

Birdville Independent School District
David E. Smith Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: October 7, 2022

Demographics

Demographics Summary

David E. Smith Elementary is in Haltom City, Texas in the Birdville Independent School District. David E. Smith was built in 1954 and serves students in grades Pre-Kindergarten through Fifth Grade. In addition, we have Bilingual classes in Pre-Kindergarten through Fifth Grade. We currently serve 391 students of which 71% are Hispanic, 22% are White, and 3% are African American. David E. Smith is a Title I campus with an Economically Disadvantaged rate of 83% and At-Risk population of 74%. In addition, 43% of our students are LEP and 32% of our students are in our Bilingual program in grades Kindergarten through Fifth grade. 17% of students are served through special education and 6% of students are served through gifted and talented.

David E. Smith has 32 teachers with an average of 14 years of experience.

The campus has a mobility rate of 9%. There are strong community relations with local churches, schools, and social services departments.

Demographics Strengths

- 32% of our students are currently enrolled in bilingual classes which provide them the opportunity to be bi-literate.
- 83% of our students are Economically Disadvantaged which provides free and reduced lunch and federal funding for additional resources and personnel to meet students' needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The parent involvement at the campus has decreased over the past few years. **Root Cause:** We believe this is due to COVID and serving families who have dual income households.

Student Learning

Student Learning Summary

For David E Smith's 3rd graders: The overall percentages for 3rd Grade Math STAAR is 77% Approaches Grade Level, 31% reached Meets Grade Level and 10% reached Masters Grade Level on the Math STAAR. The overall percentages for 3rd Grade Reading STAAR is 84% Approaches Grade Level, 52% Meets Grade Level and 32% Masters Grade Level.

For David E Smith's 4th graders: The overall percentages for 4th Grade Math STAAR is 83% Approaches Grade Level, 40% reached Meets Grade Level and 12% reached Masters Grade Level on the Math STAAR. The overall percentages for 4th Grade Reading STAAR is 83% Approaches Grade Level, 57% Meets Grade Level and 31% Masters Grade Level.

For David E Smith's 5th graders: The overall percentages for 5th Grade Math STAAR is 91% Approaches Grade Level, 43% reached Meets Grade Level and 19% reached Masters Grade Level on the Math STAAR. The overall percentages for 5th Grade Reading STAAR is 89% Approaches Grade Level, 69% Meets Grade Level and 41% Masters Grade Level. The overall percentages for 5th Grade Science STAAR is 69% Approaches Grade Level, 31% Meets Grade Level and 15% Masters Grade Level.

In 2021-2022, David E Smith had an overall score of 83 out of 100 and received the rating 'B.'

In Domain 1: Student Achievement, we received a scale score of 78 which gave us a letter grade of C.

In Domain 2: School progress, we received a scale score of 86, which gave us a letter grade of B.

In Domain 3: Closing the Gaps, we received a scale score of 75, which gave us a letter grade of C.

The Emergent Bilingual students who made progress in at least one area by grade level: 1st grade: 32%, 2nd grade: 20%, 3rd grade: 52%, 4th grade: 19%, 5th grade: 36%.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 David E. Smith School met/did not meet the target with a TELPAS progress rate of 51%. In 2021-2022 David E. Smith School again met/did not meet the target with a TELPAS progress rate of 34%. In comparing the progress rate from 2021 and 2022, David E. Smith demonstrated a 17% point decrease in students' English language development.

Student Learning Strengths

- 9% gain in students meeting and 17% gain in students mastering 3rd Grade Reading STAAR
- 21% gain in students meeting and 20% gain in students mastering 4th Grade Reading STAAR
- 18% gain in students meeting 5th Grade Reading STAAR
- 10% gain in students approaching 3rd Grade Math STAAR
- 19% gain in students approaching and 13% gain in students meeting 4th Grade Math STAAR
- 7% gain in students approaching 5th Grade Math STAAR
- We maintained our school rating of a B.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of students reaching Meets and Masters in 5th Grade Science is in the third quartile of the district. **Root Cause:** Alignment in

Kinder-4th and following district scope and sequence.

Problem Statement 2 (Prioritized): The percent of students approaching in our SPED population has increased. **Root Cause:** Lack of focus for our SPED population to on reaching a 1 to 2 point growth on STAAR.

Problem Statement 3 (Prioritized): While our percent of approaching in reading and math is rising, we need to focus on students reaching Meets and Masters in 3rd, 4th, and 5th Grade for math and reading. **Root Cause:** More differentiation for our higher achieving students.

School Processes & Programs

School Processes & Programs Summary

DES offers a wide variety of processes and programs to meet the diverse needs of the student population. Currently, 83.12% of students receive free or reduced lunches. 9.97% of students are served through the ESL program and 31.97% of our students are served in our Bilingual program in grades Kindergarten through Fifth grade. 16.62% of students are served through Special Education. 5.12% are served through dyslexia programs, and 6.14% 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.

DES also offers an after school enrichment program, ASPIRE. ASPIRE serves approximately 100 students daily and offers academic and extracurricular activities. ASPIRE is committed to serving these students with their social emotional needs as well.

David E. Smith is committed to guaranteeing growth for all students- academically, emotionally and physically. Our students are involved in setting individual, class and grade level goals and monitoring their progress along the way in meeting these goals. Students celebrate their growth and success with six-weeks Awards Assemblies and other celebrations. The staff also sets professional goals and the campus calendar and schedule provide opportunities for the staff to visit other teachers' classrooms and learn from one another. We strive to foster a culture of literacy in all content areas. Our desire is to promote innovation with the use of Chromebooks and other technology resources that assist in increased engagement, collaboration and formative assessment. All students participate in six-weeks Counselor lessons, 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.

School Processes & Programs Strengths

- The master schedule for the campus has been strategically planned and developed to maximize the time for all students and to ensure that students served for RtI tiers do not miss critical tier 1 instruction. The master schedule has also been developed to match WT Francisco's schedule so that both campuses can PLC together weekly. These two campuses also created a flexible schedule so teachers will receive an extra half day planning alongside the teachers at WT Francisco 5 times throughout the year.
- The campus RtI team has created a systematic and comprehensive approach of reviewing multiple points of data for all students several times a year. This system allows for easy identification of students and data progress monitoring from a variety of sources in both reading and math.
- There is a strong focus on social and emotional learning for both students and staff. The school focus for the fourth 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. Our after school program has also been trained in this program.
- Our campus has a strong sense of community where teachers love to teach each other. We have a system in place where teachers can visit each other's classrooms to learn from one another.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Despite many efforts to raise daily attendance, DES has an attendance rate of 94%. **Root Cause:** Lack of parent awareness and educating them on how attendance correlates with academic performance.

Problem Statement 2 (Prioritized): The parent involvement at the campus has decreased over the past few years. **Root Cause:** We believe this is due to COVID and serving

families who have dual income households.

Perceptions

Perceptions Summary

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

The teacher retention rate for DES is 100% this year.

Parent and community involvement and participation is increasing at DES.

A family and student survey was conducted in the Spring, and over 200 responses were returned. The survey asked families about safety, communication, connection to the school and many other things. Over 99% of the surveys returned had only positive statements and comments about the campus.

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

Perceptions Strengths

Last year, DES held 2 Parent education virtual events and these were well attended. One event was a math night and the other was a literacy night. Six-weeks Award Assemblies are held individually in each classroom and the videos were sent out to families to view virtually. The last six weeks was held in person and many families came to celebrate their students' success. 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): Our families are not aware of the safety and security of our building. **Root Cause:** Lack of communication on this topic to our families.

Problem Statement 2 (Prioritized): Our families are not aware of how they can support their child in the classroom. **Root Cause:** Lack of communication with families.

Priority Problem Statements

Problem Statement 7: The parent involvement at the campus has decreased over the past few years.

Root Cause 7: We believe this is due to COVID and serving families who have dual income households.

Problem Statement 7 Areas: Demographics - School Processes & Programs

Problem Statement 1: The percent of students reaching Meets and Masters in 5th Grade Science is in the third quartile of the district.

Root Cause 1: Alignment in Kinder-4th and following district scope and sequence.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: Despite many efforts to raise daily attendance, DES has an attendance rate of 94%.

Root Cause 4: Lack of parent awareness and educating them on how attendance correlates with academic performance.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our families are not aware of the safety and security of our building.

Root Cause 5: Lack of communication on this topic to our families.

Problem Statement 5 Areas: Perceptions

Problem Statement 2: The percent of students approaching in our SPED population has increased.

Root Cause 2: Lack of focus for our SPED population to on reaching a 1 to 2 point growth on STAAR.

Problem Statement 2 Areas: Student Learning

Problem Statement 6: Our families are not aware of how they can support their child in the classroom.

Root Cause 6: Lack of communication with families.

Problem Statement 6 Areas: Perceptions

Problem Statement 3: While our percent of approaching in reading and math is rising, we need to focus on students reaching Meets and Masters in 3rd, 4th, and 5th Grade for math and reading.

Root Cause 3: More differentiation for our higher achieving students.

Problem Statement 3 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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- 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: October 7, 2022

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.

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			
<p>Strategy 1: 1) Continue to build capacity to implement the district literacy plan at the campus level.</p> <p>Actions: a) Provide ongoing training for all staff to build their capacity to implement campus literacy plan. b) Support grade level leadership teams to lead the implementation of the District literacy plan. c) Re-calibration of literacy strategies with staff at beginning of the year and ongoing throughout staff meetings and campus walks.</p> <p>Staff Responsible for Monitoring: Campus Administration, LOL team and academic coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Literacy Resources and Professional Development - 199 - General Funds, Literacy Resources and Professional Development - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the literacy plan with a focus on responsive teaching and continuous improvement.</p> <p>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 d) Collaborate with WT Francisco to create identical master schedules. DES teachers and WT teachers can PLC together weekly. e) Host a literacy, math and science nights for families to learn strategies to support their child's progress in reading. f) Each teacher will have a parent conference with each family and literacy growth will be a topic discussed.</p> <p>Staff Responsible for Monitoring: Campus Administration, LOL team and academic coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p> <p>Funding Sources: Family Engagement - 211 - Title I - \$7,500, Coaching Clarity with Jenn Kleiber - 211 - Title I - \$7,500, Academic Coaches - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate and assist teachers in implementing personalized learning for students.</p> <p>Actions: a) Train campus staff in analyzing student data and utilizing it for personalized learning opportunities. b) Provide campus coach with professional development on differentiated instruction. The staff will have opportunities to meet with the coach to learn about differentiated instruction and build it within their lessons through PD and PLCs. c) Develop and train staff in utilizing technology to further personalize learning for all students. d) Monitor, support and provide feedback to support campus staff of implementation of personalized learning e) Provide accelerated instruction to students who failed STAAR math and/or reading in a small group setting during school. f) Provide data from assessments to ASPIRE on students they serve so they can give personalized learning.</p> <p>Staff Responsible for Monitoring: Campus administration, academic coaches, campus staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Instructional Resources/PD - 211 - Title I - \$2,000, Intervention Personnel - 199 - General Funds: SCE - \$70,121, Title 1 tutors - 211 - Title I - \$45,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Participate in the reading academies and utilize the coaching model established by TEA based on the HB3 requirements.</p> <p>Actions: a) Implement the district plan for Reading Academies. b) Continue to participate in the pilot of the TEA Reading Academy to give input to the state and gain insight into the reading academy modules.</p> <p>Staff Responsible for Monitoring: Campus Administration, Reading Academy Coaches, Classroom/SPED teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement a full day prekindergarten program for four year olds that qualify based on a board approved three year plan.</p> <p>Actions: a) Employ prekindergarten teachers who are appropriately certified to teach prekindergarten and who have an additional qualification that is early childhood education specific. b) Convert one section of half day prekindergarten services for four-year olds who qualify to full day based on the three year approved plan. c) Implement the district curriculum in the prekindergarten programs that addresses all ten developmental domains. d) Maintain an average ratio of 1 to 11 in any full day prekindergarten class of not less than one certified teacher and one teacher's aide for every 22 students per TEA.</p> <p>Staff Responsible for Monitoring: Campus Administration, Prekindergarten teachers and coach</p> <p>Funding Sources: Prekindergarten Teachers - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 3rd.</p> <p>Actions: a) Continue to support and train staff with the BAS assessment. b) Train and support teachers and campus staff from prekindergarten - 3rd grades on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions. (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 in grades prekindergarten - 3rd students 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 windows.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Classroom teachers, Reading and Math Interventionist, Resource teacher</p> <p>Title I: 2.4</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Substitutes for BAS testing - 211 - Title I - \$1,000, Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The parent involvement at the campus has decreased over the past few years. Root Cause: We believe this is due to COVID and serving families who have dual income households.</p>
Student Learning
<p>Problem Statement 1: The percent of students reaching Meets and Masters in 5th Grade Science is in the third quartile of the district. Root Cause: Alignment in Kinder-4th and following district scope and sequence.</p>
<p>Problem Statement 3: While our percent of approaching in reading and math is rising, we need to focus on students reaching Meets and Masters in 3rd, 4th, and 5th Grade for math and reading. Root Cause: More differentiation for our higher achieving students.</p>
School Processes & Programs
<p>Problem Statement 2: The parent involvement at the campus has decreased over the past few years. Root Cause: We believe this is due to COVID and serving families who have dual income households.</p>
Perceptions
<p>Problem Statement 2: Our families are not aware of how they can support their child in the classroom. Root Cause: Lack of communication with families.</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 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 and mathematics for all student groups as measured by a district approved monitoring instrument.

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

Strategy 1 Details	Reviews			
<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.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff, Academic Coaches</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use the district continuous improvement process and requirements for mission statements, development of smart goals, the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p>Actions: a) Provide support, training and coaching in the use of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor and provide feedback by utilizing the district rubric to campus staff regarding the PDSA development process through PLCs to ensure alignment to district expectation. c) Highlight campus examples of the PDSA process, goal setting and digital data folders during campus walk debriefs.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Enlist community and business partners to assist in providing support to students and families who are in need.</p> <p>Actions: a) Collaborate with PTA and ASPIRE to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. b) Identify and communicate the needs of the student population and their families with community partners. c) Implement a strategic plan for weekend food backpacks and clothing needs. d) Partner with community partners (Bethesda and Mercy Cares) to provide mentoring to our at risk students.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 2</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Coordinate professional development that assists teachers in developing, implementing and progress monitoring student learning.</p> <p>Actions: a) Coordinate professional development for all teachers in analyzing and use a variety of data (achievement and process) for the purpose of focused instruction, appropriate interventions and approved accommodations (i.e. state testing and classroom instruction). b) Track student performance to determine progress toward success on STAAR assessments. c) Coordinate professional development for teachers to developing personalized intervention plans through Success-Ed. d) Coordinate professional development for all teachers and staff in the use of Aware to build assessments and analyze data to inform instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom teachers, Reading and Math Interventionists, Resources teacher, Academic coaches</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor the equitable programming to access services based upon special education, GATE, RtI, EB, and 504.</p> <p>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 equitable access to all Emergent Bilinguals in the appropriate bilingual or ESL program. c) Use Success-Ed to monitor program responses to students who are identified for 504, special education, or RtI services. Provide training to our classroom teachers and interventionist. d) Implement the new district SEL program weekly in the classroom. e) Ensure that all special services are documented in the appropriate programs: Success Ed, Ellevation, Pulse, Skyward</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus staff, Intervention Services department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Personnel - 211 - Title I - \$37,991, Tutoring Personnel - 211 - Title I - \$58,446, Educational Assistants - 211 - Title I - \$27,406</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p>Actions: a) Provide AI tutoring for students who failed STAAR math and reading in 3rd-5th grades. b) Monitor the progress of students in tutoring during RTI meetings and communicate this progress to the tutors. c) Utilize the resources provided by the district for AI tutoring. d) Purchase materials that will support teachers small group during RTI and in the classroom.</p> <p>Staff Responsible for Monitoring: Campus Administration, Reading and Math Interventionist, AI tutors, Classroom teachers, and Academic Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: ESSER Tutors - ESSER - \$9,656, Classroom books/resources/technology - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The parent involvement at the campus has decreased over the past few years. Root Cause: We believe this is due to COVID and serving families who have dual income households.</p>

Student Learning

Problem Statement 1: The percent of students reaching Meets and Masters in 5th Grade Science is in the third quartile of the district. **Root Cause:** Alignment in Kinder-4th and following district scope and sequence.

Problem Statement 2: The percent of students approaching in our SPED population has increased. **Root Cause:** Lack of focus for our SPED population to on reaching a 1 to 2 point growth on STAAR.

Problem Statement 3: While our percent of approaching in reading and math is rising, we need to focus on students reaching Meets and Masters in 3rd, 4th, and 5th Grade for math and reading. **Root Cause:** More differentiation for our higher achieving students.

School Processes & Programs

Problem Statement 2: The parent involvement at the campus has decreased over the past few years. **Root Cause:** We believe this is due to COVID and serving families who have dual income households.





Perceptions

Problem Statement 2: Our families are not aware of how they can support their child in the classroom. **Root Cause:** Lack of communication with families.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Train all staff and continue to implement Conscious Discipline campus wide.</p> <p>Actions: a) Train all staff members (including ASPIRE) on Conscious Discipline throughout the year and provide clear implementation expectations. b) Regularly monitor campus needs. c) Evaluate the effectiveness of the campus plan and revise it as needed. d) Train campus staff on the implementation of Purposeful people expectations and begin weekly lessons of 20 minutes. e) Utilize SCE funded Crisis Counselors 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</p> <p>Funding Sources: Crisis Counselors - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.





Evaluation Data Sources: Behavioral RtI data records

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Implement the behavioral RtI plan with fidelity</p> <p>Actions: a) Implement the district behavior RtI plan and evaluate its progress for needed revisions b) Implement Conscious Discipline campus wide c) Use Success-Ed to input behavioral RtI student plans.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: 2021-2022 Campus Attendance

Strategy 1 Details	Reviews			
<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) Utilize funding to provide incentives to improve student attendance. b) Monitor student attendance and review progress with campus staff on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Continue to use our campus system to celebrate campus attendance improvement. 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.</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</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the campuses branding and marketing plan</p> <p>Actions: a) finalize brand development b) Develop core messaging to drive our message forward c) Develop a quarterly digital and social messaging plan.</p> <p>Staff Responsible for Monitoring: Campus admin</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The parent involvement at the campus has decreased over the past few years. **Root Cause:** We believe this is due to COVID and serving families who have dual income households.

School Processes & Programs

Problem Statement 1: Despite many efforts to raise daily attendance, DES has an attendance rate of 94%. **Root Cause:** Lack of parent awareness and educating them on how attendance correlates with academic performance.

Problem Statement 2: The parent involvement at the campus has decreased over the past few years. **Root Cause:** We believe this is due to COVID and serving families who have dual income households.

Perceptions





Problem Statement 1: Our families are not aware of the safety and security of our building. **Root Cause:** Lack of communication on this topic to our families.

Problem Statement 2: Our families are not aware of how they can support their child in the classroom. **Root Cause:** Lack of communication with families.

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			
<p>Strategy 1: Communicate and implement campus continuous improvement processes at the campus, grade and classroom level.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administration and campus staff</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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	Reviews			
<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) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. e) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors. f) Implement the Anonymous Alerts and Threat Assessment system</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Our families are not aware of the safety and security of our building. Root Cause: Lack of communication on this topic to our families.</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	Reviews			
<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.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: Ensure the 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.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed on May 17 2022 based on spring survey feedback, TELPAS and universal screener results, attendance and behavior data compiled in the Spring of 2022. The CNA was reviewed and finalized to include current STAAR achievement data on July 28, 2022.

2. Campus Improvement Plan

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. Annual Evaluation

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. Parent and Family Engagement (PFE)

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

- August Refresh Back to School Event (August 6th 9:00am-1:00pm) at WG Thomas Coliseum
- August Meet the Teacher Night (August 15th 6:00-7:00 pm) on campus
- Curriculum Night and September Title I Meeting (September 20th 5:45-7:15) on campus
- October Title I Meeting and Family Picnic (October 4th 5:45-7:00) on campus
- October Book Fair (Oct 17-21 8:00-4:00, Oct 18 8:00-6:00) on campus
- October Music performance - 3rd gr - with Conscious Discipline Parent Ed (October 18 5:45-6:30) on campus
- November Music performance - 4th gr - with Conscious Discipline Parent Ed (November 15 5:45-6:30) on campus
- November Math Event (Nov 29 5:45-7:00) on campus
- December Fun Run (December 2nd 8:00-3:30) on campus
- December Music performance - 5th gr - with Conscious Discipline Parent Ed (December 6th 5:45-6:30) on campus
- January Literacy Event (Jan 31 5:45-7:00) on campus
- February World Read Aloud Day (February 1 8:00-12:30) on campus
- March Open House (Monday 5:45-7:00) on campus
- March Discover Birdville Event (March 4th 9:00-12:00) at Richland High School
- March Music performance - 2nd gr - with Conscious Discipline Parent Ed (March 28 5:45-6:30) on campus
- April Music performance - 1st gr - with Conscious Discipline Parent Ed (April 18 5:45-6:30) on campus
- April Science Night (Date is TBD) at FW Science Museum
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Field Day (8:00-12:00) on campus

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
April Cherry	Educational Assistant	Title I	0.5
Glenda Reed	Educational Assistant	Title 1	1.0
Stacey Self	Math Interventionist	Title I	0.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Academic Coaches		\$0.00
1	1	3	Intervention Personnel		\$70,121.00
1	1	5	Prekindergarten Teachers		\$0.00
1	1	6	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					\$70,121.00
Budgeted Fund Source Amount					\$70,121.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Resources and Professional Development		\$2,000.00
1	1	2	Coaching Clarity with Jenn Kleiber		\$7,500.00
1	1	2	Family Engagement		\$7,500.00
1	1	3	Instructional Resources/PD		\$2,000.00
1	1	3	Title 1 tutors		\$45,000.00
1	1	6	Substitutes for BAS testing		\$1,000.00
1	2	3	Title I Family Engagement		\$1,500.00
1	2	5	Tutoring Personnel		\$58,446.00
1	2	5	Educational Assistants		\$27,406.00
1	2	5	Intervention Personnel		\$37,991.00
1	2	6	Classroom books/resources/technology		\$2,000.00
Sub-Total					\$192,343.00
Budgeted Fund Source Amount					\$192,343.00
+/- Difference					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	ESSER Tutors		\$9,656.00
Sub-Total					\$9,656.00
Budgeted Fund Source Amount					\$9,656.00
+/- Difference					\$0.00
Grand Total Budgeted					\$272,120.00
Grand Total Spent					\$272,120.00
+/- Difference					\$0.00