

Birdville Independent School District
David E. Smith Elementary
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

David E. Smith Elementary is in Haltom City, Texas in the Birdville Independent School District. David E. Smith was built in 1954 and serves students in grades Pre-Kindergarten through Fifth Grade. In addition, we have Bilingual classes in Pre-Kindergarten through Fifth Grade. We currently serve 407 students of which 71% are Hispanic, 20% are White, and 5% are African American. David E. Smith is a Title I campus with an Economically Disadvantaged rate of 85.5% and At-Risk population of 71.01%. In addition, 42.75% of our students are LEP and 31.45% of our students are in our Bilingual program in grades Pre-Kindergarten through Fifth grade. 12.53% of students are served through special education and 4.18% of students are served through gifted and talented.

David E. Smith has 32 teachers with an average of 13 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

- 31.45% of our students are currently enrolled in bilingual classes which provide them the opportunity to be bi-literate.
- 85.5% 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: The number of students being served in Special Education is rising. **Root Cause:** The number of students being identified to receive special education services rose from 12.53% to 17.06% by the end of the year.

Student Learning

Student Learning Summary

For David E Smith's 3rd graders: The overall percentages for 3rd Grade Math STAAR is 67% Approaches Grade Level, 29% reached Meets Grade Level and 7% reached Masters Grade Level on the Math STAAR. The overall percentages for 3rd Grade Reading STAAR is 83% Approaches Grade Level, 43% Meets Grade Level and 15% Masters Grade Level.

For David E Smith's 4th graders: The overall percentages for 4th Grade Math STAAR is 64% Approaches Grade Level, 27% reached Meets Grade Level and 13% reached Masters Grade Level on the Math STAAR. The overall percentages for 4th Grade Reading STAAR is 80% Approaches Grade Level, 36% Meets Grade Level and 11% Masters Grade Level. The overall percentages for 4th Grade Writing STAAR is 69% Approaches Grade Level and 20% Meets Grade Level.

For David E Smith's 5th graders: The overall percentages for 5th Grade Math STAAR is 84% Approaches Grade Level, 50% reached Meets Grade Level and 34% reached Masters Grade Level on the Math STAAR. The overall percentages for 5th Grade Reading STAAR is 86% Approaches Grade Level, 51% Meets Grade Level and 40% Masters Grade Level. The overall percentages for 5th Grade Science STAAR is 75% Approaches Grade Level, 30% Meets Grade Level and 9% Masters Grade Level.

In 2018-2019, David E. Smith's state accountability was Met Standard with a score of 84 out of 100. The campus earned one distinction in Comparative Academic Growth and the following scores in each domain:

Student Achievement 73

School Progress 86

Closing the Gaps 78

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

In 2020-2021, the state declared State of Disaster and the school was not rated.

The campus met the following scores in each domain:

Student Achievement (raw score): 44

School progress (relative performance): 44

Closing the gaps: academic achievement status: 43% and Student Success Status (STAAR Performance): 50%

The campus missed meeting the targets for federal accountability in Reading and Math with the White population and Math with the Hispanic population.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is 36%. In 2018-2019 David E. Smith Elementary School met the target with a TELPAS progress rate of 52%. In 2021-2022 David E Smith Elementary School again met the target with a TELPAS progress rate of 51%. David E. Smith has demonstrated a 1% point decrease in students' English Language Proficiency Status since 2019.

Student Learning Strengths

- 3% gain in students passing 3rd Grade Reading and an increase of 11% of students in reaching Meets
- Maintained students passing in 4th grade Reading
- 2% increase in students passing 5th grade Reading and an increase of 17% in reaching Meets and 26% in reaching Masters.
- 12% increase of students passing 4th grade Writing.
- Maintained students passing in 5th grade Math.
- The percentage of students who scored Approaches on 3rd grade Reading increased in the following sub-populations: Economically Disadvantaged, Hispanic, White, SPED and LEP.
- The percentage of students who scored Approaches on 3rd grade Math increased in the following sub-populations: SPED.
- The percentage of students who scored Approaches, Meets, and Masters on 4th grade Reading increased or maintained in the following sub-populations: Economically Disadvantaged, Hispanic, and LEP.
- The percentage of students who scored Approaches on 4th grade Writing increased in the following sub-populations: Economically Disadvantaged, Hispanic, White, SPED and LEP.
- The percentage of students who scored Approaches, Meets, and Masters on 5th grade Reading increased or maintained in the following sub-populations: Hispanic and White.
- The percentage of students who scored Approaches, Meets, and Masters on 5th grade Math increased or maintained in the following sub-populations: White.
- The accountability scores maintained: Overall Raw Score 44, relative performance 44, academic achievement status 43%, Student Success status 50%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percent of students passing in our SPED population has decreased in 4th grade reading, math and writing and 5th grade reading, math and science.

Problem Statement 2: The percent of students reaching Meets and Masters in 3rd and 4th Grade Math is in the third quartile of the district. Our campus decreased in approaching in 3rd and 4th grade math. **Root Cause:** Disruption to tier 1 instruction with current 3rd graders and with the 4th graders while they were in 3rd grade.

Problem Statement 3: The percent of students reaching Meets and Masters in 5th Grade Science is in the third quartile of the district.

School Processes & Programs

School Processes & Programs Summary

DES offers a wide variety of processes and programs to meet the diverse needs of the student population. Currently, 85.5% of students receive free or reduced lunches. 10.32% of students are served through the ESL program and 31.45% of our students are served in our Bilingual program in grades Pre-Kindergarten through Fifth grade. 12.53% of students are served through Special Education. 2.95% are served through dyslexia programs, and 4.18% of students are served through Gifted and Talented.

In addition, we have a strategic and successful RtI program that identifies students with needs in math and reading in Kindergarten - 5th grade. These students are placed on tiers, given strong research-based instruction in small group settings, and their progress is monitored and assessed frequently. Teachers are provided with trainings, resources, and staff support to meet the needs of these struggling students.

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

David E. Smith is committed to guaranteeing growth for all students- academically, emotionally and physically. Our students are involved in setting individual, class and grade level goals and monitoring their progress along the way in meeting these goals. Students celebrate their growth and success with six-weeks Awards Assemblies and other celebrations. The staff also sets professional goals and the campus calendar and schedule provide opportunities for the staff to visit other teachers' classrooms and learn from one another. We strive to foster a culture of literacy in all content areas. Our desire is to promote innovation with the use of Chromebooks and other technology resources that assist in increased engagement, collaboration and formative assessment. All students participate in six-weeks Counselor lessons, 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.
- The campus RtI team has created a systematic and comprehensive approach of reviewing multiple points of data for all students several times a year. This system allows for easy identification of students and data progress monitoring from a variety of sources in both reading and math.
- There is a strong focus on social and emotional learning for both students and staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Despite many efforts to raise daily attendance, DES has an attendance rate of 94.26.

Problem Statement 2: The number of students being served in Special Education is rising. **Root Cause:** The number of students being identified to receive special education services rose from 12.53% to 17.06% by the end of the year.

Perceptions

Perceptions Summary

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

The teacher retention rate for DES is about 86%.

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. This year we will focus on connecting with the families virtually and safely in person. We have been creative with virtual and in person parent information nights. We plan to have a drive through and an in person option for Grandparents breakfast.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2: Our safety survey showed a need to feel safe at drop off and pick up lines.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

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
- Federal Report Card Data
- 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 EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals



Revised/Approved: September 7, 2021






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







Performance Objective 1: All students will make at least one year's progress in reading between the beginning and end of year.

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

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

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) Recalibration 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 Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Literacy Resources and Professional Development - 199 - General Funds, Literacy Resources and Professional Development - 211 - Title I - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement the five-year 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 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.</p> <p>Staff Responsible for Monitoring: Campus Administration, LOL team and academic coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate and assist campuses 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 staff with opportunities to learn about differentiated instruction. c) Develop and train staff in utilizing technology to further personalize learning for all students. d) Monitor, support and provide feedback to support campus staff of implementation of personalized learning e) Provide accelerated instruction to students who failed STAAR math and/or reading in a small group setting before, after and during school.</p> <p>Staff Responsible for Monitoring: Campus administration, academic coaches, campus staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Resources/PD - 211 - Title I - \$1,000, Intervention Personnel - 199 - General Funds: SCE</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>	Formative			Summative
	Nov	Jan	Mar	June
				



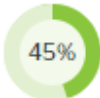
Strategy 6 Details	Reviews			
<p>Strategy 6: Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 3rd.</p> <p>Actions: a) Continue to support and train staff with the BAS assessment. b) Train and support teachers 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 of grades prekindergarten - 3rd students based on assessment instruments being used for reading and math. 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 Schoolwide Elements: 2.4</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
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Inform and educate parents and guardians of strategies that can be implemented at home to help support students' math and reading progress.</p> <p>Actions: a) Host parent literacy and math nights with each grade level presenting specific strategies parents can implement at home to support students academics. b) Hold parent-teacher conferences to inform and create best practices for each individual student.</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p> <p>Funding Sources: Family Engagement and Information Events - 211 - Title I - \$1,200</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 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.


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

- a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading 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.
- c) Monitor the data of the under performing student groups every six weeks in grades kinder through fifth grade.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and implement system-wide practices appropriate for ELs</p> <p>Actions: a) Monitor performance data to identify where additional support is needed b) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff, Academic Coaches</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a collaborative process that requires gen ed teachers to collaborate with special ed teachers and interventionist to monitor student progress on a regular and consistent basis.</p> <p>Actions: a) Provide a collaborative time that gen ed teachers can collaborate with Special Education teachers and Interventionist to review individual progress and growth of all students. b) Provide quality professional learning on Tier I priorities and how to connect the priorities in a way to meet the needs of students receiving special education services and intervention.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue training and implementing the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom</p> <p>Actions: a) Recalibrated clear continuous improvement expectations for campus staff b) Monitor and provide feedback to campus staff regarding the implementation and growth of continuous improvement throughout the year c) Utilize LOL team and campus instructional walks to analyze the campus needs and next steps required based on the continuous improvement rubric</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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 Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Coordinate professional development that assists teachers in developing, implementing and progress monitoring student learning.</p> <p>Actions: a) Provide professional development for special education teachers in analyzing and use of data for the purpose of focused instruction and identifying appropriate accommodations (ie. state testing and classroom instruction). b) Track student performance to determine progress toward success on STAAR assessments.</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom teachers, Reading and Math Interventionists, Resources teacher, Academic coaches</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Monitor the equitable programming to access services based upon special education, RtI, EL, 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 English Learners in the appropriate bilingual or ESL program. c) Use SuccessEd to monitor program responses to students who are identified for 504, special education, or RtI services.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE, Tutoring Personnel - 211 - Title I - \$45,000, Educational Assistants - 211 - Title I - \$38,459, Intervention Personnel - 211 - Title I - \$37,746</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p>Actions: a) Provide before and after school tutoring for students who failed the BOY assessment and 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 Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Classroom books/resources/technology - 211 - Title I - \$8,419, ESSER Tutors - ESSER - \$9,656</p>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify








Discontinue

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 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 Harmony expectations and begin weekly lessons of 20 minutes. e) Select staff to attend a CD conference and bring in a CD trainer for the campus.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff, Counselor</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: SEL/CD Conference - 211 - Title I - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Actions: a) Implement the district behavior RtI plan and evaluate its progress for needed revisions b) Implement Conscious Discipline campus wide c) Use SuccessEd to input behavioral RtI student plans. Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 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: 2019 - 2020 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 Schoolwide Elements: 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 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus.


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


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) Classes write mission statements and develop strategic learning goals. b) Rewrite campus mission statement. c) Campus departments and classes utilize the PDSA process to monitor progress towards goals. d) Students regularly track individual growth in data folders.</p> <p>Staff Responsible for Monitoring: Campus Administration and campus staff</p> <p>Title I Schoolwide Elements: 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 Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished






 Continue/Modify

 Discontinue

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 a 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
				
<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 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
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was reviewed and revised on May 18 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed and reviewed by:

Amanda Holman, Principal

Latisha Moore, Assistant Principal

Amanda Jones, Counselor

Sheila Anderson, Kinder Lead

Roxanee Magee, 1st Grade Lead

Eva Fisher, 2nd Grade Lead

Morgan Martinez, 3rd Grade Lead

Shelly Villa, 4th Grade Lead

Brandon Brumley, 5th Grade Lead

Julie Herring, Academic Coach

Emily Reed, Parent

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

Additional assistance will be provided to 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
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs, targeted tutorials, and AI 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 recognitions, two-way communication between the school and home, and parent and family engagement activities.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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.

Members of the CIP Committee:

Amanda Holman, Principal

Latisha Moore, Assistant Principal

Amanda Jones, Counselor

David E. Smith Elementary
Generated by Plan4Learning.com

Sheila Anderson, Kinder Lead

Roxanee Magee, 1st Grade Lead

Eva Fisher, 2nd Grade Lead

Morgan Martinez, 3rd Grade Lead

Shelly Villa, 4th Grade Lead

Brandon Brumley, 5th Grade Lead

Julie Herring, Academic Coach

Emily Reed, Parent

3.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2020-21:

- August Refresh Back to School Event (Saturday 9:00-12:00) at the Plaza
- October Title I Meeting (Thursday/Friday) on campus
- Fall Book Fair in October (Monday through Thursday 8:00-5:00) on campus
- December Literacy Event (Thursday evening) on campus
- February Math Event (Thursday evening) on campus
- March Open House (Monday only) on campus
- Spring Book Fair in March (Monday through Thursday 8:00-5:00) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus

Events may be cancelled or held virtually due to COVID 19.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carmen Oliveros	Tutor	Title 1	.5
Debbie Self	Tutor	Title 1	.5
Karen Humphrey	Educational Assistant	Title I	.5
Patricia Wadlington	Tutor	Title 1	.5
Robin Higgins	Educational Assistant	Title 1	1.0
Stacey Self	Math Interventionist	Title I	0.5

Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Resources and Professional Development		\$0.00
Sub-Total					\$0.00
199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Intervention Personnel		\$0.00
1	1	6	Intervention Personnel		\$0.00
1	2	2	Intervention Personnel		\$0.00
1	2	5	Intervention Personnel		\$0.00
1	2	6	Intervention Personnel		\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Literacy Resources and Professional Development		\$20,000.00
1	1	3	Instructional Resources/PD		\$1,000.00
1	1	6	Substitutes for BAS testing		\$1,000.00
1	1	7	Family Engagement and Information Events		\$1,200.00
1	2	4	Title I Family Engagement		\$600.00
1	2	6	Tutoring Personnel		\$45,000.00
1	2	6	Educational Assistants		\$38,459.00
1	2	6	Intervention Personnel		\$37,746.00
1	2	7	Classroom books/resources/technology		\$8,419.00
1	3	1	SEL/CD Conference		\$7,000.00
Sub-Total					\$160,424.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7	ESSER Tutors		\$9,656.00
Sub-Total					\$9,656.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total	\$170,080.00

Addendums