

Birdville Independent School District
David E. Smith Elementary
2025-2026 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: October 23, 2025
Public Presentation Date: October 31, 2025

Mission Statement

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

Vision

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

Value Statement

Lion Promise

I promise to be a Lifelong learner who practices Integrity by Overcoming obstacles and Nurturing a Safe, Successful School family.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

David E. Smith Elementary is in Haltom City, Texas in the Birdville Independent School District. In 1954, David E Smith Elementary opened its doors to the community and quickly outgrew the building which created a need for a new campus. In 1959, WT Francisco Elementary opened its doors, establishing two incredible campuses supported by one community. In August of 2023, the two campuses come back together under one roof to be the David E Smith Lions. In August of 2025, David E Smith Elementary will open the doors to their brand new campus.

Demographics Summary

David E Smith Elementary is a Title I campus that currently serves **640** students in grades pre-k through fifth grade for the 2024-2025 school year.

Students

David E Smith Elementary student demographics as of 2023-2024 school year were made up of **79%** Hispanic, **4%** Asian, **13%** White, and **2%** African American. The percentage of students served by special education was **13%** and **4%** were served by gifted and talented services. The percent of students who were considered At-risk was **81%** and **83%** were considered Economically Disadvantaged. The campus served **35%** of students in the Bilingual Program and **54%** of students were identified as Emergent Bilingual.

Teachers

According to the most recent Texas Academic Performance Report (**2023-2024**), David E. Smith had **68** staff members an average of **13.1** years of teaching experience.

Demographics Strengths

Over the past decade, the campus' attendance rates have generally remained stable, with some fluctuations and a noticeable impact from the COVID-19 pandemic. From 2013-2019, attendance rates averaged 96.1%, reflecting consistent student attendance. The COVID-19 pandemic brought significant challenges, particularly evident in the 2021-2022 school year, where attendance dropped to 94.17%. Since then, there has been a gradual recovery, with attendance improving to 94.52% in 2022-2023 and reaching 95.05% in 2024-2025.

With 35% of our students enrolled in bilingual classes, they have the opportunity to become bi-literate in English and Spanish. Eighty-three percent of our students are Economically Disadvantaged which provides free or reduced lunch costs and federal funding for additional personnel to meet students' needs.

Academically, we met all four areas for the federal accountability standard in Reading Language Arts and we grew in all four areas for Mathematics. Also in federal accountability with regard to Student Growth, in Reading Language Arts 81% of our students grew and in Mathematics, 55% of our students grew.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Despite targeted efforts to support student learning, our campus continues to experience a concerning decline in Science performance among our student population. Over the past three years, the percentage of students reaching the "Meets" grade level standard on the Science STAAR assessment has steadily decreased--from 31% in 2023 to 22% in 2024, and most recently 17% in 2025.

Root Cause: The ongoing decline in Science achievement is primarily attributed to a lack of dedicated time for teachers to plan, collaborate, and align instruction. Without sufficient opportunities for structured collaboration, vertical alignment, and data-driven planning, teachers face challenges in delivering consistent, rigorous, and engaging science instruction that meets grade-level expectations.

Student Learning

Student Learning Summary

STAAR Reading Language Arts results

| | 2022 | 2023 | 2024 | 2025 |
|--------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 3rd gr | <i>Approaches 91%, Meets 54%</i> | <i>Approaches 85%, Meets 59%</i> | <i>Approaches 72%, Meets 35%</i> | <i>Approaches 92%, Meets 69%</i> |
| 4th gr | <i>Approaches 84%, Meets 58%</i> | <i>Approaches 89%, Meets 58%</i> | <i>Approaches 87%, Meets 44%</i> | <i>Approaches 79%, Meets 42%</i> |
| 5th gr | <i>Approaches 90%, Meets 68%</i> | <i>Approaches 86%, Meets 58%</i> | <i>Approaches 87%, Meets 53%</i> | <i>Approaches 84%, Meets 62%</i> |

STAAR Math results

| | 2022 | 2023 | 2024 | 2025 |
|--------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 3rd gr | <i>Approaches 76%, Meets 37%</i> | <i>Approaches 83%, Meets 44%</i> | <i>Approaches 69%, Meets 28%</i> | <i>Approaches 91%, Meets 73%</i> |
| 4th gr | <i>Approaches 82%, Meets 40%</i> | <i>Approaches 78%, Meets 45%</i> | <i>Approaches 80%, Meets 45%</i> | <i>Approaches 71%, Meets 30%</i> |
| 5th gr | <i>Approaches 92%, Meets 32%</i> | <i>Approaches 85%, Meets 44%</i> | <i>Approaches 76%, Meets 32%</i> | <i>Approaches 63%, Meets 36%</i> |

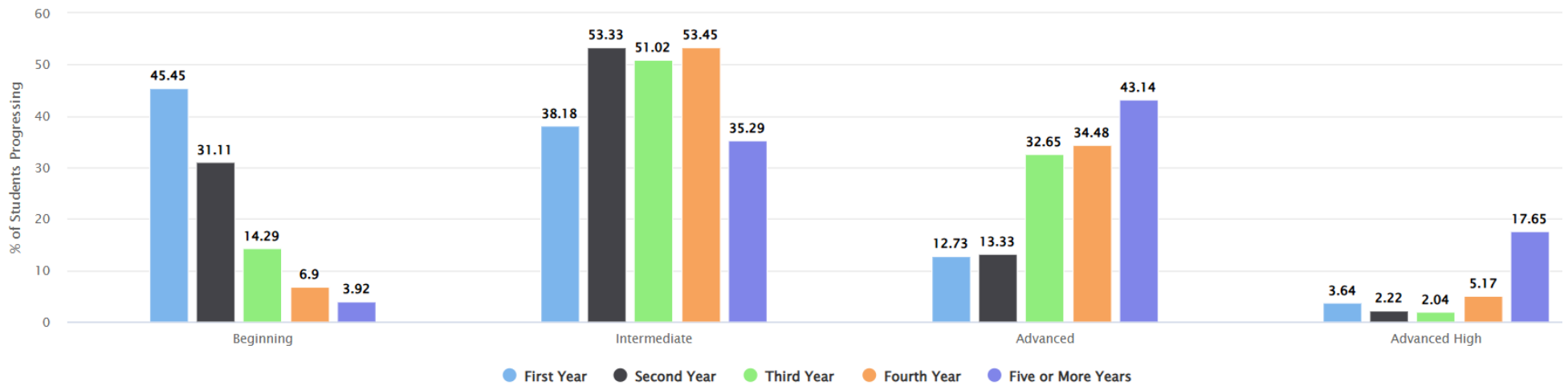
STAAR Science results

| | 2022 | 2023 | 2024 | 2025 |
|--------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| 5th gr | <i>Approaches 72%, Meets 32%</i> | <i>Approaches 60%, Meets 31%</i> | <i>Approaches 58%, Meets 22%</i> | <i>Approaches 60%, Meets 17%</i> |

English Language Proficiency Status

TELPAS Overall Composite Scores by Years in U.S. Schools for David E Smith EL for 2024 - 2025

| Years in U.S. Schools | Total Students | Beginning | | Intermediate | | Advanced | | Advanced High | |
|-----------------------|----------------|-----------|---------|--------------|---------|----------|---------|---------------|---------|
| | | # | % Total | # | % Total | # | % Total | # | % Total |
| First Year | 55 | 25 | 45.45% | 21 | 38.18% | 7 | 12.73% | 2 | |
| Second Year | 45 | 14 | 31.11% | 24 | 53.33% | 6 | 13.33% | 1 | |
| Third Year | 49 | 7 | 14.29% | 25 | 51.02% | 16 | 32.65% | 1 | |
| Fourth Year | 58 | 4 | 6.90% | 31 | 53.45% | 20 | 34.48% | 3 | |
| Five or More Years | 51 | 2 | 3.92% | 18 | 35.29% | 22 | 43.14% | 9 | |



TELPAS Composite Growth for Years 23-24 and 24-25 and (220902102) - David E Smith EL and All Grades

| | | 2024-2025 | | | | |
|-----------------|--------|-----------|-----|----|----|--------|
| Composite Score | | 1 | 2 | 3 | 4 | Totals |
| 2023-2024 | 1 | 18 | 20 | 1 | 0 | 39 |
| | 2 | 11 | 63 | 30 | 0 | 104 |
| | 3 | 4 | 21 | 35 | 13 | 73 |
| | 4 | 0 | 1 | 3 | 2 | 6 |
| | Totals | 33 | 105 | 69 | 15 | 222 |

| | # | % |
|-----------------------------|----|------|
| Progressed 1 Level | 63 | 28.8 |
| Progressed 2 or More Levels | 1 | 0.4 |
| Totals | 64 | 28.8 |

Student Learning Strengths

In 2025, **3rd grade Reading performance rebounded significantly**, with 92% of students reaching the Approaches level and 69% achieving Meets—a **34-point increase from 2024 Meets level (35%)**, indicating effective early literacy instruction and intervention strategies.

Third grade Math scores in 2025 showed remarkable improvement, with **Approaches increasing to 91% and Meets to 73%**, up from 28% Meets in 2024. This reflects a strong instructional shift in early numeracy development and reteaching strategies.

Over the past four years, **5th grade Reading has remained a consistent strength**, maintaining high Approaches percentages (ranging from 84% to 90%) and steady Meets performance, including a recent rise to 62% in 2025.

Despite a slight dip in 2025, **4th grade Reading has consistently maintained Meets percentages above 40% for four consecutive years**, suggesting that students are continuing to build on foundational literacy skills in the upper elementary grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While there are areas of improvement in student achievement, such as the significant gains in 3rd grade Reading and Math in 2025, student performance across grade levels remains inconsistent, with notable declines in Science and upper-grade Math and Reading. Specifically, 5th grade Science Meets dropped from 32%

in 2022 to just 17% in 2025, and 4th grade Reading and Math show a downward trend.

Root Cause: There has been limited protected time for teacher collaboration within vertical alignment across grade levels. Without consistent opportunities to analyze student data, align curriculum, and plan instruction collectively, teachers face challenges in scaffolding learning effectively from one grade level to the next--especially in Science and Math, where conceptual understanding builds over time.

School Processes & Programs

School Processes & Programs Summary

David E Smith offers a wide variety of processes and programs to meet the diverse needs of the student population. Currently, 83% of students receive free or reduced lunches. Twelve percent of students are served through the ESL program and 35% of our students are served in our Bilingual program in grades Pre-Kindergarten through Fifth grade. Thirteen percent of students are served through Special Education. Three percent are served through dyslexia programs, and 4% of students are served through Gifted and Talented.

In addition, we have a strategic and successful Multi-Tiered Student Support (MTSS) program that identifies students with needs in math and reading in Kindergarten - 5th grade. Currently, 63% of our students are served through MTSS. These students are given strong research-based instruction in small group settings, and their progress is monitored and assessed frequently. Teachers are provided with training, resources, and staff support to meet the needs of these struggling students.

David E. Smith is committed to guaranteeing growth for all students- academically, emotionally, and physically. Our students are involved in setting individual, class, and grade-level goals and monitoring their progress along the way in meeting these goals. Students celebrate their growth and success with nine-week 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 monthly Counselor lessons, weekly social-emotional lessons, and a common school-wide focus on our social and emotional program, Conscious Discipline. Our campus has the support of a local church to provide weekend food backpacks for about 30 families. The local church also brings in mentors for our students. The mentors serve as reading buddies or lunch buddies. The campus offers a variety of extracurricular activities to meet the many needs of our students and families. DES has a Dads on Duty program where any male figure who is associated with our school or community can come to volunteer on our campus during the day.

School Processes & Programs Strengths

- The master schedule for the campus has been strategically planned and developed to maximize the time spent in the classroom, while ensuring students served for interventions do not miss critical tier 1 instruction.
- The campus MTSS team, including our Instructional Facilitators, interventionists and administration, have created a systematic and comprehensive approach of reviewing multiple points of data for all students several times a year. This system allows for easy identification of students and data progress monitoring from a variety of sources in both reading and math.
- There is a strong focus on social and emotional learning for both students and staff. The school focus is 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 executive brain state so they are ready to learn.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress.

Root Cause: The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application.

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 work to keep our campus safe. The social committee organize recognitions and assemblies for staff and students. The Conscious Discipline Action Team serves to provide parent training and help identify social emotional needs for our students.

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

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

Perceptions Strengths

At David E Smith we believe that all of our stakeholders should experience excellent customer service.

We do this by...

- Keeping the community informed of school wide events and information.
- Sending home quarterly calendars with events.
- Offering various forms of communication in English and Spanish. ex. paper flyers, email, social media
- Partnering with our active PTA.
- Hosting quarterly Award Assemblies.
- Conducting SRP drills monthly.
- Partnering with Bethesda school and have student mentors and reading buddies weekly.
- Partnering with Recovery Resource Council to provide small group support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On our Spring survey, Students, staff, and parents report limited opportunities for voice and involvement. Only 59% of students feel their opinions are valued, 12% of staff do not feel engaged in leadership, and 15% of parents feel they lack opportunities to be involved.

Root Cause: There are limited campus-wide systems in place to consistently promote student voice, shared staff leadership, and meaningful parent involvement. As a result, engagement opportunities are inconsistent across the school community.

Priority Problem Statements

Problem Statement 1: While there are areas of improvement in student achievement, such as the significant gains in 3rd grade Reading and Math in 2025, student performance across grade levels remains inconsistent, with notable declines in Science and upper-grade Math and Reading. Specifically, 5th grade Science Meets dropped from 32% in 2022 to just 17% in 2025, and 4th grade Reading and Math show a downward trend.

Root Cause 1: There has been limited protected time for teacher collaboration within vertical alignment across grade levels. Without consistent opportunities to analyze student data, align curriculum, and plan instruction collectively, teachers face challenges in scaffolding learning effectively from one grade level to the next--especially in Science and Math, where conceptual understanding builds over time.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress.

Root Cause 2: The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: On our Spring survey, Students, staff, and parents report limited opportunities for voice and involvement. Only 59% of students feel their opinions are valued, 12% of staff do not feel engaged in leadership, and 15% of parents feel they lack opportunities to be involved.

Root Cause 3: There are limited campus-wide systems in place to consistently promote student voice, shared staff leadership, and meaningful parent involvement. As a result, engagement opportunities are inconsistent across the school community.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Despite targeted efforts to support student learning, our campus continues to experience a concerning decline in Science performance among our student population. Over the past three years, the percentage of students reaching the "Meets" grade level standard on the Science STAAR assessment has steadily decreased--from 31% in 2023 to 22% in 2024, and most recently 17% in 2025.

Root Cause 4: The ongoing decline in Science achievement is primarily attributed to a lack of dedicated time for teachers to plan, collaborate, and align instruction. Without sufficient opportunities for structured collaboration, vertical alignment, and data-driven planning, teachers face challenges in delivering consistent, rigorous, and engaging science instruction that meets grade-level expectations.

Problem Statement 4 Areas: Demographics

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: September 12, 2025

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 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) Renaissance - Star Assessments (math, 1-5 and reading, grades 3-5), grades 3-5 reading and math TEA Interims

| Strategy 1 Details | Reviews | | | |
|---|--------------------|-----|-----|-----------|
| <p>Strategy 1: 1) Build capacity of campus staff to implement the District curriculum and state-approved resources with fidelity.</p> <p>Actions: a) Provide tiered professional learning opportunities that are responsive to all staff needs to build their capacity. b) Support campus teams to implement the District curriculum, identified resources, and strategies. c) Provide coaching support for teachers. d) Use data to provide targeted support and progress monitoring.</p> <p>Staff Responsible for Monitoring: Campus Administration, Leaders of learners team, Instructional Facilitators, and Professional Learning Communities</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: Instructional Facilitator - 211 - Title I</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | Empty review cells | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>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.</p> <p>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) Infuse lessons and research-based best practices from state-approved resources into regularly scheduled Professional Learning Communities (PLC). d) Collect process data to measure the degree of alignment and implementation of PDSA. Each PLC will be monitoring data through PDSA. (K-1 RLA-phonics, 2-5 RLA-Comprehension and writing, K-5 math-Bluebonnet modules, 2-5 Science-Unit assessments) e) Integrate the use of proficiency scales for mathematics grades K - 5. f) Increase teacher capacity to teach the required K-3 phonics program. g) Integrate Research-Based Instructional Strategies for literacy and mathematics instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, and teachers</p> <p>Title I: 2.52, 2.53, 2.533 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: Communicate and assist teachers in implementing responsive and personalized learning for students that is data driven.</p> <p>Actions: a) Deepen the understanding and implementation of data-driven, responsive instruction through the use of the PLC process. b) Conduct training on using data from multiple assessments (CIRCLE, mClass, Star Renaissance, and District Common Assessments) to inform instruction and document student growth. c) Support teachers in writing effective formative assessments and how to capture the data in Eduphoria - Aware to inform teacher practice and show student growth. d) Support teacher training on the implementation of tier-one priorities. e) Train instructional facilitators and teachers on providing students with specific feedback on student learning progression. f) Continue to train and require the regular use of continuous improvement processes in the classroom. g) Ensure the administration of progress monitoring and screeners is completed with fidelity. h) Analyze and use data to monitor student progress for the purpose of closing the achievement gaps.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Facilitators, and teachers</p> <p>Title I: 2.51, 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: SCE Campus 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: Despite targeted efforts to support student learning, our campus continues to experience a concerning decline in Science performance among our student population. Over the past three years, the percentage of students reaching the "Meets" grade level standard on the Science STAAR assessment has steadily decreased--from 31% in 2023 to 22% in 2024, and most recently 17% in 2025. Root Cause: The ongoing decline in Science achievement is primarily attributed to a lack of dedicated time for teachers to plan, collaborate, and align instruction. Without sufficient opportunities for structured collaboration, vertical alignment, and data-driven planning, teachers face challenges in delivering consistent, rigorous, and engaging science instruction that meets grade-level expectations.</p> |

Student Learning

Problem Statement 1: While there are areas of improvement in student achievement, such as the significant gains in 3rd grade Reading and Math in 2025, student performance across grade levels remains inconsistent, with notable declines in Science and upper-grade Math and Reading. Specifically, 5th grade Science Meets dropped from 32% in 2022 to just 17% in 2025, and 4th grade Reading and Math show a downward trend. **Root Cause:** There has been limited protected time for teacher collaboration within vertical alignment across grade levels. Without consistent opportunities to analyze student data, align curriculum, and plan instruction collectively, teachers face challenges in scaffolding learning effectively from one grade level to the next--especially in Science and Math, where conceptual understanding builds over time.

School Processes & Programs

Problem Statement 1: Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress. **Root Cause:** The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application.

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 and mathematics for identified student groups as measured by a district approved monitoring instrument.
- b) Develop a local targeted improvement plan and engage in quarterly data-driven progress monitoring meetings with the District.

HB3 Goal

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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Conduct program evaluations targeting special population groups to ensure program quality, coherency, and efficiency.</p> <p>Actions: a) Implement plans for the various programs that will address closing achievement gaps of special population groups (special education, Emergent Bilinguals, dyslexia and other special populations such as homeless). b) Develop and implement a system to monitor and ensure compliance requirements of special programs through the use of ARD, 504 and MTSS meetings. d) Implement processes to collect, analyze, and monitor the effectiveness of special programs that support identified students. e) Continue to implement accelerated instruction according to HB1416</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff, Instructional Facilitators</p> <p>Title I: 2.51, 2.53, 2.533 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Establish the Continuous Improvement/Plan Do Study Act (PDSA) process as a standard operating procedure in the campus for improving instruction, data analysis, and student growth.</p> <p>Actions: a) Provide support, training and coaching in the use of the PDSA process and provide appropriate, tiered professional learning support. b) Provide "Championship goals" for each grade level that align to the grade level standard for mClass and STAAR. Model the use of PDSA through PLCs to ensure alignment to campus expectations. c) Highlight classroom examples of the PDSA process, goal-setting, and data folders during campus PLCs. d) Monitor the following sub groups within our PLCs: White, Emergent Bilingual and Continuously Enrolled</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff, Instructional Facilitators</p> <p>Title I: 2.51 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1</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 to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. b) Identify and communicate the needs of the student population and their families with community partners. c) Develop parent and family engagement policy and offer flexible opportunities for meetings. d) Partner with community partners (Bethesda and Mercy Cares) to provide mentoring to our at risk students.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.52, 2.531 Problem Statements: Perceptions 1 Funding Sources: Family Engagement Resources - 211 - Title I</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 4: Implement the district protocol to ensure identification and accurate coding of all students who qualify to receive special program services.</p> <p>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, Focus</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus staff, Intervention Services department, Special Education staff, 504 coordinator, attendance clerk</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Implement the Multi-Tiered Systems of Support (MTSS) framework to facilitate differentiated support and interventions for identified students.</p> <p>Actions: a) Hold campus MTSS meetings throughout the year. b) 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. c) Implement SEL curriculum Conscious Discipline (CD) and district provided resources. d) Continue to provide professional learning for CD and tiered behavior interventions. e) Utilize SCE funded crisis counselor to provide support to students in areas of social-emotional learning. f) Create and Implement an Accelerated Intervention Plan to address HB4545.</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom teachers and Instructional Facilitators</p> <p>Title I: 2.53, 2.533</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <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> | | | | |

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: While there are areas of improvement in student achievement, such as the significant gains in 3rd grade Reading and Math in 2025, student performance across grade levels remains inconsistent, with notable declines in Science and upper-grade Math and Reading. Specifically, 5th grade Science Meets dropped from 32% in 2022 to just 17% in 2025, and 4th grade Reading and Math show a downward trend. **Root Cause:** There has been limited protected time for teacher collaboration within vertical alignment across grade levels. Without consistent opportunities to analyze student data, align curriculum, and plan instruction collectively, teachers face challenges in scaffolding learning effectively from one grade level to the next--especially in Science and Math, where conceptual understanding builds over time.

School Processes & Programs

Problem Statement 1: Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress. **Root Cause:** The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application.

Perceptions





Problem Statement 1: On our Spring survey, Students, staff, and parents report limited opportunities for voice and involvement. Only 59% of students feel their opinions are valued, 12% of staff do not feel engaged in leadership, and 15% of parents feel they lack opportunities to be involved. **Root Cause:** There are limited campus-wide systems in place to consistently promote student voice, shared staff leadership, and meaningful parent involvement. As a result, engagement opportunities are inconsistent across the school community.

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 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 | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Continue to implement Conscious Discipline campus wide, and implement the campus citizenship plan.</p> <p>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) Continue to use the campus systematic approach to responding to classroom behavior, called the "DES 5 Steps." e) Using the DES 5 steps, students will reflect on their behavior throughout the day and this approach will 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.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Staff, Counselor</p> <p>Title I: 2.53, 2.531 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:





| Student Learning |
|--|
| <p>Problem Statement 1: While there are areas of improvement in student achievement, such as the significant gains in 3rd grade Reading and Math in 2025, student performance across grade levels remains inconsistent, with notable declines in Science and upper-grade Math and Reading. Specifically, 5th grade Science Meets dropped from 32% in 2022 to just 17% in 2025, and 4th grade Reading and Math show a downward trend. Root Cause: There has been limited protected time for teacher collaboration within vertical alignment across grade levels. Without consistent opportunities to analyze student data, align curriculum, and plan instruction collectively, teachers face challenges in scaffolding learning effectively from one grade level to the next--especially in Science and Math, where conceptual understanding builds over time.</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: Identify students who are in need of MTSS behavioral Tiers 2 and 3.

Evaluation Data Sources: Behavioral MTSS data records

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Implement with fidelity the behavioral MTSS plan.</p> <p>Actions: a) Implement the district behavior MTSS plan b) Utilize the DES 5 step plan and Conscious Discipline strategies for all students. c) Differentiate strategies based on individual student behavioral tier. d) Schedule extended behavior MTSS collaborative meetings and utilize Focus to input behavioral MTSS student plans.</p> <p>Staff Responsible for Monitoring: Campus Administration, campus staff, Counseling team, Behavior Facilitator</p> <p>Title I: 2.53, 2.531 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Student Learning 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:


| Student Learning |
|--|
| <p>Problem Statement 1: While there are areas of improvement in student achievement, such as the significant gains in 3rd grade Reading and Math in 2025, student performance across grade levels remains inconsistent, with notable declines in Science and upper-grade Math and Reading. Specifically, 5th grade Science Meets dropped from 32% in 2022 to just 17% in 2025, and 4th grade Reading and Math show a downward trend. Root Cause: There has been limited protected time for teacher collaboration within vertical alignment across grade levels. Without consistent opportunities to analyze student data, align curriculum, and plan instruction collectively, teachers face challenges in scaffolding learning effectively from one grade level to the next--especially in Science and Math, where conceptual understanding builds over time.</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: 2024-2025 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) Develop and communicate campus attendance plan with all stakeholders. b) The logistics committee will monitor student attendance and review progress with campus staff on a monthly basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Continue to use our campus system to celebrate campus attendance improvement. d) Provide incentives that encourage student attendance. e) Identify and address social needs within families that prevent students from attending schools and involve key stakeholders including crisis counselor that can help to mitigate student attendance issues. f) Communicate monthly with paper flyers, social media, email and parent information events on the importance of attendance.</p> <p>Staff Responsible for Monitoring: Campus Administration, Attendance clerk, Classroom teachers, Truancy Officer, Counselor and Crisis Intervention Counselor</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Performance Objective 1 Problem Statements:





| Perceptions |
|---|
| <p>Problem Statement 1: On our Spring survey, Students, staff, and parents report limited opportunities for voice and involvement. Only 59% of students feel their opinions are valued, 12% of staff do not feel engaged in leadership, and 15% of parents feel they lack opportunities to be involved. Root Cause: There are limited campus-wide systems in place to consistently promote student voice, shared staff leadership, and meaningful parent involvement. As a result, engagement opportunities are inconsistent across the school community.</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 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 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.</p> <p>Staff Responsible for Monitoring: Campus Administration and campus staff</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:


| School Processes & Programs |
|---|
| <p>Problem Statement 1: Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress. Root Cause: The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application.</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 and district. b) Schedule and monitor safety drills and revise plans as needed. Implement Raptor with all safety drills. c) The logistics committee will identify potential safety threats using survey data for continuous improvement. d) Implement the Anonymous Alerts and Threat Assessment system. e) Conduct monthly safety meetings with the Safety Committee and revise plans as needed. f) Utilize campus Crisis Counselor and District SRO to identify and address safety and social emotional concerns. g) Implement a system where students have the opportunity to get involved into student clubs that are hosted by our staff and community partners.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Staff</p> <p>Title I: 2.52 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1</p> | Formative | | | Summative |
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Performance Objective 1 Problem Statements:





| Perceptions |
|---|
| <p>Problem Statement 1: On our Spring survey, Students, staff, and parents report limited opportunities for voice and involvement. Only 59% of students feel their opinions are valued, 12% of staff do not feel engaged in leadership, and 15% of parents feel they lack opportunities to be involved. Root Cause: There are limited campus-wide systems in place to consistently promote student voice, shared staff leadership, and meaningful parent involvement. As a result, engagement opportunities are inconsistent across the school community.</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. e) All employees will complete safe schools.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:


| School Processes & Programs |
|---|
| <p>Problem Statement 1: Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress. Root Cause: The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application.</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: Maintain a 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. b) Follow district health requirements c) Students participate in regular pacers and fitness grams in physical education classes.</p> <p>Staff Responsible for Monitoring: Campus Administration, Nurse, Campus Staff</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 1</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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Performance Objective 3 Problem Statements:

| School Processes & Programs |
|---|
| <p>Problem Statement 1: Our campus has implemented the Plan, Do, Study, Act (PDSA) model as a structure for continuous improvement during teacher collaboration times. However, there is inconsistent implementation across classrooms. Classrooms that fully engage in the PDSA process are showing clear evidence of student growth, while others that are not consistently applying the model demonstrate slower progress. Root Cause: The inconsistent impact of the PDSA model across classrooms is primarily due to a lack of ongoing support, monitoring, and clarity around expectations for implementation. While teachers are introduced to the PDSA cycle during collaboration, not all staff have the same level of understanding, coaching, or follow-up to ensure meaningful application.</p> |

State Compensatory

Budget for David E. Smith Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 4.24

Brief Description of SCE Services and/or Programs

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| |
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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 |

Title I

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|--------------------|-------------------------------|----------------|------------|
| Jennifer Kimbrough | Assistant Principal | Title I | 0.5 |
| Lisa Wolf | Crisis Intervention Counselor | Title I | 0.5 |
| Morgan Martinez | Instructional Facilitator | Title I | 1 |

Campus Funding Summary

| 211 - Title I | | | | | |
|------------------------------------|-----------|----------|-----------------------------|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Instructional Facilitator | | \$0.00 |
| 1 | 2 | 3 | Family Engagement Resources | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$151,324.00 |
| +/- Difference | | | | | \$151,324.00 |
| Grand Total Budgeted | | | | | \$151,324.00 |
| Grand Total Spent | | | | | \$0.00 |
| +/- Difference | | | | | \$151,324.00 |