

# Lamar Consolidated Independent School District

## Smith Elementary

### 2024-2025 Campus Improvement Plan

Accountability Rating: B



# Mission Statement

**Every child will reach their potential through an exemplary education.**

## Vision

**At Smith Elementary we strive to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.**

## Table of Contents

Comprehensive Needs Assessment .....	3
Needs Assessment Overview .....	3
Comprehensive Needs Assessment Committee Members .....	3
Demographics .....	5
Student Learning .....	6
School Processes & Programs .....	7
Perceptions .....	9
Priority Problem Statements .....	10
Comprehensive Needs Assessment Data Documentation .....	11
Goals .....	13
Goal 1: By May 2025, 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. ....	13
Goal 2: By May 2025, the percentage of K-2 students that score on or above grade level on MAP Fluency will increase by 5% or greater. ....	18
Goal 3: By May 2025, the overall score of academic performance for students in Grades 3-5 will increase by 10% or greater in Approaches, Meets and Masters as measured by STAAR Math in English and Spanish. ....	20
Goal 4: By May 2025, the overall score of all students in Grade 5 and student populations will increase academic performance at 10% or greater in Approaches, Meets, and Masters as measured by STAAR Science in English and Spanish. ....	24
Goal 5: By May 2025, the overall score of academic performance for students in Grades 3-5 will increase by 10% or greater in Approaches, Meets, and Masters as measured by STAAR Reading in English and Spanish. ....	27
Goal 6: By May 2025, Smith K-5 Emergent Bilingual students will increase the percentage of students showing growth on the TELPAS Yearly Progress 1 Level Higher indicator by 10% or greater, the 2 Levels Higher indicator by 5% or greater and 3 Levels Higher indicator by 5% or greater. ....	30
State Compensatory .....	32
Budget for Smith Elementary .....	32
Campus Shared Decision Making Committee .....	33
Campus Funding Summary .....	34

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Our meeting was held at 3:30 PM on May 21, 2024. The committee members evaluated the following areas: technology, demographics, staff quality recruitment and retention, school culture and climate, school context and organization and family community involvement. We analyzed our campus and discipline data to pinpoint strategies to enhance our culture and climate. We discussed strategies to enhance our communication techniques with staff and parents. Likewise, we discussed professional development activities to retain quality team members. In addition, we finalized our needs assessment on June 11, 2024 after receiving our preliminary STAAR data. We discussed specific strategies for meeting and exceeding individual learning goals. We revised our vision statement for the upcoming school year.

## Comprehensive Needs Assessment Committee Members

Dr. Troy Y. Bethley (Principal)

Bertha Alvarez (Assistant Principal)

Dr. Marva O'Neal (District Administrator)

Nicole Bertrand (School Leader)

Antonio Marchena (School Leader)

Bianca Alcorta (School Leader)

Edwin Cruz (Campus Teacher)

Elizabeth Flores (Campus Teacher)

Irene Talavera-Mendez (Campus Teacher)

Cecilia Flores (Campus Teacher)

Taylor Wallace (Campus Teacher)

Beyda Torres (Campus Teacher)

Lakeshia Jackson (Community Member)

Gabriela Borges (Parent)



# Demographics

## Demographics Summary

Smith Elementary School is a Title I public school located at 2014 Lamar Drive, Richmond, TX, 77469. Our school is home of the Deaf Smith Elementary School Superstars! Smith was one of the first elementary schools in Lamar Consolidated Independent School District. We serve 310 students in grades K-5 with an average student-teacher ratio of 18 to 1. Our student population is 71.1% Hispanic, 14.7% African American, 11.2% White, 72.35% Economically Disadvantaged, 3.8% Dyslexia, 34.1% EB/ESL, 21% Special Education, 5.2% 504, and 6.8% Gifted and Talented.

## Demographics Strengths

Our campus has a student-teacher ratio of 18 to 1 which allows everyone to build positive relationships 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. Another strength of Smith Elementary is that it has several traditions throughout the year, in which the different community members support various programs. Our stakeholders, such as parents, teachers, and students, completed a survey that provided us with helpful information on current processes, with suggestions on areas we need to improve. We use the survey data to monitor and adjust programs to meet the needs of our students. We value our students, staff, and community and work together to enhance student achievement!

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Based on the 2023 Texas Academic Performance Report (TAPR), our attendance rate was 94%. **Root Cause:** The low attendance rates are due to students remaining home with common ailments. Attendance incentives will be communicated to all stakeholders to improve attendance rates.

# Student Learning

## Student Learning Summary

2023-2024 STAAR Performance

Grade and Subject	Approaches	Meets	Masters
3 <sup>rd</sup> Grade Reading	63%	29%	10%
3 <sup>rd</sup> Grade Math	71%	33%	6%
4 <sup>th</sup> Grade Reading	82%	51%	24%
4 <sup>th</sup> Grade Math	71%	40%	18%
5 <sup>th</sup> Grade Reading	87%	49%	18%
5 <sup>th</sup> Grade Math	100%	64%	23%
5 <sup>th</sup> Grade Science	67%	36%	10%

## Student Learning Strengths

Our 4th Grade STAAR Reading Meets and Masters scores increased from the previous testing administration. The TEA 2023-2024 STAAR Performance report indicated the following: Meets 2024 (51%) Meets 2023 (44%) and Masters 2024 (24%) Masters 2023 (13%). Likewise, our 5th Grade Reading Approaches scores increased from the previous testing administration. The TEA 2023-2024 STAAR Performance report indicated the following: Approaches 2024 (87%) Approaches 2023 (81%). In addition, our 5th Grade Math STAAR scores increased as well. The TEA 2023-2024 STAAR Performance report indicated the following: Approaches 2024 (100%) Approaches 2023 (92%), Meets 2024 (64%) Meets 2023 (57%) and Masters 2024 (23%) Masters 2023 (22%).

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 31% of students in 3rd Grade Reading Spanish approached, 15% met and 8% mastered **Root Cause:** The students lacked foundational skills due to gaps from previous years.

**Problem Statement 2 (Prioritized):** 67% of students in 5th Grade Science approached, 36% met and 10% mastered **Root Cause:** The students lacked foundational skills due to science not being taught with fidelity in the lower grades. Also, science academic vocabulary was not used consistently orally or written by the students.

**Problem Statement 3 (Prioritized):** 71% of students in 3rd Grade Math approached, 33% met and 6% mastered **Root Cause:** The scores were due to having a long-term substitute. During the first half of the year, the Guided Math Workshop model was not implemented with fidelity in all classes every day. That affected the grades directly as the students did not receive the differentiated instruction they required to be successful.

**Problem Statement 4 (Prioritized):** 71% of students in 4th Grade Math approached, 40% met and 18% mastered **Root Cause:** The students lacked foundational skills due to gaps from previous years.

# 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, emergent bilingual specialist, 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 and teachers collaborate to 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 tests.

Campus-level assessments are based on the mapping out of critical skills (TEKS) and expectations at the beginning of each grading period. It provides an analysis of student needs and instructional expectations. Each grade level has identified essential TEKS, through assessment data and Lead4ward, 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 science progress. Some of the additional formal assessments we use are TELPAS, running records, campus-based assessments, teacher-created, and other informal assessments.

Weekly 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. Paraprofessionals are included in staff development days and work closely with our teachers and students.

Student progress is continuously monitored. The MTSS committee meetings are held a minimum of four times per year for academics, behavior and social emotional well-being. 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 and growth.

Parents, community members, teachers, counselor, instructional coaches, team leaders, and campus administrators meet to review data and restructure the campus improvement plan to meet the needs of the students and community. Moreover, Superstar Time is utilized for interventions and enrichment purposes. In addition, professional development is planned based on the campus survey and classroom observations. All decisions regarding professional development, programs, and practices are based upon the needs identified in this improvement plan.

## School Processes & Programs Strengths

Our main goal is to support and improve student achievement. Our teachers are provided with training to utilize the Lead4ward and Canvas instructional documents. Through horizontal and vertical planning, we are dedicated to improving our reading, math, and science data by 10% or greater in all areas. We use previous STAAR data, quick checks, major assessments and benchmarks to support daily interventions. Likewise, the previously mentioned assessments are closely monitored by teachers, instructional coaches and campus administrators to ensure TEKS alignment of the instructional objectives within the time frame. We follow the assessment calendar to ensure accurate data is entered in a timely manner in order to effectively drive our instructional practices. We continue to implement differentiation strategies and best practices with instructional coaching techniques shared by instructional coaches and campus administrators. These techniques benefit all students by addressing their individual learning styles. We ensure the success of our special education students by making sure they are receiving their services by certified special education teachers or by special education paraprofessionals. In addition, our GT students are pulled out by the GT teacher one day a week, and she provides lessons that challenge the students with their thinking and learning.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Team collaboration has been proven to be one of the most important factors in student success. However, our PLCs were facilitated by administrators and instructional coaches instead of being lead by teachers. **Root Cause:** Limited opportunities were provided to build teacher capacity to lead the PLCs throughout the school year.



# Perceptions

## Perceptions Summary

The safety of our students and staff is a number one priority at Smith Elementary. As measured on the climate survey students, staff, and parents indicated the need for more safety procedures to provide a safe and secure learning environment. Therefore, we met with grade levels to provide strategies and review scenarios to discuss techniques for providing a safe and secure learning environment. In addition, we will continue to provide feedback to teachers and students to enhance our safety procedures and processes.

## Perceptions Strengths

According to the 2023-2024 Title I Survey for Parents/Guardians, 91% of parents felt that our team members provided them with feedback regarding their child's progress. Likewise, 91% of parents felt that our teachers maintained open two-way communication with them. Also, 82% of families felt that our campus collaborated with them to make key decisions about their child's education.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to the eighteen parents that responded to the 2023-2024 Campus Climate Survey, 76% of students felt safe at school. **Root Cause:** When speaking with our students, some students were not sure about safety procedures during drills and unforeseen emergencies.

# Priority Problem Statements

**Problem Statement 1:** 71% of students in 4th Grade Math approached, 40% met and 18% mastered

**Root Cause 1:** The students lacked foundational skills due to gaps from previous years.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** 71% of students in 3rd Grade Math approached, 33% met and 6% mastered

**Root Cause 2:** The scores were due to having a long-term substitute. During the first half of the year, the Guided Math Workshop model was not implemented with fidelity in all classes every day. That affected the grades directly as the students did not receive the differentiated instruction they required to be successful.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** 31% of students in 3rd Grade Reading Spanish approached, 15% met and 8% mastered

**Root Cause 3:** The students lacked foundational skills due to gaps from previous years.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 67% of students in 5th Grade Science approached, 36% met and 10% mastered

**Root Cause 4:** The students lacked foundational skills due to science not being taught with fidelity in the lower grades. Also, science academic vocabulary was not used consistently orally or written by the students.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Team collaboration has been proven to be one of the most important factors in student success. However, our PLCs were facilitated by administrators and instructional coaches instead of being lead by teachers.

**Root Cause 5:** Limited opportunities were provided to build teacher capacity to lead the PLCs throughout the school year.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** According to the eighteen parents that responded to the 2023-2024 Campus Climate Survey, 76% of students felt safe at school.

**Root Cause 6:** When speaking with our students, some students were not sure about safety procedures during drills and unforeseen emergencies.

**Problem Statement 6 Areas:** Perceptions

# 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

- 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-PESS 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 2025, 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.

**High Priority**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement campus-wide CHAMPS, PBIS (Positive Behavior Intervention System), No Place for Hate, and House Teams both in classrooms and common areas by providing incentives to reinforce behavior and social expectations. Attend PBIS training and have them relay information to campus staff, students, and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve campus morale by holding all stakeholders accountable for meeting behavioral expectations and implementing strategies with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Funding Sources:</b> Misc. Operating Costs-Refreshments - 211 Title I, Part A - 2114-11-6498-82-107-30-0 - \$5,800, PBIS Incentives and EOY Supplies - 211 Title I, Part A - 2115-11-6399-00-107-30-0 - \$1,600</p>	Formative		
	Feb	Apr	June
	✘	✘	✘
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Announce students' birthdays, student and teacher of the month and share social and academic highlights during pep rallies, house events, Facebook, parent newsletter, and the school website.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve morale and motivation.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Promote clubs and opportunities for socialization, building peer relationships, and campus involvement (such as Art Club, Student Council, Girls on the Run, etc.). Provide mentors to students for extra encouragement while on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase morale and involvement and improve relationships and academic performance. Increase a sense of belonging with school spirit attire for team members.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities to enhance the school climate by utilizing character lessons and read alouds (The Energy Bus for Kids) to students and teachers to build character as needed. The students will also receive incentives when caught demonstrating the 6 Character Counts pillars, (Trustworthiness, Fairness, Responsibility, Respect, Caring, and Citizenship).</p> <p><b>Strategy's Expected Result/Impact:</b> Provide staff and students an opportunity to assess their mood, learn coping strategies, and practice destressing 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. Also, we will utilize Breathe for Change strategies to improve our campus culture and climate.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Funding Sources:</b> Breathe for Change PD - 211 Title I, Part A - 2115-13-6299-00-107-30-0 - \$1,500</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> All staff and students must wear photo ID when in the building. Visitors will also receive a visitor's badge through 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. Teachers will ensure that their students are wearing their ID badges at all times.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff and student knowledge of what actions to take in the event of a real emergency. Increase preparedness by accounting for variables. Increased security and preparedness.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased security, safety, and preparedness</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative		
	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** By May 2025, 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><b>Strategy 1:</b> 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, parent newsletter, and on Smith Elementary's Website.</p> <p><b>Strategy's Expected Result/Impact:</b> All stakeholders can access these documents and improve school/community relations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Emergent Bilingual Coach</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Engage in parent and community outreach through the required four Title 1 meetings and curriculum/social nights (i.e. Fall Festival, Parent Involvement Week, Pajama Jam, Parent Meetings, SBDMC, Multicultural Day, Rock Your School, Field Day, Sweetheart's Dance, Muffins for Moms, Donuts for Dads, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent involvement and engagement. Increase staff involvement and engagement by ensuring staff attend and establish number of events each year.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Consistently communicate with parents (For example through the monthly parent newsletters, Thursday folders, CANVAS, Skylert, Facebook, and school marquee).</p> <p><b>Strategy's Expected Result/Impact:</b> Improve school/community communication.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** By May 2025, the percentage of K-2 students that score on or above grade level on MAP Fluency will increase by 5% or greater.

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

**HB3 Goal**

**Evaluation Data Sources:** MAP Fluency, Teacher/Instructional Coach Generated Assessments, running records. Beginning of the year checklist (Alphabet and sight word knowledge), MAPS, Running records, anecdotal notes, weekly assessments, 2nd-grade district benchmark.

Create a simplistic data sheet to send home, send data home MOY, BOY, EOY.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All teachers will be trained in MAP Fluency and implement it with fidelity. MAP data will be analyzed regularly to improve learning outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> The students will be reading on or above grade level by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches, teachers, parents, tutors, and Administrator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Improve phonemic awareness, and phonological awareness using Heggerty, UFLI Foundations Phonics Program, Reading A-Z, and Reading Academies strategies. HMH reading levels and purposeful data-driven small group instruction will improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> 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 small groups.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, teachers, parents, and Administrator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide parents with resources and login information to help their students access ClassLink and other technology software.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be reading on or above grade level by end of the year and increase parent involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches and Administrator</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use Title 1 and State Comp. Ed funds to employ teachers to tutor and provide small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Admin, Teachers, and Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Extra Duty Pay - 211 Title I, Part A - 2114-11-6118-00-107-30-0 - \$15,000</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Ensure all Grades K-5 teachers have appropriate materials/resources to enhance instruction for all students, including EB, SPED, and students identified as at risk. (i-Ready Teacher Toolbox, Raz Kids, Writable, small group binders, Alphabet Arch, letters, timer, material bags)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have opportunities to practice how they will be assessed using small group materials.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide staff training on effective Sheltered Strategies, differentiation, LPAC, Dual Language, etc, to reach the needs of our Emergent Bilingual and ESL Population.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic achievement for students participating in the Dual Language program.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Dual Language Materials - 211 Title I, Part A - 2115-13-6299-00-107-30-0 - \$9,000</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 3:** By May 2025, the overall score of academic performance for students in Grades 3-5 will increase by 10% or greater in Approaches, Meets and Masters as measured by STAAR Math in English and Spanish.

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

**High Priority**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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>Note: Utilize ongoing coaching support from Solution Tree to enhance our PLCs and instructional practices</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Teachers, and Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All teachers will be trained in Guided Math and Number Talks and implement these routines daily with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the effectiveness of targeted 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><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, and Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ensure all Grades K-5 teachers have appropriate materials, resources and technology to enhance instruction for all students, including EB, SPED, and students identified as at risk. (i-Ready, MAP, StemScopes Math, Think Up!, Splashlearn Countdown to STAAR, and Storyworks)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve STAAR performance, Close learning gaps, Build student confidence</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Technology - 211 Title I, Part A - 2115-11-6393-00-107-30-0 - \$34,500, Storyworks - 211 Title I, Part A - 2115-11-6399-00-107-30-0 - \$1,300</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide incentives (snacks, food, events, free dress, prizes, etc.) to motivate students and teachers to enhance the learning experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be extrinsically motivated to increase their academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement common formative and summative assessments for all students (At risk, SPED, EB, etc.), disaggregate, analyze data, and share results in PLCs to improve instructional practice and student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coaches, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 2025, the overall score of academic performance for students in Grades 3-5 will increase by 10% or greater in Approaches, Meets and Masters as measured by STAAR Math in English and Spanish.

**Performance Objective 2:** Performance Objective 2: Provide and implement interventions before and after school, and during Superstar (Intervention)Time to achieve targets in grades 3-5, including the EB, 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><b>Strategy 1:</b> Teachers will meet once every 9 weeks to discuss students not meeting expectations. During our MTSS/PLC meetings, we will analyze available data and develop a plan on how to provide specific interventions to improve student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted interventions according to their needs resulting in closing achievement gap.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Focus on closing the performance gaps 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><b>Strategy's Expected Result/Impact:</b> The students will receive targeted interventions according to their needs provided by teachers, tutors, or instructional coaches to improve overall academic achievement and foundational skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use MAP data to focus on individual gaps identified in the diagnostic assessment during Superstar Time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive differentiated instruction based on their needs, and the teacher will provide targeted intervention for students missing foundational skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize certified teachers and tutors to tutor at-risk, EBs and SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted interventions according to their needs resulting in improved academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Teachers, Tutors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Increase at-risk students achievement by supplementing instruction with extended learning time tutorials (Summer Jumpstart Academy)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive targeted interventions according to their needs.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** By May 2025, the overall score of all students in Grade 5 and student populations will increase academic performance at 10% or greater in Approaches, Meets, and Masters as measured by STAAR Science in English and Spanish.


**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.

**High Priority**


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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure Grade 5 Science teachers have appropriate materials/resources to enhance instruction for all students, including EB, SPED, and students identified as at risk. ( HMH, Think Up! and campus created materials)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to practice applying their science knowledge using rigorous STAAR aligned resources, resulting in higher achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Principal</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement common formative and summative assessments for all students (At risk, SPED, EB, etc.), disaggregate, analyze data, and share results in PLCs to improve instructional practice and student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor the impact of instruction and student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Enhance Tier 1 instruction by planning instructional best practices (5E Model, Inquiry lessons, etc.) in weekly planning within grade-level teams, including SPED teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> The students will benefit from student-centered hands-on lessons that will increase their academic performance. Teachers will reflect on instructional strategies based on data with the instructional coach. The academic achievement of SPED students will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide incentives (snacks, food, events, free dress, prizes, etc.) to motivate students and teachers to enhance the learning experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be extrinsically motivated to increase their academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>



 No Progress

 Accomplished


 Continue/Modify

 Discontinue

**Goal 4:** By May 2025, the overall score of all students in Grade 5 and student populations will increase academic performance at 10% or greater in Approaches, Meets, and Masters as measured by STAAR Science in English and Spanish.

**Performance Objective 2:** Provide and implement interventions before and after school, and during Superstar (Intervention)Time to achieve targets in grades 3-5, including the EB, 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><b>Strategy 1:</b> Focus on closing the gaps in performance-based assessments like Common Assessments, 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><b>Strategy's Expected Result/Impact:</b> Students will receive targeted interventions according to their needs provided by teachers, tutors, and/or instructional coaches to improve overall academic achievements.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Administration, Instructional Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase student achievement by supplementing instruction with once-a-week Superstar Time tutorials, daily before-school, spiral tutorials, field trips, and after-school STAAR prep camp.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase with targeted small group instruction focusing on TEKS and applying content knowledge on STAAR assessment items.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Administration, Instructional Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			





**Goal 5:** By May 2025, the overall score of academic performance for students in Grades 3-5 will increase by 10% or greater in Approaches, Meets, and Masters as measured by STAAR Reading in English and Spanish.

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

**High Priority**

**Evaluation Data Sources:** District Benchmarks, Assessments (Minor and Major), MAP Reading Fluency/running records, Writing samples, student/teacher writing conferences





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All teachers will be trained in Quality Questioning strategies, MAP Reading Fluency, Patterns of Power, and weekly checks throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic language, level of rigor, MAP Reading Fluency, 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Teacher</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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, EB, etc.), disaggregate, analyze data, and share results in PLCs to improve instructional practice and student weekly performance.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Teacher</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ensure all Grades K-5 teachers have appropriate materials/resources to enhance instruction for all students, including EB, SPED, and students identified as at risk. (Scholastic resources, i-Ready, Raz Kids, Storyworks, Think Up, Writable, Spelling Bee, and UIL activities)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have opportunities to practice how they will be assessed using STAAR-aligned resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> State Comp Ed Allocation - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$7,590</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Students will demonstrate comprehension of text with 80% accuracy to read on or above grade level by the end of the year for all grade levels and increase overall reading comprehension to prepare students for the rigor of standardized tests.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Administrators, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Enhance Tier 1 instruction by reviewing data and modeling instructional best practices in PLCs, Vertical Alignment, and weekly planning within grade-level teams including SPED teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> 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, EB, and SPED students will increase. Teachers will review their data to update grade-level data walls to track students' progress.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Students in all grade levels will set goals and track their data to see their progress throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> The students will set personal goals and track their progress by TEK and overall score on the data tracker. Students will review their data every two weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Students, Teachers, Instructional Coaches, Administrators</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Teachers will plan and implement effective reading stations for students during independent reading.</p> <p><b>Strategy's Expected Result/Impact:</b> The teachers will create stations based on specific TEKS and ensure the activities match the rigor of the TEK.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrators</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** By May 2025, the overall score of academic performance for students in Grades 3-5 will increase by 10% or greater in Approaches, Meets, and Masters as measured by STAAR Reading in English and Spanish.

**Performance Objective 2:** Provide and implement reading interventions before and after school, during the reading block, and during Superstar (Intervention) Time to achieve targets in Grades K-5, including the EB, SPED, and students identified as at risk.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will receive additional support during Superstar (Intervention) Time in Reading weekly to improve foundational skills using data from i-Ready, MAP, STAAR Reading, MAP Reading Fluency, weekly assessments, and teacher observations.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve foundational skills to help overall reading comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrators</p> <p><b>Funding Sources:</b> Supplies and Materials - General - 211 Title I, Part A - 2115-11-6399-00-107-30-0 - \$9,000</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The Instructional Coach will provide one training session in the fall to set expectations for MAP Reading Fluency, UFLI and Patterns of Power to choose instructional focuses for whole group and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coach, Administrators</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 6:** By May 2025, Smith K-5 Emergent Bilingual students will increase the percentage of students showing growth on the TELPAS Yearly Progress 1 Level Higher indicator by 10% or greater, the 2 Levels Higher indicator by 5% or greater and 3 Levels Higher indicator by 5% or greater.

**Performance Objective 1:** Develop high-yield instructional strategies for language development during the PLC time used during Tier 1 instruction.

**High Priority**

**Evaluation Data Sources:** STAAR/ EOCs, Lesson Plans, Walk-throughs, Vertical Team Agendas, PLC Meetings Agendas, Report Cards, Major Grades, Grades that measure student performance based on the TEKS and ELPS (English Language Proficiency Standards)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will integrate TEKS and ELPS into the lesson plans through language and content objectives, using sentence stems, and vocabulary documented in their plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will acquire the language necessary to participate fully and confidently in academic learning in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> EB Specialist and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Bilingual Allocation - 199 PIC 25 State Bilingual/ESL - \$4,270</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will use visuals to provide context in support of language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring that Content Based Language Instruction is implemented to meet Emergent Bilingual students' language needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, EB Specialist and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will utilize Summit K12 to practice language development.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensuring that individualized linguistic accommodations are implemented to meet Emergent Bilingual students' language needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, EB Specialist and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Campus will collaborate with the Department of Multilingual Education and Region 4 for support and guidance on HMH guidelines and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive individualized support in implementing questioning strategies and will become proficient or master the strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, EB Specialist and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 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 Shared Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District Administrator	Cynthia Principe	Dual Language Program Facilitator
District Administrator	Marva O'Neal	Director of State and Federal Programs
Community Member	JoAnn Brown	Community Member
Paraprofessional	Veronica Galarza	Paraprofessional
Paraprofessional	Camrie Morales	Paraprofessional
School Leader	Bianca Alcorta	EB Specialist
School Leader	Tameka Kelley	Instructional Coach
School Leader	Antonio Marchena	Instructional Coach
School Leader	Nicole Bertrand	Counselor
Community Member	Ana Breaux	Community Member
Parent	Mykalynn Penny	Parent
Parent	Felisha Stiff	Parent
Campus Teacher	Edwin Cruz	Campus Teacher
Campus Teacher	Sharon Trevino	Campus Teacher
Campus Teacher	Samantha Schuetze	Campus Teacher
Campus Teacher	Ana Florez	Campus Teacher
Campus Teacher	Cristina Manzano	Campus Teacher
Campus Teacher	Cecilia Flores	Campus Teacher
Campus Teacher	Irene Mendez	Campus Teacher
Campus Teacher	Elizabeth Flores	Campus Teacher
Administrator	Bertha Alvarez	Assistant Principal
Administrator	Troy Bethley	Principal

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Misc. Operating Costs-Refreshments	2114-11-6498-82-107-30-0	\$5,800.00
1	1	1	PBIS Incentives and EOY Supplies	2115-11-6399-00-107-30-0	\$1,600.00
1	1	4	Breathe for Change PD	2115-13-6299-00-107-30-0	\$1,500.00
2	1	4	Extra Duty Pay	2114-11-6118-00-107-30-0	\$15,000.00
2	1	6	Dual Language Materials	2115-13-6299-00-107-30-0	\$9,000.00
3	1	3	Technology	2115-11-6393-00-107-30-0	\$34,500.00
3	1	3	Storyworks	2115-11-6399-00-107-30-0	\$1,300.00
5	2	1	Supplies and Materials - General	2115-11-6399-00-107-30-0	\$9,000.00
<b>Sub-Total</b>					\$77,700.00
<b>Budgeted Fund Source Amount</b>					\$77,700.00
<b>+/- Difference</b>					\$0.00
199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3	State Comp Ed Allocation		\$7,590.00
<b>Sub-Total</b>					\$7,590.00
<b>Budgeted Fund Source Amount</b>					\$7,590.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Bilingual Allocation		\$4,270.00

199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Sub-Total</b>	\$4,270.00
				<b>Budgeted Fund Source Amount</b>	\$4,270.00
				<b>+/- Difference</b>	\$0.00
				<b>Grand Total Budgeted</b>	\$89,560.00
				<b>Grand Total Spent</b>	\$89,560.00
				<b>+/- Difference</b>	\$0.00