

Lamar Consolidated Independent School District

Smith Elementary

2022-2023 Campus Improvement Plan



Mission Statement

Every child will reach their potential through exemplary education.

Vision

All students will receive a quality education in a highly engaged, safe family atmosphere, that will promote positive citizens, while performing high academically.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Smith Elementary School is an above-average Title 1 public school located at 2014 Lamar Drive, RICHMOND, TX, 77469, and we are the home of the Superstars. Smith was the first elementary school in Lamar Consolidated Independent School District built-in 1966. It has 370 students in grades K-5 with an average student-teacher ratio of 20 to 1. According to state test scores, 80% of students are proficient in math and 81% in reading. Our student population is 69% Hispanic, 20% African American, 9% White, 84% Economically Disadvantaged, 5% Dyslexia, 33% Bilingual, 7.33% ESL, 16% Special Education, 6% 504, and 7% Gifted and Talented. Our teaching staff is balanced from diverse backgrounds as well. For the 21-22 school year, We are proud to announce that **Smith received an A rating with 5 distinctions** for the 2021-2022 school year.

Demographics Strengths

One of the greatest strengths of Smith Elementary is that it is a small campus with a 20/1 average teacher ratio which allows everyone to become familiar with individual students and their families. We have strong ties within the community and have community members from St. John's United Methodist Church that work closely with us during the holidays and throughout the school year to ensure we meet the needs of our students and staff. One of the greatest strengths of Smith Elementary is that it has several traditions that we have throughout the year, in which the different community members will come to support the various programs. which bridges our home and school connection. Our stakeholders, such as parents, teachers, and students, completed a survey that was very helpful information to provide us feedback on current processes, with suggestions on areas we need to improve. That data is used throughout the year to tailor the needs of our community. We value our students, staff, and community and work together to ensure Smith Elementary's success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on the 2022 Distinction Designation Summary, the attendance rate of 93% was in the 3rd quartile with schools across Texas like Smith. The attendance rating was a key factor of Smith not receiving the 6th designation for STAAR. **Root Cause:** A significant amount of students and staff caught Covid during the 21-22 school year and some parents kept students home as a precautionary measure. Covid protocols as well as attendance incentives will be communicated to all stakeholders in order to improve attendance when students are not ill.

Student Learning

Student Learning Summary

Smith is an A rated campus with 5 Distinctions. We will continue to use data informed decisions to meet the needs of every learner.

TEXAS EDUCATION AGENCY
2022 Distinction Designation Summary
Academic Achievement in English Language Arts/Reading
SMITH EL (079901107) - LAMAR CISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	93.1%	Q3
Accelerated Student Progress in ELA/Reading	36.0%	Q4
Grade 3 Reading Performance (Masters Grade Level)	20.0%	Q1
Grade 4 Reading Performance (Masters Grade Level)	22.0%	Q2
Grade 5 Reading Performance (Masters Grade Level)	35.0%	Q1
Total Indicators for ELA/Reading		2 of 5

Campus Distinction Outcome: 2 of 5 eligible indicators in Q1 (Top Quartile)

2 of 5 = 40%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

TEXAS EDUCATION AGENCY
2022 Distinction Designation Summary
Academic Achievement in Mathematics
SMITH EL (079901107) - LAMAR CISD
 Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	93.1%	Q3
Accelerated Student Progress in Mathematics	42.0%	Q1
Grade 3 Mathematics Performance (Masters Grade Level)	20.0%	Q1
Grade 4 Mathematics Performance (Masters Grade Level)	24.0%	Q1
Grade 5 Mathematics Performance (Masters Grade Level)	39.0%	Q1
Total Indicators for Mathematics		4 of 5

Campus Distinction Outcome: 4 of 5 eligible indicators in Q1 (Top Quartile)

4 of 5 = 80%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

TEXAS EDUCATION AGENCY
2022 Distinction Designation Summary
Academic Achievement in Science
SMITH EL (079901107) - LAMAR CISD
 Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	93.1%	Q3
Grade 5 Science Performance (Masters Grade Level)	12.0%	Q1
Total Indicators for Science		1 of 2

Campus Distinction Outcome: 1 of 2 eligible indicators in Q1 (Top Quartile)

1 of 2 = 50%

Distinction Target: Elementary = 50% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

2022 Distinction Designation Summary
Top 25 Percent: Comparative Academic Growth (AG)
SMITH EL (079901107) - LAMAR CISD
 Campus Type: Elementary

	Campus Name	District Name	AG Raw Score
1	BEL AIR EL (107901104)	ATHENS ISD	91
2	LOWERY ROAD (220905219)	FORT WORTH ISD	89
3	MISSION GLEN EL (079907124)	FORT BEND ISD	85
4	SHEPHERD INT (204904102)	SHEPHERD ISD	85
5	TOLER EL (057909136)	GARLAND ISD	85
6	BLUEBONNET EL (028902105)	LOCKHART ISD	84
7	MCKAMY EL (057903124)	CARROLLTON-FARMERS BRANCH ISD	84
8	ORTEGA EL (227901126)	AUSTIN ISD	84
9	YOAKUM INT (062903102)	YOAKUM ISD	84
10	DREW EL (101906104)	CROSBY ISD	82
	SMITH EL (079901107)	LAMAR CISD	82
11	WESTWOOD TERRACE EL (015915114)	NORTHSIDE ISD	82
12	IRVING EL (126903104)	CLEBURNE ISD	81
13	AIKMAN EL (059901101)	HEREFORD ISD	80
14	E A JONES EL (079907101)	FORT BEND ISD	80
15	MISSION BEND EL (079907118)	FORT BEND ISD	80
16	SHAW EL (057914121)	MESQUITE ISD	80
17	FRANK D MOATES EL (057906108)	DESOTO ISD	79
18	LAMAR EL (090904105)	PAMPA ISD	79
19	SMITH EL (101919111)	SPRING ISD	79
20	SOUTH ATHENS EL (107901102)	ATHENS ISD	79
21	BRULE EL (093904107)	NAVASOTA ISD	78
22	BOVINA EL (185901101)	BOVINA ISD	77
23	IDEA HEALTH PROFESSIONS ACADEMY (108807191)	IDEA PUBLIC SCHOOLS	77
24	KATHERINE STEPHENS EL (057909146)	GARLAND ISD	76
25	MAVERICK EL (015907150)	SAN ANTONIO ISD	76
26	RIVERA EL (061901108)	DENTON ISD	76
27	SHUGART EL (057909141)	GARLAND ISD	75
28	BELL EL (212905102)	TYLER ISD	73
29	SHEFFIELD EL (057903125)	CARROLLTON-FARMERS BRANCH ISD	73
30	ORTIZ EL (221901152)	ABILENE ISD	72
31	WILSON EL (090904108)	PAMPA ISD	72
32	ROOSEVELT EL (015905113)	EDGEWOOD ISD	70
33	ZUNDELOWITZ EL (243905131)	WICHITA FALLS ISD	70
34	CRAIN EL (235902106)	VICTORIA ISD	69
35	MCWHORTER EL (057903129)	CARROLLTON-FARMERS BRANCH ISD	69
36	SOUTHWEST EL (014903104)	BELTON ISD	65
37	DOWLING EL (068901107)	ECTOR COUNTY ISD	64
38	SOUTHERN HILLS EL (243905129)	WICHITA FALLS ISD	64
39	HIGH POINT EL (093904106)	NAVASOTA ISD	63
40	WEST CENTRAL EL (059901103)	HEREFORD ISD	61
Top 25 Percent: Comparative Academic Growth Target = Academic Growth Raw Score of 82			

TEXAS EDUCATION AGENCY
2022 Distinction Designation Summary
Top 25 Percent: Comparative Closing the Gaps (CTG)
SMITH EL (079901107) - LAMAR CISD
Campus Type: Elementary

	Campus Name	District Name	CTG Raw Score
1	AIKMAN EL (059901101)	HEREFORD ISD	100
2	YOAKUM INT (062903102)	YOAKUM ISD	100
	SMITH EL (079901107)	LAMAR CISD	99
3	SOUTH ATHENS EL (107901102)	ATHENS ISD	91
4	BEL AIR EL (107901104)	ATHENS ISD	90
5	BOVINA EL (185901101)	BOVINA ISD	85
6	MISSION GLEN EL (079907124)	FORT BEND ISD	81
7	BRULE EL (093904107)	NAVASOTA ISD	80
8	MCKAMY EL (057903124)	CARROLLTON-FARMERS BRANCH ISD	77
9	TOLER EL (057909136)	GARLAND ISD	77
10	LOWERY ROAD (220905219)	FORT WORTH ISD	75
11	ORTEGA EL (227901126)	AUSTIN ISD	75
12	SHAW EL (057914121)	MESQUITE ISD	74
13	BELL EL (212905102)	TYLER ISD	73
14	BLUEBONNET EL (028902105)	LOCKHART ISD	71
15	MISSION BEND EL (079907118)	FORT BEND ISD	71
16	LAMAR EL (090904105)	PAMPA ISD	70
17	E A JONES EL (079907101)	FORT BEND ISD	69
18	SHUGART EL (057909141)	GARLAND ISD	68
19	RIVERA EL (061901108)	DENTON ISD	67
20	SMITH EL (101919111)	SPRING ISD	66
21	MAVERICK EL (015907150)	SAN ANTONIO ISD	65
22	DREW EL (101906104)	CROSBY ISD	64
23	SHEPHERD INT (204904102)	SHEPHERD ISD	62
24	WESTWOOD TERRACE EL (015915114)	NORTHSIDE ISD	62
25	FRANK D MOATE'S EL (057906108)	DESOTO ISD	60
26	ROOSEVELT EL (015905113)	EDGEWOOD ISD	60
27	IRVING EL (126903104)	CLEBURNE ISD	56
28	IDEA HEALTH PROFESSIONS ACADEMY (108807191)	IDEA PUBLIC SCHOOLS	55
29	WILSON EL (090904108)	PAMPA ISD	49
30	CRAIN EL (235902106)	VICTORIA ISD	48
31	SHEFFIELD EL (057903125)	CARROLLTON-FARMERS BRANCH ISD	47
32	KATHERINE STEPHENS EL (057909146)	GARLAND ISD	43
33	HIGH POINT EL (093904106)	NAVASOTA ISD	35
34	ORTIZ EL (221901152)	ABILENE ISD	35
35	ZUNDELOWITZ EL (243905131)	WICHITA FALLS ISD	35
36	WEST CENTRAL EL (059901103)	HEREFORD ISD	32
37	MCWHORTER EL (057903129)	CARROLLTON-FARMERS BRANCH ISD	29
38	DOWLING EL (068901107)	ECTOR COUNTY ISD	27
39	SOUTHWEST EL (014903104)	BELTON ISD	23
40	SOUTHERN HILLS EL (243905129)	WICHITA FALLS ISD	14

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Raw Score of 75

	May 2022 STAAR Mathematics, Grade 3			May 2022 STAAR Mathematics Spanish, Grade 4			May 2022 STAAR Mathematics, Grade 4			May 2022 STAAR Mathematics, Grade 5		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Smith Elementary	67%	39%	16%	70%	40%	10%	74%	51%	25%	86%	66%	37%
Economic Disadvantage	64%	33%	18%	75%	38%	0%	73%	51%	25%	88%	71%	40%
Asian	100%	100%	0%	-	-	-	-	-	-	100%	100%	0%
Black/African American	33%	11%	11%	-	-	-	57%	36%	14%	79%	64%	50%
Hispanic	70%	40%	17%	70%	40%	10%	80%	51%	29%	89%	69%	33%
Two or More Races	100%	50%	50%	-	-	-	0%	0%	0%	-	-	-
White	86%	57%	14%	-	-	-	86%	86%	29%	88%	50%	38%
Currently Emergent Bilingual	79%	43%	21%	70%	40%	10%	90%	70%	45%	81%	63%	38%
Special Ed Indicator	13%	0%	0%	0%	0%	0%	25%	8%	0%	86%	43%	7%

	May 2022 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Smith Elementary	59	25	3855	68.76%	71.19%	40.68%	13.56%
Economic Disadvantage	44	24	3795	66.57%	63.64%	36.36%	9.09%
Asian	1	20	3514	56%	0%	0%	0%
Black/African American	14	25	3875	70.43%	85.71%	50%	7.14%
Hispanic	36	25	3837	68.19%	69.44%	36.11%	13.89%
White	8	25	3944	70%	62.50%	50%	25%
Currently Emergent Bilingual	15	23	3690	62.87%	66.67%	26.67%	0%
First Year of Monitoring	1	32	4402	89%	100%	100%	100%
Special Ed Indicator	14	20	3515	54.93%	42.86%	7.14%	0%

	May 2022 STAAR Reading, Grade 3			May 2022 STAAR Reading Spanish, Grade 4			May 2022 STAAR Reading, Grade 4			May 2022 STAAR Reading, Grade 5		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Smith Elementary	64%	38%	19%	64%	45%	9%	88%	59%	25%	88%	58%	32%
Economic Disadvantage	63%	38%	16%	67%	44%	11%	86%	58%	26%	88%	60%	33%
Asian	100%	0%	0%	-	-	-	-	-	-	100%	100%	0%
Black/African American	33%	22%	11%	-	-	-	86%	50%	21%	93%	57%	21%
Hispanic	71%	43%	18%	64%	45%	9%	88%	65%	24%	89%	58%	36%
Two or More Races	100%	50%	50%	-	-	-	0%	0%	0%	-	-	-
White	57%	43%	29%	-	-	-	100%	57%	43%	75%	50%	38%
Currently Emergent Bilingual	58%	33%	8%	64%	45%	9%	95%	79%	21%	75%	50%	31%
Special Ed Indicator	25%	0%	0%	0%	0%	0%	58%	0%	0%	64%	36%	14%

Student Learning Strengths

Smith students received 5 out of 6 distinctions as measured on the STAAR assessment. Smith ranked #11 out of 40 campuses for academic growth. The students also ranked #2 out of 40 campuses in their comparative group for closing the achievement gap.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 69% of students in third grade approached, 42 % Meet, and 13% Mastered on the Reading STAAR exam combined Spanish and English. **Root Cause:** 3rd grade students were taught by a long term substitute and supported by the Reading Coach all year. A reading teacher was hired to help improve first line instruction and address learning gaps. We will be proactive with differentiated approaches with frequent data checks and feedback to meet the needs of all learners.

Problem Statement 2: African American and Special Education Students underperformed in relation to their peers on the 3rd grade math an reading **Root Cause:** We will be proactive in working with students and staff on differentiated strategies as well as monitoring the assessment language and how well the students perform and intervene accordingly.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Smith Elementary are guided by the TEKS, the LCISD curriculum roadmaps, Guided Reading Assessments, District, and common assessments. Smith Elementary promotes higher-order thinking through quality questions, student discourse, student-centered learning, collaboration, and problem-solving. District unit plans provide teachers with overall summaries, the expected number of instructional days, essential questions, essential TEKS, the English Language Proficiency Standards (ELPS), and critical vocabulary. Instructional guidance is offered by campus administrators, instructional coaches, the bilingual facilitator, and school-provided resources.

Assessments play a key role in decision-making and take on many different forms at Smith Elementary. Weekly, common assessments allow students to demonstrate their learning through performance and allow teachers the opportunity to adjust instruction according to individual student needs. Instructional coaches create assessments for each of the core contents using data to guide instruction. District benchmark assessments help monitor growth and predict outcomes on the standardized test.

Campus-level assessment analysis is based on the mapping out of critical skills (TEKS) and expectations at the beginning of each grading period. It also provides an analysis of student needs and instructional expectations. Each grade level has identified essential TEKS, through assessment data, Lead4ward, and TEKS Guide by TEA, so that instruction is supported vertically.

We administer the TX-KEA Reading Assessment in Kindergarten to closely monitor the students' reading progress. In First through Fifth Grade, we will administer the MAP diagnostic assessment to closely monitor all students' reading, math, and/or science progress. Some of the additional formal assessments we use are I Ready, TELPAS, running records, campus-based assessments, teacher-created, and other informal assessments. In addition, third through Fifth Grades will participate in campus-based assessments, Progress Monitoring Assessments (PMAs), STAAR, TELPAS, and informal assessments.

Monthly grade level PLCs are held with the Instructional Coaches and administrators. These grade-level learning communities target lesson planning, data review, and professional learning. Grade levels have common daily planning times and meet weekly with Instructional Coaches and administrators to plan lessons. Special Education teachers are encouraged to attend weekly planning and monthly PLCs. Paraprofessionals are included in staff development days and work closely with our students.

Student progress is continuously monitored. The MTSS committee meetings have been held a minimum of four times a year, for both academics and behavior, and are held during planning times. The data from campus assessments and teacher observations are used to identify students that are performing below standard. We are continuously assessing our students' needs to ensure academic growth.

MTSS meetings are scheduled by the principal and are attended by the grade level. Smith Elementary Generated by Plan4Learning.com 11 of 42 Campus #107 June 13, 2022, 8:35 AM teachers, the counselor, the Instructional Coaches, team leaders, and the administrators met to review data and restructure the campus improvement plan to meet the needs of the students and community. We utilize class time and Adventure Time for most of our intervention and extension. Adventure Time is built-in intervention time used to address foundational skills in reading, math and 5th grade Science. Professional Development is planned based on the campus survey, classroom observations, and Smith's Problem of Practice. All decisions regarding professional development, programs, and practices are based upon the needs identified in this improvement plan.

School Processes & Programs Strengths

71% of our students at Smith Elementary are classified as At-Risk. We ensure the success of the students by making sure we maximize their learning time with essential focused TEKS and targeted instruction time throughout the school day. We also have an intervention that is provided within the instructional day to ensure all students are given an opportunity for intervention and enrichment activities along with accelerated instruction to meet the needs of our diverse population. 33% of our students at Smith Elementary are in an ESL program. We ensure the success of the students, by making sure they are receiving their services from an ESL-certified teacher. If we have teachers that are not ESL certified, then we have ESL support personnel that will either do a push-in or pull-out program based on the individual needs of their students. 19% of our students at Smith Elementary are in the special education program. We ensure the success of the students, by making sure they are receiving their services by a special education certified teacher or by special ed paraprofessionals. 1% of our students at Smith Elementary are in a Gifted program. The students in the Gifted program are pulled out by the GT teacher one day a week, and he

provides lessons that challenge the students with their thinking and learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The culture and climate of Smith has improved greatly. Unfortunately, the pandemic, has added additional stressors that have impacted the social and emotional needs of students and staff. **Root Cause:** The pandemic and recent class size increase has brought on a different layer of stress due to the the pandemic and the recent loss of 5 instructional staff to other campuses. Continued mindfulness activities, daily check-ins, semester surveys, and increased administrator visibility will have to be consistent to meet the emotional needs of all Superstars.

Perceptions

Perceptions Summary

The safety of our students and staff is a number 1 priority at Smith Elementary. As measured on the climate survey students, staff, and parents indicated the need for more measures to address bullying. After educating students on what bullying was, we found out that they thought of bullying as rolling of eyes, smacking lips, and not being friends anymore. Our counselor is putting a plan in place to reinforce character counts with emphasis and educating all stakeholders on bullying and when and how to report it.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the 2021-2022 Climate Survey, the students, staff, and parents felt there was bullying occurring on campus. When speaking to the students, some felt bullying was when someone smacked their lips and/or rolled their eyes. **Root Cause:** We will implement bullying prevention measures as well as educate students, parents, and staff on what bullying is and is not. We will also work together to ensure all stakeholders feel safe at Smith.

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
- HB3 Reading and math goals for PreK-3
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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

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
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data





Goals

Goal 1: By May 2023, 90% of students, staff, and parents will indicate on the climate survey that Smith Elementary has a safe and positive school culture and school climate.

Performance Objective 1: Provide multiple opportunities to enhance school climate by creating a strong, safe, drug, and bully-free disciplined school.

Evaluation Data Sources: Skyward Discipline Data
Climate Survey
Campus Morale Observation





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement campus-wide CHAMPS, PBIS (Positive Behavior Intervention System), No Place for Hate, House Teams, and Character Counts, both in classrooms and common areas by providing incentives to reinforce behavior and social expectations. Attend Ron Clark and PBIS trainings. Attendees relay information to campus staff, students, and parents.</p> <p>Strategy's Expected Result/Impact: Improve campus morale by holding all stakeholders accountable for meeting behavioral expectations and implementing strategies with fidelity.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Funding Sources: Training - 211 Title I, Part A - 2112-13-6411-00-107-30 - \$11,000, Incentives - 211 Title I, Part A - \$7,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Announce student and teacher of the month and share social and academic highlights during pep rallies, house events, Facebook, and the school website</p> <p>Strategy's Expected Result/Impact: Improve morale and motivation.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote clubs and opportunities for socialization, building peer relationships, and campus involvement (Art Club, Leadership Club, Drama Club, Girls on the Run, dance team, etc.) Provide mentors to students for extra encouragement while on campus.</p> <p>Strategy's Expected Result/Impact: Increase morale and involvement and improve relationships and academic performance.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All staff and students must wear photo ID when in the building. Visitors will also receive a sticker once completing the Raptor system. Random safety drills with various scenarios will be incorporated to ensure all are aware of safety procedures if an event ever occurred. We will debrief each drill with staff feedback and make adjustments to improve preparedness. Increased campus security by maintaining locked classroom doors, ensuring students do not open doors, and refraining from propping open doors will also improve our security measures on campus.</p> <p>Strategy's Expected Result/Impact: Increase staff and student knowledge of what to do in the event of an emergency. Increase preparedness by accounting for variables. Increased security and preparedness.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide opportunities to enhance school climate by giving character lessons each Wednesday during Adventure Time to build character. The students will engage in mindfulness activities (breathing exercises, meditation, YOGA, etc.) daily on the morning Zoom announcements. The students will also receive incentives when caught demonstrating the 6 Character Counts pillars. (Trustworthiness, Fairness, Responsibility, Respect, Caring, and Citizenship) Morning daily check-ins on Zoom will give a daily scan of how students are feeling. 1-angry, 2, sad, 3, tired, 4-happy, 5 excited. This allows the teacher or staff member to intervene promptly when experiencing moments of sadness or anger.</p> <p>Strategy's Expected Result/Impact: Provide staff and students an opportunity to assess their mood, learn coping strategies, and practice distress activities. The students will also have a trusted adult in school to share when they are feeling sad. By participating regularly, the students and staff will feel safe at school.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Funding Sources: Character Counts Books - 211 Title I, Part A - \$700</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Improve preparedness through staff training (situational awareness, security-minded, CPR, etc.) The crisis team will be trained on non-violent de-escalation as well as emergency techniques should a situation arise.</p> <p>Strategy's Expected Result/Impact: Increased security, safety, and preparedness</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: By May 2023, 90% of students, staff, and parents will indicate on the climate survey that Smith Elementary has a safe and positive school culture and school climate.

Performance Objective 2: Involve Smith Elementary parents and community members in the planning and implementation of academic and social programs at Smith.

Evaluation Data Sources: Climate Survey, Parent Participation logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide parents with the CIP, Title I Compact, and the Parent/Family Engagement Policy in English and in Spanish. These policies will be accessible to parents and community members in the front office and on Smith Elementary's Website.</p> <p>Strategy's Expected Result/Impact: All stakeholders can access these documents and improve school/community relations</p> <p>Staff Responsible for Monitoring: Administrators and Bilingual Coach</p> <p>Title I: 4.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Engage in parent and community outreach through the required four Title 1 meeting and curriculum/social nights (i.e. Fall Festival, Pajama Jam, Parent Meetings, SBDMC, Lock-in, Spring Carnival, Rock Your School, Field Day, Valentine's Dance, Family Reunion, Campout, Movie in the Courtyard, etc.)</p> <p>Strategy's Expected Result/Impact: Increase parent involvement and engagement. Increase staff involvement and engagement by ensuring staff attend and establish number of events each year.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Consistently communicate with parents through the Monthly Parent Newsletter, grade level newsletter, Thursday folders, CANVAS, Skylert, Facebook, and School marquee).</p> <p>Strategy's Expected Result/Impact: Improve school/community communication.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By May 2023, the percentage of K-2 students that score on or above grade level on Guided Reading Assessment will increase by 10%.

Performance Objective 1: 100% of Reading teachers will enhance their Tier I instruction by focusing on Guided Reading components with progress monitoring and purposeful feedback to improve learning outcomes in reading.

HB3 Goal

Evaluation Data Sources: Guided Reading Assessment, Teacher/Coach Generated Assessments, MAPS, Running records.





Beginning of the year checklist (Alphabet and sight word knowledge), MAPS, Running records, anecdotal notes, weekly assessments, 2nd-grade district benchmark.

Train parents on analyzing data, create a simplistic data sheet to send home, send data home EOY, BOY, EOY.

Teachers will review their data to update on grade level data walls to track students progress.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will be trained in Guided Reading and implement it with fidelity. GRA data will be analyzed regularly to improve learning outcomes.</p> <p>Strategy's Expected Result/Impact: Students will be reading on or above grade level by end of the year.</p> <p>Staff Responsible for Monitoring: Instructional coaches, teachers, parents, tutors, and Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve phonemic awareness, and phonological awareness using Haggerty, Reading A-Z, and Reading Academies strategies. GRA reading levels and purposeful data-driven small group instruction will improve student performance.</p> <p>Strategy's Expected Result/Impact: The expected outcome is improved student performance in reading comprehension, phonological and phonemic awareness, progress monitoring through running records, weekly checkpoint assessments, and teacher observations during Guided Reading.</p> <p>Staff Responsible for Monitoring: Reading Coaches, teachers, parents, and Administrator</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Empower parents to help their students at home academically by training families on how to analyze student data and support their child by using strategies shared by the classroom teacher.</p> <p>Strategy's Expected Result/Impact: Students will be reading on or above grade level by end of the year and increase parent involvement.</p> <p>Staff Responsible for Monitoring: Reading Coaches and Administrator</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Reading Material - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$3,000</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use Title 1 and State Comp. Ed funds to employ teachers to tutor and provide small group instruction.</p> <p>Strategy's Expected Result/Impact: The students will benefit from student-centered lessons that will increase their academic performance. Academic achievement of all sub-populations including but not limited to, At Risk, EB, SPED students will increase.</p> <p>Staff Responsible for Monitoring: Admin, Teachers, and Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Tutors and Materials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$13,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure all Grades K-5 teachers have appropriate materials/resources to enhance instruction for all students, including ELL, SPED and students identified as at risk. (i-Ready, Raz Kids, Think Up, Mastery Connect, Writabel, GRA Kits, Guided Reading Books and lesson plans, Alphabet Arch, Letters, timer, Guided Reading Binder, Material bags)</p> <p>Strategy's Expected Result/Impact: Students will have opportunities to practice how they will be assessed using Guided Reading/small group materials.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Coach, Teachers</p> <p>Funding Sources: Materials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$8,640</p>	Formative		
	Nov	Feb	June





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Employ Bilingual Specialist to train staff on effective sheltered strategies, LPAC, Dual Language, etc, to reach the needs of our Emergent Bilingual and ESL Population.</p> <p>Strategy's Expected Result/Impact: Improve academic achievement for students participating in the Dual Language program.</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Dual Language Materials - 199 PIC 25 State Bilingual/ESL - \$3,470</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: By May 2023, the overall score of academic performance for students in Grades 3-4 will increase by 10% in Approaches, Meets and Masters, and Grade 5 will increase by 5% in Approaches, Meets, and Masters as measured by STAAR in Math.

Performance Objective 1: Enhance Tier I instruction through math professional development and quality PLC and weekly planning meetings.

Evaluation Data Sources: TTESS Observations, Weekly Checkpoint, Coaching Cycle

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Employ certified teachers to meet weekly focusing on student-centered learning using the four PLC discussion questions. What do we expect our students to learn? (Goals/Expectations) How will we know they are learning? (Assessment) How will we respond when they don't learn? - (Intervention). How will we respond if they already know it? (Gifted/Enrichment)</p> <p>Strategy's Expected Result/Impact: All parts of guided math will be collaboratively planned with the instructional coach in order to create engaging and rigorous lesson plans to improve student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal, Teachers ,and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers will be trained in guided math and number talks and implement them daily with fidelity.</p> <p>Strategy's Expected Result/Impact: Increase the effectiveness of small group instruction. The small group instruction provided will be improved, resulting in higher academic achievement. Students' number sense proficiency will increase, improving computation skills.</p> <p>Staff Responsible for Monitoring: Principal, Coaches, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure all Grades K-5 teachers have appropriate materials/resources to enhance instruction for all students, including ELL, SPED, and students identified as at risk. (i-Ready, MAP, DreamBox, StemScopes Math, Think Up!, Splashlearn Countdown to STAAR)</p> <p>Strategy's Expected Result/Impact: Improve STAAR performance, Close learning gaps, Build student confidence</p> <p>Staff Responsible for Monitoring: Administrators Coaches and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Technology - 211 Title I, Part A - \$19,000</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide incentives on a regular basis (Snacks, food, parties, free dress, prizes, etc.) to motivate students and teachers to enhance the learning experience.</p> <p>Strategy's Expected Result/Impact: Students will be extrinsically motivated to increase their academic performance.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Incentives - 211 Title I, Part A - \$5,300</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement common formative and summative assessments for all students (At risk, SPED, EL, etc.), disaggregate, analyze data, and share results in PLCs to improve instructional practice and student performance</p> <p>Strategy's Expected Result/Impact: Teachers and students will have a clear understanding of what objectives they are struggling or succeeding with and provide targeted instruction based on the data.</p> <p>Staff Responsible for Monitoring: Administration, Coaches, Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 3: By May 2023, the overall score of academic performance for students in Grades 3-4 will increase by 10% in Approaches, Meets and Masters, and Grade 5 will increase by 5% in Approaches, Meets, and Masters as measured by STAAR in Math.

Performance Objective 2: Performance Objective 2: Provide and implement interventions before school, summer, and during Adventure (intervention) Time to achieve targets in grades 3-4, including the ELL, SPED, and students identified as at risk.

Evaluation Data Sources: MTSS data, MAP, iReady data, Weekly Checkpoints, Progress Monitoring Assessments, Common, District and State Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will meet twice in 9 weeks to discuss students not meeting expectations. During our MTSS meeting, we will analyze available data and develop a plan on how to provide specific interventions to improve student performance.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted interventions according to their needs resulting in closing achievement gap.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, and Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Focus on closing the gaps in assessment performance based on assessments such as Campus Majors, STAAR, District Progress Monitoring Assessments, and STAAR Benchmarks by analyzing data and adjusting instruction with weekly checks for understanding to improve student outcomes.</p> <p>Strategy's Expected Result/Impact: The students will receive targeted interventions according to their needs provided by teachers, tutors, or math coaches to improve overall academic achievement and foundational skills. The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from X% to X% by May 2023 and from X% to X% by June 2025</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, and Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use MAP and I-Ready data to focus on individual gaps identified in the diagnostic assessment during Adventure Time.</p> <p>Strategy's Expected Result/Impact: Students will receive differentiated instruction based on their needs, and the teacher will provide targeted intervention for students missing foundational skills.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, and Teachers</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize certified teachers and tutors to tutor at-risk, ELs and SPED students.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted interventions according to their needs resulting in improved academic achievement.</p> <p>Staff Responsible for Monitoring: Teachers, tutors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutors - 211 Title I, Part A - \$4,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase at-risk students achievement by supplementing instruction with extended learning time tutorials (Summer Superstar Academy)</p> <p>Strategy's Expected Result/Impact: Students will receive targeted interventions according to their needs</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Accelerated Instruction Be - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$7,854</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Develop an extended planning period 2 to 3 times per year to allow more time for teachers to review data, Calendar TEKS, to provide instruction focusing on Themed lessons with real world culturally responsive teaching.</p> <p>Strategy's Expected Result/Impact: Help teachers prepare engaging and meaningful lessons.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 4: By May 2023, the overall score of all students in Grade 5 and student groups will increase academic performance at 10% Approaches, Meets, and Masters as measured by STAAR in Science.

Performance Objective 1: Performance Objective 1: Enhance Tier I instruction through implementing inquiry-based and hands-on learning experiences by following the Claim, Evidence, and Reasoning model, quality PLCs and, weekly planning meetings.

Evaluation Data Sources: TTESS Observations, Weekly Checkpoint, Coaching Cycle





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Strategy 1: All Science teachers will be trained in the Claim, Evidence, and Reasoning strategy and implement it with fidelity. Strategy's Expected Result/Impact: The hands-on learning and problem-solving skillset required when using claim, evidence, and reasoning, will result in higher lesson engagement and concept retention. Students will have a deeper understanding of the scientific principle behind the lesson objective, resulting in higher academic achievement. Staff Responsible for Monitoring: Principal, Science Coach, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Strategy 2: Ensure Grade 5 Science teachers have appropriate materials/resources to enhance instruction for all students, including ELL, SPED and students identified as at risk. (StemScopes, Think Up!, Countdown to STAAR, Power Up to STAAR, Campus created materials) Strategy's Expected Result/Impact: Students will be able to practice applying their science knowledge using rigorous STAAR aligned resources, resulting in higher achievement. Staff Responsible for Monitoring: Teachers, Science Coach, Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Strategy 3: Implement common formative and summative assessments for all students (At risk, SPED, EL, etc.), disaggregate, analyze data, and share results in PLCs to improve instructional practice and student performance Strategy's Expected Result/Impact: Monitor the impact of instruction and student performance. Staff Responsible for Monitoring: Administrators, Coaches, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Strategy 4: Enhance Tier 1 instruction by reviewing data and modeling instructional best practices in bimonthly PLCs and weekly planning within grade-level teams, including SPED teachers. Strategy's Expected Result/Impact: The students will benefit from student-centered lessons that will increase their academic performance by incorporating the Lead4Ward Playlist. Teachers will reflect on instructional strategies based on data with the science coach. The academic achievement of SPED students will increase. Staff Responsible for Monitoring: Administrators, Coaches, Teachers</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Strategy 5: Provide incentives on a regular basis (Snacks, food, parties, free dress, prizes, etc.) to motivate students and teachers to enhance the learning experience.</p> <p>Strategy's Expected Result/Impact: Students will be extrinsically motivated to increase their academic performance.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: By May 2023, the overall score of all students in Grade 5 and student groups will increase academic performance at 10% Approaches, Meets, and Masters as measured by STAAR in Science.

Performance Objective 2: Performance Objective 2: Provide and implement interventions before school, during school and after school to achieve targets in Grade 5, including the ELL, SPED, and students identified as at risk.

Evaluation Data Sources: MTSS data, Weekly Checkpoints, Progress Monitoring Assessments, Common, District and State Assessments





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Strategy 1: Focus on closing the gaps in performance-based assessments like Common Assessments, STAAR, District Progress Monitoring Assessments, TEA Interim Assessments, and STAAR Benchmarks by analyzing data and adjusting instruction with weekly checks for understanding to improve student outcomes.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted interventions according to their needs provided by teachers, tutors, or instructional coaches to improve overall academic achievements.</p> <p>Staff Responsible for Monitoring: Teacher, Administration, Math/Science Coach</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Strategy 2: Increase student achievement by supplementing instruction with once-a-week adventure time tutorials, daily before school spiral tutorials, and after school STAAR prep camp.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase with targeted small group instruction focusing on TEKS and applying content knowledge on STAAR assessment items.</p> <p>Staff Responsible for Monitoring: Teacher, Administration, Instructional Coach</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Strategy 3: Increase hands on learning experience with real-world connections.</p> <p>Strategy's Expected Result/Impact: Improve Science STAAR Scores</p> <p>Staff Responsible for Monitoring: Teacher, Administration, Instructional Coach</p> <p>Funding Sources: Field Trips - 211 Title I, Part A - \$9,550</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: By May 2023, the overall score of academic performance for students in Grade 3 will increase by 10% in Approaches, Meets and Masters, and Grades 4-5 will increase by 6% in Approaches, Meets, and Masters as measured by STAAR in Reading.

Performance Objective 1: Enhance Tier I instruction during quality PLC, weekly planning meetings, and professional development in quality questioning strategies to increase academic discourse and student engagement.

Evaluation Data Sources: District Benchmarks, Assessments (Minor and Major), Guided Reading/Writing, student/teacher writing conferences,





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will be trained in Quality Questioning strategies, Guided Reading, Patterns of Power, and weekly checks throughout the school year.</p> <p>Strategy's Expected Result/Impact: Improve academic language, level of rigor, GRA reading levels, and enhance critical thinking skills, which will result in improved student performance in reading comprehension at the end of each week as measured on the weekly quizzes and major assessments. Students will also respond in complete sentences using academic language and think critically to improve reading comprehension and writing skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Coach, teacher</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will participate in weekly common assessments to evaluate the effectiveness of the quality questioning strategy. Implement common formative and summative assessments for all students (At risk, SPED, EL, etc.), disaggregate, analyze data, and share results in PLCs to improve instructional practice and student weekly performance.</p> <p>Strategy's Expected Result/Impact: Increase student understanding, expose students to how they will be evaluated based on the STAAR assessment. Teachers and students will have a clear understanding of what objectives they are struggling or succeeding with and provide targeted instruction based on the data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Coach, Teacher</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure all Grades K-5 teachers have appropriate materials/resources to enhance instruction for all students, including ELL, SPED and students identified as at risk. (i-Ready, Raz Kids, Storyworks, Think Up, Mastery Connect, Writable)</p> <p>Strategy's Expected Result/Impact: Students will have opportunities to practice how they will be assessed using STAAR-aligned resources.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Technology - 211 Title I, Part A - \$19,000</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: K-5 Teachers will use comprehension strategies such as retelling, using prior knowledge, predicting, visualizing, questioning, making inferences, etc., to improve the students' ability to read and answer comprehension questions across genres.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate comprehension of text with 80% accuracy to read on or above grade level by the end of third grade and increase overall reading comprehension to prepare students for the rigor of standardized tests.</p> <p>Staff Responsible for Monitoring: Literacy Coach, Administrators, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Enhance Tier 1 instruction by reviewing data and modeling instructional best practices in bimonthly PLCs and weekly planning within grade-level teams including SPED teachers.</p> <p>Strategy's Expected Result/Impact: The students will benefit from student-centered lessons that will increase their academic performance. Teachers will reflect on instructional strategies based on data with the instructional coach. Academic achievement of all sub-populations including but not limited to, At Risk, ELL, SPED students will increase. Teachers will review their data to update on grade level data walls to track students' progress.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Coach, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students will set goals and track their data to see their progress throughout the year.</p> <p>Strategy's Expected Result/Impact: The students will set personal goals and track their progress by TEK and overall score on data tracker. Students will review their data once a week.</p> <p>Staff Responsible for Monitoring: Students, Teachers, Literacy Coach, Administrations</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will plan and implement effective reading stations for students during independent reading.</p> <p>Strategy's Expected Result/Impact: The teachers will create stations based on specific TEKS and ensure the activities match the rigor of the TEK.</p> <p>Staff Responsible for Monitoring: Teachers, Literacy Coach, Administrators</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: By May 2023, the overall score of academic performance for students in Grade 3 will increase by 10% in Approaches, Meets and Masters, and Grades 4-5 will increase by 6% in Approaches, Meets, and Masters as measured by STAAR in Reading.

Performance Objective 2: Performance Objective 2: Provide and implement reading interventions during the reading block and during Adventure (Intervention) Time to achieve targets in Grade K-5, including the ELL, SPED, and students identified as at risk.

Evaluation Data Sources: District Benchmarks, Assessments (Minor and Major), Guided Reading/Writing, student/teacher writing conferences,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will receive additional support during Adventure (Intervention) Time in Reading weekly to improve foundational skills using data from iReady, MAP, STAAR Reading, GRA, weekly assessments, and teacher observations.</p> <p>Strategy's Expected Result/Impact: Improve foundational skills to help overall reading comprehension.</p> <p>Staff Responsible for Monitoring: Teachers, Literacy Coach, Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Instructional Coach will provide one training session in the fall to set expectations for Guided Reading and Patterns of Power to choose instructional focuses for whole group and small group instruction.</p> <p>Strategy's Expected Result/Impact: Help teachers to analyze data to tailor small group instruction to students' needs and to improve their foundational skills to improve overall reading comprehension</p> <p>Staff Responsible for Monitoring: Teachers, Literacy Coach, Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Purchase flexible seating to maximize instruction during stations, small groups, and rotations.</p> <p>Strategy's Expected Result/Impact: Maximize learning through spacial awareness and flexible groups</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Funding Sources: Flexible Seating - 211 Title I, Part A - \$10,000</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Smith Elementary

Total SCE Funds: \$7,854.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

SCE funds our accelerated instruction for HB4545 as well as closing the gap tutorials for our at-risk students.

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training	2112-13-6411-00-107-30	\$11,000.00
1	1	1	Incentives		\$7,000.00
1	1	5	Character Counts Books		\$700.00
3	1	3	Technology		\$19,000.00
3	1	4	Incentives		\$5,300.00
3	2	4	Tutors		\$4,000.00
4	2	3	Field Trips		\$9,550.00
5	1	3	Technology		\$19,000.00
5	2	3	Flexible Seating		\$10,000.00
Sub-Total					\$85,550.00
Budgeted Fund Source Amount					\$85,550.00
+/- Difference					\$0.00
199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Reading Material		\$3,000.00
2	1	4	Tutors and Materials		\$13,000.00
2	1	5	Materials		\$8,640.00
Sub-Total					\$24,640.00
Budgeted Fund Source Amount					\$24,640.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	5	Accelerated Instruction Be		\$7,854.00
Sub-Total					\$7,854.00
Budgeted Fund Source Amount					\$7,854.00
+/- Difference					\$0.00

199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Dual Language Materials		\$3,470.00
Sub-Total					\$3,470.00
Budgeted Fund Source Amount					\$3,470.00
+/- Difference					\$0.00
Grand Total Budgeted					\$121,514.00
Grand Total Spent					\$121,514.00
+/- Difference					\$0.00