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The percentage of students who have been in school for five or more years is low for students reaching the Advanced High levels of language proficiency.

Root Cause 8: There has been a lack of targeted intervention for our students who are in their fourth year of US schools to ensure they are making adequate English language progress .

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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 31, 2023

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 literacy 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 mathematics.

b) Improve performance in Domain 3 Closing the Gap 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" level.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: 1) Continue to build capacity to implement the district literacy plan at the campus level. Actions: a) Provide ongoing training for all staff to build their capacity to implement campus literacy plan. b) Support campus Leaders of Learners to lead the implementation of the District literacy plan. Staff Responsible for Monitoring: Campus Administration, Leaders of learners team and academic coaches 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: School Processes & Programs 1 Funding Sources: Literacy Resources and Professional Development - 211 - Title I - \$7,500, Academic coach - 211 - Title I - \$80,153, Academic coach - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Continue to implement the 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 and PLC c) Utilize data from instructional walks and formative assessments to customize campus professional learning Staff Responsible for Monitoring: Campus Administration, Leaders of Learners team, academic coaches, 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: School Processes & Programs 1 Funding Sources: Coaching Clarity with Jenn Kleiber / Staff PD - 211 - Title I, Academic Coaches - 199 - General Funds: SCE, Academic Coaches - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate and assist teachers in implementing responsive and personalized learning for students that is data driven.</p> <p>Actions: a) Train campus staff in analyzing student data and utilizing a PDSA cycle after formative assessments. b) Provide campus staff with opportunities to learn about differentiated instruction. c) Assist campus staff in utilizing technology for further personalized learning for students. Students will utilize technology during their station rotations and learning paths will be determined based on student needs. Students will be able to work through these stations independently. d) Monitor, support and provide feedback to support campus staff of implementation of personalized learning. This will include classroom teachers, special ed teachers and interventionists. e) Administration will meet and review campus data regularly. f) Provide support and training for 2.0 tier 1 priorities. g) Utilize reading interventionist to provide extra support to students who are at risk based on a preponderance of data in order to decrease learning gaps and increase student performance. h) Provide accelerated instruction to students who failed STAAR math and/or reading in a small group setting during school.</p> <p>Staff Responsible for Monitoring: Campus Administration, Leaders of Learners team, academic coaches, and teachers</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 2 - School Processes & Programs 1</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE, MTSS teacher - 211 - Title I - \$40,172, Title 1 tutors - 211 - Title I - \$35,100, Instructional Resources/PD - 211 - Title I - \$500, Tutoring - teachers - ESSER - \$21,136</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Designated staff will participate in the reading academy and utilize the coaching model established by TEA based on the HB3 requirements.</p> <p>Actions: a) Implement, monitor and support the district plan for Reading Academies. b) Five new teachers across the campus will be participating in the reading academy this year. c) Teachers who have completed the reading academy previously will be held accountable to implementing the explicit instruction that is required by HB3.</p> <p>Staff Responsible for Monitoring: Campus Administration, Reading Academy Coach, , Instructional coaches and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th grade. Actions: a) Continue to support and train staff with the Benchmark assessment system, mClass assessment and Star Renaissance screeners. b) Train and support teachers and campus staff from prekindergarten - 5th grades on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions. (assessments including: MClass math and reading, Star math, BAS, Circle, Interims) 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 by students in grades prekindergarten - 5th based on assessment instruments being used for reading and math and communicate this progress to our families for their support. e) Oversee the implementation of progress monitoring assessments within appropriate windows. Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Classroom teachers, Reading and Math Interventionist, Resource teacher Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1 Funding Sources: Substitutes for BAS testing - 211 - Title I - \$1,000, Intervention Personnel - 199 - General Funds: SCE, Academic Coach - 199 - General Funds: SCE, Academic Coach - 211 - Title I, MTSS Teacher - 211 - Title I		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our bilingual population has increased in the percent of students not approaching STAAR in the following tested areas: 23% not approaching in 3rd gr math to 47%, 30% not approaching in 3rd gr reading to 39%, 1% not approaching in 4th gr math to 36%, 1 % not approaching in 4th gr reading to 31%, 33% not approaching 5th gr science to 62%. Root Cause: The bilingual population of STAAR scores are increasing in the percent of not approaching in 5 out of the 7 tested areas and the access to our bilingual coach decreased by 75% last year.
Problem Statement 2: Our SPED population has decreased in the percent of approaches and meets by 9-20% in 6 out of the 7 STAAR tested areas. Root Cause: Our SPED population has increased over the past few years and we need to provide the collaboration between SPED and general education teachers. Also, we will provide more inclusion time for our students with the SPED teacher.
Student Learning
Problem Statement 2: The percent scores on STAAR for 4th grade math has decreased by 17% approaches and 9% meets. Root Cause: Tier 1 instruction was not proficient due to 50% of our students being affected by teacher mobility.

School Processes & Programs

Problem Statement 1: According to the beginning of year to the end of year Fountas and Pinnell reading levels, 30% of students did not make a years worth of growth. **Root Cause:** Our students needing intervention services continues to grow every year and we need provide specific expectations for targeted instruction to our teachers for reading.

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) In addition , 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.

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Coordinate the implementation of the system-wide practices for the design and delivery of programs and services for Emergent Bilinguals.</p> <p>Actions: a) Provide support to teachers to follow the written plan for the evaluation of programs and services for Emergent Bilinguals. b) Ensure the comprehensive professional development plan targeting the competencies necessary to serve the needs of Emergent Bilinguals is communicated to teachers. Encourage teachers to participate and engage in these PD opportunities. c) Follow the systems for monitoring of progress and accommodating linguistic and academic instruction of Emergent Bilinguals. e) Follow the ESL program model for elementary laid out by the district. f) Follow the district bi-literacy framework as laid out by the district to implement the Dual Language Program.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff, Academic Coaches, Bilingual coach</p> <p>Title I: 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: Demographics 1 - Student Learning 3</p>				

Strategy 2 Details		Reviews			
Strategy 2: Continue to train and implement the district continuous improvement process and requirements for mission statements, development of smart goals, the PDSA process and progress monitoring using data folders in the classroom. Actions: a) Deliver clear expectations on the implementation of the continuous improvement process throughout the school year. b) Support, monitor and provide feedback regarding the implementation of continuous improvement practices by utilizing the district rubric with campus teaching staff. c) Utilize the Leaders of Learners to analyze the campus needs and next steps required based on the district continuous improvement rubric. d) Utilize campus grade level Professional learning communities to analyze grade level needs to support campus goals. Teachers will complete an analysis protocol for common assessments and complete PDSAs for core subjects assessed. e) Create a new campus vision statement, mission statement and values. f) Classrooms will develop their individual mission statements and strategic learning goals. g) Students will regularly track individual growth in data folders. Staff Responsible for Monitoring: Campus Administration, Campus Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
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: Perceptions 1 Funding Sources: Title I Family Engagement - 211 - Title I - \$2,500		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Coordinate professional development that assists teachers in developing, implementing and progress monitoring student learning. Actions: a) Coordinate professional development for all teachers in analyzing and use a variety of data for the purpose of focused instruction, appropriate interventions and approved accommodations. b) Track student performance on common assessments and interims to determine progress toward success on STAAR assessments during PLCs. c) Coordinate professional development for all teachers and staff in the use of AWARE to build assessments and analyze data to inform instruction. Staff Responsible for Monitoring: Campus Administration, Academic coaches, and campus staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: School Processes & Programs 1 Funding Sources: Intervention Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: 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 and appropriate interventions 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 RtI services. c) Ensure that all special services (RTI, 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: Demographics 2 Funding Sources: Tutoring Personnel-Teachers - 211 - Title I - \$3,538, Educational Assistants - 211 - Title I - \$57,813, Tutoring Personnel-Teachers and tutors - ESSER, Tutoring Personnel-Tutors - 211 - Title I	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Implement the Response to Intervention (RTI) framework to facilitate a multi-tiered system of support for identified students. Actions: a) Hold campus RTI meetings throughout the year. b) Develop time within the master schedule that allows time for each grade level to have a designated RTI time. Reading intervention will be a pull out service and math intervention will be a push-in service to better meet the needs of our students. c) regularly meet with campus intervention staff to discuss progress, needs, curriculum and resources. d) Utilize our MTSS teacher to support our intervention plan to meet our students by supporting teachers in analyzing data, modeling best practices for intervention and creating intervention schedules. e) Implement SEL curriculum Conscious Discipline (CD) and district provided resources. f) Continue to provide professional learning for CD and tiered behavior interventions. g) Utilize SCE funded crisis counselor to provide support to students in areas of social-emotional learning. h) Create and Implement an Accelerated Intervention Plan to address HB4545. Staff Responsible for Monitoring: Campus Administration, Reading and Math Interventionist, AI tutors, Classroom teachers, and Academic Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1 Funding Sources: ESSER Tutors - ESSER, MTSS teacher - 211 - Title I		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our bilingual population has increased in the percent of students not approaching STAAR in the following tested areas: 23% not approaching in 3rd gr math to 47%, 30% not approaching in 3rd gr reading to 39%, 1% not approaching in 4th gr math to 36%, 1 % not approaching in 4th gr reading to 31%, 33% not approaching 5th gr science to 62%. Root Cause: The bilingual population of STAAR scores are increasing in the percent of not approaching in 5 out of the 7 tested areas and the access to our bilingual coach decreased by 75% last year.
Problem Statement 2: Our SPED population has decreased in the percent of approaches and meets by 9-20% in 6 out of the 7 STAAR tested areas. Root Cause: Our SPED population has increased over the past few years and we need to provide the collaboration between SPED and general education teachers. Also, we will provide more inclusion time for our students with the SPED teacher.
Student Learning
Problem Statement 2: The percent scores on STAAR for 4th grade math has decreased by 17% approaches and 9% meets. Root Cause: Tier 1 instruction was not proficient due to 50% of our students being affected by teacher mobility.

Student Learning

Problem Statement 3: The percentage of students who have been in school for five or more years is low for students reaching the Advanced High levels of language proficiency.
Root Cause: There has been a lack of targeted intervention for our students who are in their fourth year of US schools to ensure they are making adequate English language progress.

School Processes & Programs

Problem Statement 1: According to the beginning of year to the end of year Fountas and Pinnell reading levels, 30% of students did not make a years worth of growth. **Root Cause:** Our students needing intervention services continues to grow every year and we need provide specific expectations for targeted instruction to our teachers for reading.

Perceptions





Problem Statement 1: On our annual safety survey, 97% of staff stated they feel physically safe here at school and 79% of our students stated they feel physically safe. **Root Cause:** Due to recent events that have happened in our state and community, there is a difference between our students and staff feeling safe at school. We need to survey more throughout the year and target groups who feel unsafe and identify the ways in which we can help them feel safe.

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

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

Evaluation Data Sources: Observation data, Social Emotional survey

Strategy 1 Details	Reviews			
Strategy 1: Train all staff and continue to implement Conscious Discipline campus wide. 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 Purposeful people 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. e) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Campus Administration, Campus Staff, Counselor Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1 Funding Sources: Crisis Counselors - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: On our annual safety survey, 97% of staff stated they feel physically safe here at school and 79% of our students stated they feel physically safe. Root Cause: Due to recent events that have happened in our state and community, there is a difference between our students and staff feeling safe at school. We need to survey more throughout the year and target groups who feel unsafe and identify the ways in which we can help them feel safe.

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 RtI Tiers 2 and 3.

Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
Strategy 1: 1) Implement the behavioral RtI plan with fidelity Actions: a) Provide training and Implement the district behavior RtI plan and evaluate its progress for needed revisions b) Implement Conscious Discipline campus wide c) Schedule extended behavior RTI collaboratives and utilize Focus to input behavioral RtI student plans. Staff Responsible for Monitoring: Campus Administration, campus staff, Counseling team, Behavior Facilitator Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1 Funding Sources: Professional Development and training - 211 - Title I - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: On our annual safety survey, 97% of staff stated they feel physically safe here at school and 79% of our students stated they feel physically safe. Root Cause: Due to recent events that have happened in our state and community, there is a difference between our students and staff feeling safe at school. We need to survey more throughout the year and target groups who feel unsafe and identify the ways in which we can help them feel safe.

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		Reviews			
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) 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. Staff Responsible for Monitoring: Campus Administration, Attendance clerk, Classroom teachers, Truancy Officer, Counselor and Crisis Intervention Counselor Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 2 Funding Sources: Crisis Counselor - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Our attendance rate is rising now, but at a slow rate. In 2021-2022, we were at 94.2% and then in 2022-2023 we were at 94.5%. Root Cause: We are communicating about attendance more at our music performances, however we need to communicate about the importance of attendance through multiple means of communication.

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	Reviews			
Strategy 1: Communicate and implement campus continuous improvement processes at the campus, grade and classroom level. Actions: a) Campus departments utilize the PDSA process to monitor progress towards goals. (ex. logistics committee, social committee, and LOL team will each set a goal and move through the PDSA process at each meeting.) a) Classes write mission statements and develop strategic learning goals. b) Each individual class utilize the PDSA process to track progress and growth towards goals. d) Students regularly track individual growth in data folders. Staff Responsible for Monitoring: Campus Administration and campus staff Title I: 2.4, 2.6 Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				





Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The percent of students reaching Approaches, Meets and Masters in 5th Grade Science has decreased by 11% approaches and 11% meets. Root Cause: The percentage of recommended time in hands on experiments needs to be tracked to ensure we are meeting the requirements that are recommended by the district.
Problem Statement 2: The percent scores on STAAR for 4th grade math has decreased by 17% approaches and 9% meets. Root Cause: Tier 1 instruction was not proficient due to 50% of our students being affected by teacher mobility.

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	Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging. 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) 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 g) Conduct monthly safety meetings with the Safety Committee and revise plans as needed. Staff Responsible for Monitoring: Campus Administration Campus Staff Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Perceptions
Problem Statement 1: On our annual safety survey, 97% of staff stated they feel physically safe here at school and 79% of our students stated they feel physically safe. Root Cause: Due to recent events that have happened in our state and community, there is a difference between our students and staff feeling safe at school. We need to survey more throughout the year and target groups who feel unsafe and identify the ways in which we can help them feel safe.

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	Reviews			
Strategy 1: Implement the district-wide program that promotes an accident-free work environment. 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. Staff Responsible for Monitoring: Campus Administration Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: On our annual safety survey, 97% of staff stated they feel physically safe here at school and 79% of our students stated they feel physically safe. Root Cause: Due to recent events that have happened in our state and community, there is a difference between our students and staff feeling safe at school. We need to survey more throughout the year and target groups who feel unsafe and identify the ways in which we can help them feel safe.

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	Reviews			
Strategy 1: Maintain a district-wide coordinated health program. 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. Staff Responsible for Monitoring: Campus Administration, Nurse, Campus Staff Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: On our annual safety survey, 97% of staff stated they feel physically safe here at school and 79% of our students stated they feel physically safe. Root Cause: Due to recent events that have happened in our state and community, there is a difference between our students and staff feeling safe at school. We need to survey more throughout the year and target groups who feel unsafe and identify the ways in which we can help them feel safe.

State Compensatory

Budget for David E. Smith Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.465

Brief Description of SCE Services and/or Programs

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Personnel for David E. Smith Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adriana Salas Sanchez	Educational Assistant	1
Gina Giacomarro	Reading Interventionist	0.4
Kathy Nguyen	Teacher	0.5
Misty Demoss	Reading Interventionist	0.4
Rebeca Quintana	BL Reading Interventionist	0.165

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>
Carmen Oliveros	Tutor	Title I	0.5
Debbie Self	Tutor	Title I	0.5
Heidi Slayton	Educational Assistant - Bilingual	Title I	1.0
Morgan Martinez	Academic Coach	Title I	1.0
Stacey Self	MTSS Teacher	Title I	0.5
Sydney Wong	Educational Assistant	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Academic coach		\$0.00
1	1	2	Academic Coaches		\$0.00
1	1	3	Intervention Personnel		\$0.00
1	1	5	Academic Coach		\$0.00
1	1	5	Intervention Personnel		\$0.00
1	2	4	Intervention Personnel		\$0.00
1	3	1	Crisis Counselors		\$0.00
2	1	1	Crisis Counselor		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$70,121.00
+/- Difference					\$70,121.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Resources and Professional Development		\$7,500.00
1	1	1	Academic coach		\$80,153.00
1	1	2	Academic Coaches		\$0.00
1	1	2	Coaching Clarity with Jenn Kleiber / Staff PD		\$0.00
1	1	3	MTSS teacher		\$40,172.00
1	1	3	Instructional Resources/PD		\$500.00
1	1	3	Title 1 tutors		\$35,100.00
1	1	5	Substitutes for BAS testing		\$1,000.00
1	1	5	MTSS Teacher		\$0.00
1	1	5	Academic Coach		\$0.00
1	2	3	Title I Family Engagement		\$2,500.00
1	2	5	Tutoring Personnel-Tutors		\$0.00
1	2	5	Tutoring Personnel-Teachers		\$3,538.00
1	2	5	Educational Assistants		\$57,813.00

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	MTSS teacher		\$0.00
1	4	1	Professional Development and training		\$10,000.00
Sub-Total					\$238,276.00
Budgeted Fund Source Amount					\$238,276.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutoring - teachers		\$21,136.00
1	2	5	Tutoring Personnel-Teachers and tutors		\$0.00
1	2	6	ESSER Tutors		\$0.00
Sub-Total					\$21,136.00
Budgeted Fund Source Amount					\$21,136.00
+/- Difference					\$0.00
Grand Total Budgeted					\$329,533.00
Grand Total Spent					\$259,412.00
+/- Difference					\$70,121.00