

Birdville Independent School District

David E. Smith Elementary

2023-2024 Improvement Plan



Mission Statement

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

Vision

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

Value Statement

Lion Promise

I promise to be a **L**ifelong learner who practices **I**ntegrity by **O**vercoming obstacles and **N**urturing a **S**afe, Successful School family.

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Comprehensive Needs Assessment

Comprehensive Needs Assessment

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8Uj]X'9" Ga]h\ '9Ya YbhUfm]g]b <U'hca '7]mž'HYI Ug]b'h\Y'6]fXj]'Y' =bXYdYbXYbh'GWcc`8]ghf]VW" =b'5i [i gh'cZ&\$&' ž'8Uj]X'9 Ga]h\ '9Ya YbhUfm a Yf[YX'k]h\ 'K H': fUbW]gVt'9Ya YbhUfm' =b'%-) (ž'8Uj]X'9 Ga]h\ '9Ya YbhUfmicdYbYX]h]g'Xccfg'hc'h\Y'Vt'a a i b]m]UbX'ei]W'`mici h[fYk'h\Y'Vi]X]b[k \]W'`WYUHYX'U'bYX'Zcf'U'bYk'`W]a di g" =b'%-) - ž'K H': fUbW]gVt'9Ya YbhUfmicdYbYX]h]g'Xccfgž'YghUV']g\]b['hk c]bWYX]V'Y'W]a di gYg'gi ddcfhYX'Vm cbY'Vt'a a i b]m]'Bck'h\Y'hk c'W]a di gYg'Vt'a Y'VUW'`hc[Yh\Yf'i bXYf'cbY'fccZ'hc'VY'h\Y'8Uj]X'9 Ga]h\ '@]cbg"

Demographics Summary

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Students

8Uj]X'9 Ga]h\ '9Ya YbhUfmghi XYbhXYa c[fUd\]W]g'Ug'cZ&\$&&! &' `gWcc`mYUf'k YfY'a UXY'i d'cZ'+&i '<]gdUb]Vž'&i '5g]Ubž'&% 'K \]hYž'&i '5Z]W]b

Rtqdn g o "Uvcvg o gpv"Kfgpvkh{kpi" Fg o q i t cr jkeu" Pggfu

Rtqdn g o "Uvcvg o gpv"3"Rtkqtkvk|gf+ Our bilingual population has increased in the percent of students not approaching STAAR in the following tested areas: 23% not approaching in 3rd gr math to 47%, 30% not approaching in 3rd gr reading to 39%, 1% not approaching in 4th gr math to 36%, 1 % not approaching in 4th gr reading to 31%, 33% not approaching 5th gr science to 62%. **Tqqv" Ecwug** The bilingual population of STAAR scores are increasing in the percent of not approaching in 5 out of the 7 tested areas and the access to our bilingual coach decreased by 75% last year.

Rtqdn g o "Uvcvg o gpv"4"Rtkqtkvk|gf+ Our SPED population has decreased in the percent of approaches and meets by 9-20% in 6 out of the 7 STAAR tested areas. **Tqqv" Ecwug** Our SPED population has increased over the past few years and we need to provide the collaboration between SPED and general education teachers. Also, we will provide more inclusion time for our students with the SPED teacher.

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UVCCT

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

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

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2023

2022

2023

Hqwtvj" I tcfg"tguwnvu

2023

2022

2023

Hkhvj" I tcfg"tguwnvu

2023

2022

2023

Uvcvg' Ceeqwpvcdknkvf

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

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

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

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

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

Rtqdn g o "Uvcvg o gpvu"Kfgpvkh{kpi"Uvwfgpv"Ngctpkpi"Pggu

Rtqdn g o "Uvcvg o gpv"3"Rtkqtkk|gf+< The percent of students reaching Approaches, Meets and Masters in 5th Grade Science has decreased by 11% approaches and 11% meets.
Tqqv"Ecwug< The percentage of recommended time in hands on experiments needs to be tracked to ensure we are meeting the requirements that are recommended by the district.

Rtqdn g o "Uvcvg o gpv"4"Rtkqtkk|gf+<

Rgtegrvkqpu

Rtqdn o "Uvcvg o gpv"4"*Rtkqtkvk|gf+< Our attendance rate is rising now, but at a slow rate. In 2021-2022, we were at 94.2% and then in 2022-2023 we were at 94.5%. **Tqqv"Ecwug<**

Priority Problem Statements

Rtqdn g o "Uvcvg o gpv"3: The percent scores on STAAR for 4th grade math has decreased by 17% approaches and 9% meets.

Tqqv"Ecwug"3: Tier 1 instruction was not proficient due to 50% of our students being affected by teacher mobility.

Rtqdn g o "Uvcvg o gpv"3" Ctgc: Student Learning

Rtqdn g o "Uvcvg o gpv"4: On our annual safety survey, 97% of staff stated they feel physically safe here at school and 79% of our students stated they feel physically safe.

Tqqv"Ecwug"4: Due to recent events that have happened in our state and community, there is a difference between our students and staff feeling safe at school. We need to survey more throughout the year and target groups who feel unsafe and identify the ways in which we can help them feel safe.

Rtqdn g o "Uvcvg o gpv"4" Ctgc: Perceptions

Rtqdn g o "Uvcvg o gpv"5: The percent of students reaching Approaches, Meets and Masters in 5th Grade Science has decreased by 11% approaches and 11% meets.

Tqqv"Ecwug"5: The percentage of recommended time in hands on experiments needs to be tracked to ensure we are meeting the requirements that are recommended by the district.

Rtqdn g o "Uvcvg o gpv"5" Ctgc: Student Learning

Rtqdn g o "Uvcvg o gpv"6: According to the beginning of year to the end of year Fountas and Pinnell reading levels, 30% of students did not make a years worth of growth.

Tqqv"Ecwug"6: Our students needing intervention services continues to grow every year and we need provide specific expectations for targeted instruction to our teachers for reading.

Rtqdn g o "Uvcvg o gpv"6" Ctgc:

:

Rtqdnq o "Uvcvg o gpn"::

Comprehensive Needs Assessment Data Documentation

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

Ko r t q x g o g p " R i c p p l p i " F e v e

District goals

- Attendance data
Mobility rate, including longitudinal data

Goals

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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 literacy between the beginning and end of year.

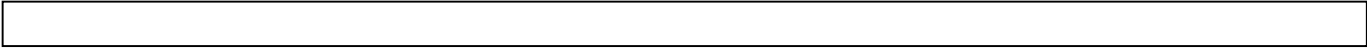
- a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.
- b) Improve performance in Domain 3 Closing the Gap by making more than a year's growth in mathematics which would in turn increase the number of students performing at the "meets" and "masters" level.

JD5" I qcn

Gxcnwcvkqp"Fcvc"Uqwtegu< 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

Uvtevgi{"3"Fgycknu	Tgxkg y u
<p>Uvtevgi{"3< 1) Continue to build capacity to implement the district literacy plan at the campus level.</p> <p>Cevkqpu< a) Provide ongoing training for all staff to build their capacity to implement campus literacy plan.</p> <p>b) Support campus Leaders of Learners to lead the implementation of the District literacy plan.</p>	

Uvtevgi{"4" Fgvcknu	Tgxkg y u			
<p>Uvtevgi{"4" Continue to implement the literacy plan with a focus on responsive teaching and continuous improvement.</p> <p>Cevkqpu 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</p> <p>Uvchh" Tgurqpukdg" hqt" Oqpkvqtkpi < Campus Administration, Leaders of Learners team, academic coaches, and teachers</p> <p>Vkvnng" K < 2.4, 2.5, 2.6 - VGC" Rtkqtkvkgu < Build a foundation of reading and math, Improve low-performing schools</p> <p>Rtqdig o "Uvevg o gpyu < School Processes & Programs 1</p> <p>Hwpfkpi "Uqwtegu < Coaching Clarity with Jenn Kleiber / Staff PD - 211 - Title I, Academic Coaches - 199 - General Funds: SCE, Academic Coaches - 211 - Title I</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

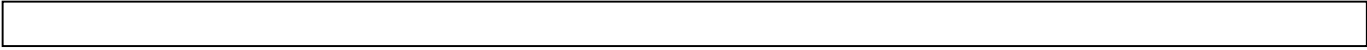


Uvtevgi {"7< Identify and train staff to administer progress monitoring assessments with fidelity for reading and mathematics in grades prekindergarten - 5th grade.

- Cevkqpu< a) Continue to support and train staff with the Benchmark assessment system, mClass assessment and Star Renaissance screeners.
- b) Train and support teachers and campus staff from prekindergarten - 5th grades on the administration of the TEA math and reading assessments and utilization of progress monitoring data to make instructional decisions. (assessments including: MClass math and reading, Star math, BAS, Circle, Interims)
- c) Provide opportunities for the instructional coaches to work with teachers on designing instruction in response to the progress monitoring data.

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

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



Uvtevgi {"8< Implement the Response to Intervention (RTI) framework to facilitate a multi-tiered system of support for identified students.

- Cevkqpu** a) Hold campus RTI meetings throughout the year.
- b) Develop time within the master schedule that allows time for each grade level to have a designated RTI time. Reading intervention will be a pull out service and math intervention will be a push-in service to better meet the needs of our students.
- c) regularly meet with campus intervention staff to discuss progress, needs, curriculum and resources.
- d) Utilize our MTSS teacher to support our intervention plan to meet our students by supporting teachers in analyzing data, modeling best practices for intervention and creating intervention schedules.
- e) Implement SEL curriculum Conscious Discipline (CD) and district provided resources.
- f) Continue to provide professional learning for CD and tiered behavior interventions.
- g) Utilize SCE funded crisis counselor to provide support to students in areas of social-emotional learning.

Rtqđng o "Uvcvg o gpv"5:

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 dispositions indicative of high levels of social-emotional development as measured by campus expectations.

Observation data, Social Emotional survey

Uvtevgi{"3" Fgvckmu	Tgxkg y u
<p>Uvtevgi{"3" Train all staff and continue to implement Conscious Discipline campus wide.</p> <p>Cevkqpu a) Train all staff members on Conscious Discipline throughout the year and provide clear implementation expectations.</p> <p>d) Train campus staff on the implementation of Purposeful people expectations and begin weekly lessons of 20 minutes.</p> <p>c) Collaborate with our Conscious Discipline Action Team to develop a campus plan to implement CD and revise it throughout the year.</p> <p>e) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p>	

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

Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

Gxcnwvklqp"Fcvc"Uqwtegu Behavioral RtI data records





Uvtcvgi{"3" Fgvcknu	Tgxkg y u
Uvtcvgi{"3 1) Implement the behavioral RtI plan with fidelity Cevkqpu a) Provide training and Implement the district behavior RtI plan and evaluate its progress for needed revisions b) Implement Conscious Discipline campus wide c) Schedule extended behavior RTI collaboratives and utilize Focus to input behavioral RtI student plans.	

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

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.

Gxcncvkkp"Fcvc"Uqwtgk Evaluation of goal achievement as per department improvement plans.

Uvtcvgi{"3" Fgvckmu	Tgxkgyu			
<p>Uvtcvgi{"3" Communicate and implement campus continuous improvement processes at the campus, grade and classroom level.</p> <p>Cevkqpu 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.)</p> <p>a) Classes write mission statements and develop strategic learning goals.</p> <p>b) Each individual class utilize the PDSA process to track progress and growth towards goals.</p> <p>d) Students regularly track individual growth in data folders.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi < Campus Administration and campus staff</p> <p>Vkvnng" K < 2.4, 2.6</p> <p>Rtqdnng o "Uvcvg o gpvu < Student Learning 1, 2</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 792 663 841">  No Progress </div> <div data-bbox="762 792 982 841">  Accomplished </div> <div data-bbox="1081 792 1333 841">  Continue/Modify </div> <div data-bbox="1432 792 1629 841">  Discontinue </div> </div>			

Rtqdnng o "Uvcvg o gpv"3: The percent of students reaching Approaches, Meets and Masters in 5th Grade Science has decreased by 11% approaches and 11% meets. **Tqqv"Ecwug:** The percentage of recommended time in hands on experiments needs to be tracked to ensure we are meeting the requirements that are recommended by the district.

Rtqdnng o "Uvcvg o gpv"4: The percent scores on STAAR for 4th grade math has decreased by 17% approaches and 9% meets. **Tqqv"Ecwug:** Tier 1 instruction was not proficient due to 50% of our students being affected by teacher mobility.

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.

Staff and student surveys and accident reports

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State Compensatory

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\$0.00

2.465

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

Title I

303<"Eq o r t g j g p u k x g" P g g f u" C u u g u u o g p v

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

403<"E c o r w u" K o r t q x g o g p v" R n c p" f g x g n q r g f" y k v j" c r r t q r t k e v g" u v c m g j q n f g t u

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

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F { n c p" O g f t e p q" c p f" G o k n { " T g g f
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

404<"T g i w n c t" o q p k v q t k p i" c p f" t g x k u k q p

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

405<"C x c k n c d n g" v q" r c t g p v u" c p f" e q o o w p k v { " k p" c p" w p f g t u v c p f c d n g" h q t o c v" c p f" n c p i w c i g

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.

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.

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

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

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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.

604<"Qhhgt"hgzkdnq"pw o dgt"qh"rctgpv"kpqxng o gpv" o ggkpiu

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

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

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- 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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carmen Oliveros	Tutor	Title 1	0.5
Debbie Self	Tutor	Title 1	0.5
Heidi Slayton	Educational Assistant - Bilingual	Title 1	1.0
Morgan Martinez	Academic Coach	Title I	1.0
Stacey Self	MTSS Teacher	Title I	0.5
Sydney Wong	Educational Assistant	Title I	1.0

Campus Funding Summary

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I qcn	Qdlgevkg	Uvtcvgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	1	1	Academic coach		\$0.00
1	1	2	Academic Coaches		\$0.00
1	1	3	Intervention Personnel		\$0.00
1	1	5	Academic Coach		\$0.00
1	1	5	Intervention Personnel		\$0.00
1	2	4	Intervention Personnel		\$0.00
1	3	1	Crisis Counselors		\$0.00
2	1	1	Crisis Counselor		\$0.00
Uwd/Vqvcn					\$0.00
Dwfi gvgf"Hwpf"Uqwteg"C o qwpv					\$70,121.00
-1/" Fkhgtgpeg					

433"/"Vkvng"K					
I qcn	Qdlgevixg	Uvtcvgi{	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	2	6	MTSS teacher		\$0.00
1	4	1	Professional Development and training		