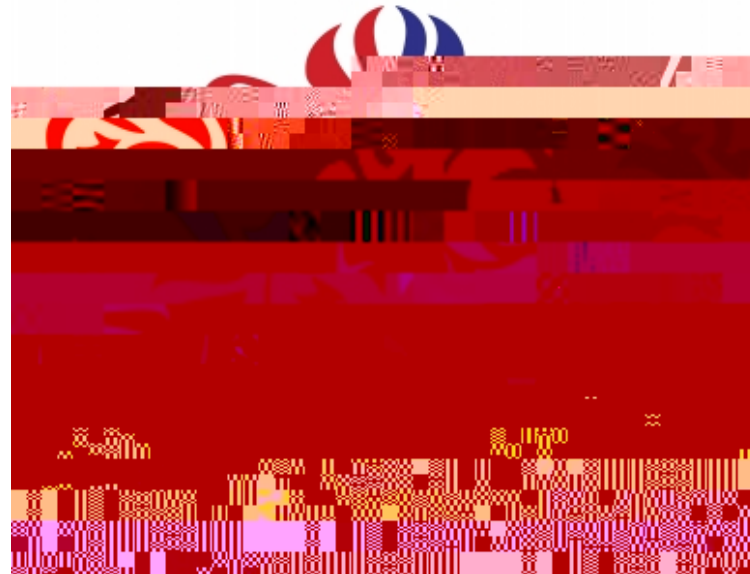


Birdville Independent School District
David E. Smith Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Vision

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Since the onset of the COVID-19 pandemic, the campus continues to face challenges in engaging families. This lack of engagement is reflected

Student Learning

Student Learning Summary

STAAR Reading Language Arts results

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

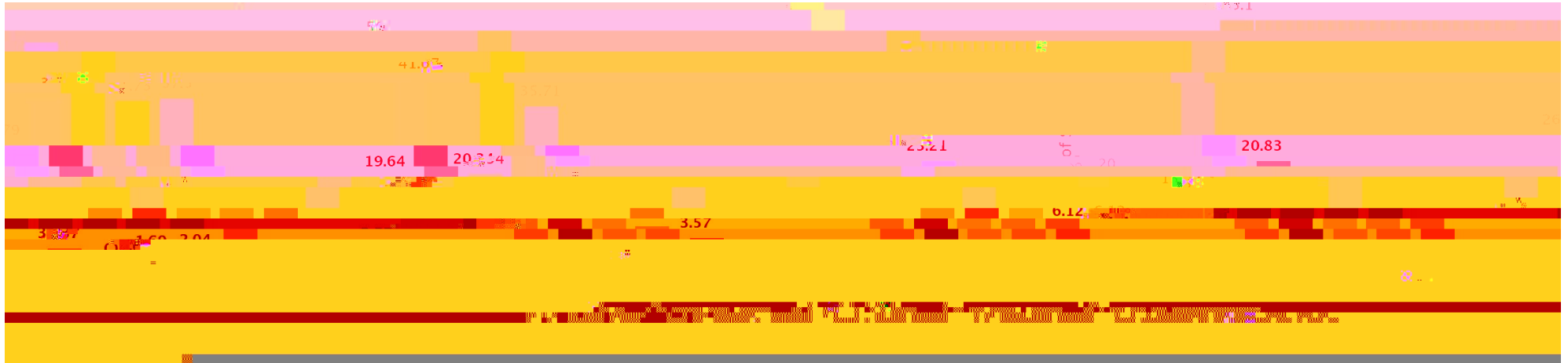
STAAR Math results

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

STAAR Science results

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

The English Language Proficiency Status targets are tentatively set by the TEA. The TELPAS overall composite scores for David E. Smith



Student Learning Strengths

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

Perceptions

Perceptions Summary

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

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

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

Our campus has four committees to help serve our campus and address needs. These include our Leaders of Learners who support instructional practices and leadership on campus and district initiatives. The logistics and safety committee problem solve campus logistical concerns and

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Goals

Revised/Approved: August 30, 2024

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

All students will make at least one year's progress in reading and mathematics by the end of school year.

- a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals.
- b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments

HB3 Goal

Evaluation Data Sources: Elementary: Fountas & Pinnell reading levels, CLI Engage - Circle (prekindergarten), mClass assessments (math, K and reading, grades K-2)

Strategy 2 Details

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

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

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

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

Problem Statements: Student Learning 1

Strategy 3 Details

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

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

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

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

Problem Statements: Student Learning 1

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

Strategy 4 Details

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

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

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

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

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

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Student Learning 1

Strategy 5 Details

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

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

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

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

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

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

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

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

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

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

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

Problem Statements: Student Learning 1

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

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

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

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

Strategy 1 Details

Strategy 1: Continue to implement Conscious Discipline campus wide, and develop and implement the campus citizenship plan.

- Actions:** a) Train all staff members on Conscious Discipline throughout the year and provide clear implementation expectations.
d) Train campus staff on the implementation of Character Strong expectations and begin weekly lessons of 20 minutes.
c) Collaborate with our Conscious Discipline Action Team to develop a campus plan to implement CD and revise it throughout the year.
d) Develop and implement a systematic approach to responding to classroom behavior, called the "DES 5 Steps."
e) Develop and implement a systematic approach to students reflecting on their behavior throughout the day and provide a main line of communicating with families regarding student behavior and progress.
e) Utilize title 1 funded Crisis Counselor to provide support to students in areas of social-emotional learning.

Staff Responsible for Monitoring: Campus Administration, Campus Staff, Counselor

Title I:

2.6

- TEA Priorities:

Improve low-performing schools

Problem Statements: School Processes & Programs 1

Problem Statement 1: According to our student and staff survey, the results indicated a need for a systematic approach to responding to discipline.

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

Identify students who are in need of MTSS behavioral Tiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS data records

Strategy 1 Details
<p>Strategy 1: Implement with fidelity the behavioral MTSS plan.</p> <p>Actions: a) Implement the district behavior MTSS plan b) Utilize the classroom student point tracking system, the 5 step plan, and Conscious Discipline strategies for all students.</p>

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

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

Strategy 1: Communicate and implement campus continuous improvement processes at the campus, grade and classroom level.

- Actions:** a) Campus departments and grade levels utilize the PDSA process to monitor progress towards goals. (ex. logistics committee, CDAT committee, social committee, and Leadership team)
- b) Each team will identify key measures to track progress and set a goal.
- c) Conduct the PDSA process at each meeting to track progress.

Staff Responsible for Monitoring: Campus Administration and campus staff

Title I:
2.4, 2.6

Problem Statements: Perceptions 1

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

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

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

Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.

- Actions:**
- a) Model and communicate to students, staff and families the safety protocols for our campus.
 - b) Review the district safety protocols and implement them.
 - c) Schedule and monitor safety drills and revise plans as needed. Implement Navigate360 with all safety drills.
 - d) The logistics committee will identify potential safety threats using survey data for continuous improvement.
 - e) Work in collaboration with applicable district staff to ensure and enhance recommended CDC behaviors.
 - f) Implement the Anonymous Alerts and Threat Assessment system.
 - g) Conduct monthly safety meetings with the Safety Committee and revise plans as needed.
 - h) Utilize campus Crisis Counselor and District SRO to identify and address safety and social emotional concerns.

Staff Responsible for Monitoring: Campus Administration
Campus Staff

Title I:
2.6

- **TEA Priorities:**
Improve low-performing schools

Problem Statements: Perceptions 1

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

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

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State Compensatory

Budget for David E. Smith Elementary

\$184,442.00

4.24

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for David E. Smith Elementary

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

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

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

2.5: Increased learning time and well-rounded education

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

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

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

2.6: Address needs of all students, particularly at-risk

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognition's, two-way communication between the school and home, and parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

4.2: Offer flexible number of parent involvement meetings

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

August Refresh Back to School Event at WG Thomas Coliseum

- October Book Fair
- October Music performance
- October Awards Ceremony and Data talk
- November Music performance

- November Math Event

- December Fun Run

- December Music performance - 5th gr

- January Literacy Event

- February World Read Aloud Day

- March Open House

- March Discover Birdville Event]

- March Music performance

- April Music performance

- April Science Night

- April Family Engagement Policy and Compact Revision

- May Field Day

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Kimbrough	Assistant Principal	Title I	

Campus Funding Summary

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