

Spring Independent School District
Smith Elementary
2022-2023 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: September 13, 2022
Public Presentation Date: September 8, 2022

Mission Statement

Bringing joy into education!

Vision

At Smith Elementary School our vision is to provide all scholars with the education necessary to achieve academic growth, success, and develop into responsible contributing members of society through cooperative efforts of staff, parents, students and community.

Value Statement

The SpringWay:

We base our decisions on what is best for our students.

We strive for excellence in all we do.

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect.

We win as a team.

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 6
- School Processes & Programs 9
- Perceptions 12
- Priority Problem Statements 15
- Comprehensive Needs Assessment Data Documentation 16
- Goals 18
- Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students 19
- Goal 2: EQUITY-Remove unacceptable barriers to student and staff success 31
- Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes 32
- Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met 34
- Goal 5: OPPORTUNITIES-Expand academic offerings so students can explore, learn, and excel 36
- Goal 6: LEADERSHIP-Identify and support all leaders across every level of the organization 37
- State Compensatory 38
- Budget for Smith Elementary 39
- Personnel for Smith Elementary 39
- Title I 39
- 1. Comprehensive Needs Assessment (CNA) 40
- 2. Campus Improvement Plan 40
- 2.1: Campus Improvement Plan developed with appropriate stakeholders 40
- 3. Annual Evaluation 40
- 4. Parent and Family Engagement (PFE) 40
- 5. Targeted Assistance Schools Only 40
- 5.1: Determine which students will be served by following local policy 40
- Title I Personnel 40
- Campus Funding Summary 41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Smith Elementary School is a Title I campus located in a diverse neighborhood in Spring Independent School District, Spring, Texas. Our campus namesake, Lewis Eugene Smith, served the district as a business teacher and principal of Spring High from 1939-1942 and 1946-1968. Mr. Smith was an assistant superintendent until his retirement in 1971. The campus opened its doors in 1986 which serves Prek-5th grade students.

During the 2021 - 2022 school year, the enrollment was 548 students. Smith Elementary offers the following instructional programs and services: Gifted & Talented, 504, Title I, ESL/EB Content-Based, Special Education, Resource, Special Education CASE, Special Education SILC, Special Education Speech Therapy, Dyslexia Services, LLI, and RTI/MTSS.

Student Enrollment

<i>Year</i>	<i>Enrollment</i>
2022	548
2021	546
2020	521
2019	569
2018	599
2017	620

Student Demographics by Ethnicity

<i>Ethnicity</i>	<i>Count</i>	<i>Campus</i>
Hispanic-Latino	304	55.68%
American Indian-Alaskan Native	1	.73%
Asian	1	.18%
Black-African American	146	26.74%
Native Hawaiian-Pacific Islander	3	.55%
White	68	12.45%
Two or More	20	3.66%

Student Demographics by Special Populations (2021-2022)

Special Populations	Campus
At-Risk	69%
Bilingual	14.29%
Dyslexia	2.75%
Economically Disadvantaged (ED)	82.78%
Emergent Bilingual (ED)	27.11%
English as a Second Language (ESL)	10.44%
Gifted and Talented	4.95%
Homeless	0%
Section 504	2.20%
Special Education (SPED)	14.84%
Title I Participation	96.34%

The mobility rate for the school year 2021-2022 was 17.4%. This year our economically disadvantaged number increased from 82.34% to 82.78%. As a campus, we campaigned and achieved to have 100% of our parents and guardians complete the free and reduced lunch applications.

Our attendance rate has decreased from 96.37% to 93.22% but we were still greater than the district average.

Teacher Demographics by Ethnicity, TAPR 2020 - 2021

<i>Ethnicity</i>	<i>Count</i>	<i>Campus</i>
Hispanic-Latino	7.4	19.1%
American Indian-Alaskan Native	0	0%
Asian	0	0%
Black, African-American	10.4	26.8%
Native Hawaiian-Pacific Islander	0	0%
White	21	54%
Two or More	0	0

According to the K12 Survey which all stakeholders completed at the end of the 2021-2022 school year, Smith Elementary school quality was over 90%. The survey stated that campus staff and parents felt heard when discussing a concern and knew who to go to for support.

Demographics Strengths

Smith Elementary Strengths

1. Smith Elementary is a campus of choice where parents desire to bring their children to our school. This is evident by the number of transfers signed each year.
2. Smith Elementary has increased from 15.2% to 17.4%, this rate is still low in comparison with surrounding campuses with similar demographics. We are also well below our district mobility rate of 23%.
3. Smith Elementary greatest demographic strength is our diversity. We see diversity as an asset to build each other up in a safe and collaborative atmosphere. It is this environment of congeniality that has contributed to our resilience as a community of learners.
4. Smith Elementary programs are in alignment to our demographics such as bilingual program student make up almost a third of our student body, thus we now have a bilingual teacher in every grade level.
5. Smith Elementary has a full day Prekindergarten program that provides social and emotional supports.
6. Smith Elementary offer extra curricular activities for all students such as art club, safety patrol, shelf helper program, and UIL.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Smith Elementary did not meet the expected 98.5% attendance rate. **Root Cause:** Smith Elementary experienced challenges when communicating COVID expectations for the 2021-2022 school year.

Student Learning

Student Learning Summary

Texas provides annual academic accountability ratings to its public school districts, charters, and schools. The ratings are based largely on performance on state standardized tests and graduation rates. The ratings examine student achievement, student progress, efforts to close the achievement gap, and postsecondary readiness.

- Domain 1: 65% (projected)
- Domain 2: 86% (projected)
- Domain 3: 74% (projected)

Throughout the year, student achievement data was disaggregated through an extensive data analysis process after each benchmark. Teachers met in Professional Learning Communities (PLC) to analyze data, plan instruction, compare instructional practices, and share various ways of instructional delivery. Teachers and administrators tracked data according to TEKS and objectives by utilizing the Eduphoria platform. This program allows for data analysis by ethnicity, programs, individual teachers, and through individual item analysis. The data collected was used to identify students in need of additional assistance during WOW Time (Working on the Work). Monday-Friday, teachers pulled students for WOW intervention groups. In addition, performance data is compared by class, campus, district and state (Campus assessments, benchmark, STAAR, DRA, TELPAS, etc.). Along with campus assessments and benchmark scores, teachers and administrators tracked performance on MAP and DRAs. Monitoring students' performance is a continuous effort that requires specific, targeted action steps. Students not showing adequate progress are referred to RtI for additional support during pull-outs and after-school tutoring. The STAAR data indicates a need for a greater focus with our students in SpEd and students who are coded as ELL or Emerging Bilinguals (EB).

Smith Elementary individual student growth goals increased in Reading and Math by utilizing the district prescribed curriculum - Amplify for Reading and Eureka for Math with fidelity in Grades K - 5th.

For the 2022-2023 school year, Smith Elementary expect student growth in the areas of language development in addition to writing, reading, listening, and speaking for TELAS. Spring Independent School District and Smith Elementary School will be establishing Dual-Language One-Way program for our Bilingual students in addition to SIOP for all of our ELLs (Emergent Bilingual - EB) students.

The students have shown growth across the extensive data analysis of STAAR, MAP, MAP, and MClass. The information is referenced within the Student Learning Strengths.

Student Learning Strengths

An analysis of the Student Learning Strengths are as follows:

STAAR

Domain 2 had the highest score, 86, in the last five years.

MAP Reading and Math

Our percentage increased from BOY to EOY with On/Above Grade Level and decreased with our Below Grade Level students.

Smith MAP Reading	BOY 2021 - 2022	MOY 2021 - 2022	EOY 2021 - 2022
On/Above Grade Level	68%	71%	72%
Below Grade Level	32%	29%	28%
Smith MAP Math	BOY 2021 - 2022	MOY 2021 - 2022	EOY 2021 - 2022
On/Above Grade Level	60%	60%	67%
Below Grade Level	40%	40%	33%

Smith Elementary students overall increased from the BOY to the EOY on MAP Reading and MAP Math. As result of this increase, the Below Grade Level percentage decreased.

Smith MAP/mClass Reading	K	1st	2nd	3rd	4th	5th
On/Above Grade Level	42%	54%	55%	69%	78%	68%
Below Grade Level	58%	46%	45%	31%	22%	32%
Smith MAP Math	K	1st	2nd	3rd	4th	5th
On/Above Grade Level	57%	61%	55%	65%	79%	56%
Below Grade Level	43%	39%	45%	35%	21%	44%

Circle

Smith Elementary PreK student had considerable gains from BOY to EOY English. The results are as follows:

Rapid Vocabulary Naming: 45% to 88%

Rapid Letter Naming: 37% to 76%

Letter-Sound Correspondence: 11% to 94%

Phonological Awareness: 71% to 84%

Overall Mathematics: 84% to 95%

We had two areas of deficiency, they are as follows:

Early Writing Skills 95% to 92%

Overall Social & Emotional 100% to 90%

Circle

Smith Elementary PreK student had considerable gains from BOY to EOY Spanish. The results are as follows:

Rapid Vocabulary Naming: 43% to 94%

Rapid Letter Naming: 7% to 68%

Letter-Sound Correspondence: 7% to 94%

Phonological Awareness: 43% to 100%

Early Writing Skills: 100% to 100%

Overall Mathematics: 64% to 100%

We had two areas of deficiency, they are as follows:

Early Writing Skills 95% to 92%

Overall Social & Emotional 100% to 85%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Tier 1 instruction in K-2 reading and math did not meet the needs of all students. **Root Cause:** Teacher lesson internalization and lack of instructional pull-out support for Amplify and Eureka.

Problem Statement 2 (Prioritized): The students in Grades 3rd -5th grade combined Meets scores in reading was 43% was considerably higher than math with a combined Meets score of 35%. **Root Cause:** Insufficient targeted small group instruction for all students.

School Processes & Programs

School Processes & Programs Summary

For the 2022-2023 school year, Smith Elementary begin early recruitment in March. As such the process of recruiting, selecting, assigning, inducting, and retaining high-quality educators. Campus surveys were distributed to all staff and inquired if it was their intentions to return. At the time surveys were returned, Smith Elementary had 100% retention of staff. Due to internal campus leadership promotions within the campus and 'growing our own', Smith Elementary was then able to recruit teachers from neighboring districts.

New staff is assigned a grade level mentor and also receive instructional support from the literacy and math coach. In addition, team leaders will support any new staff member on their grade level.

Teacher leadership opportunities are available on campus each year. The leadership opportunities include the following positions: Campus Instructional Technologist, Campus Webmaster, Gifted and Talented Coordinator, Computer Liaison Teacher, and Grade Level Team Leader. This supports the notion of continuous improvement by providing leadership in the development, assessment, implementation, monitoring, integration of technology and support of instructional strategies, educational experiences that address curriculum development and the quality of instruction for students. We will use the SISD Leadership Definition as a roadmap to grow and develop all staff members as we are all leaders. The areas of focus include: Outcome Driven, Relationship-Centered, and Service-Oriented.

Teachers attended professional development on the following topics: T-TESS, CHAMPS, TLAC, Springway Systems and Routines, Small Group Instruction, Data Analysis, Gifted /Talented, Bilingual/ESL, STAAR Security Training, RtI, Special Education, Eduphoria, Curriculum Mapping, Safe Schools, Parent Involvement, Mental Health/Suicide, Champ, Technology, Accommodations, and Interventions. Implementation of professional development is monitored through the integration of new methods/strategies/activities into the lesson planning and lesson observations by the instructional coaches as well as the administrative leadership team. The impact of professional development on student performance is evident through student growth. The follow-up of professional development is conducted throughout the school year as well as in the EOY conferences, including reflective questions on T-TESS.

In addition, PLCs are conducted weekly with the purpose of lesson planning, learning from at-bats, and analyzing data from recent checkpoints, benchmarks or common assessments. This analysis will drive instruction and determine instructional interventions. "At bats" are an opportunity for each teacher to present a short mini-lesson/demonstration or modeling of a strategy or direct teach that they would like to present to his/her colleagues for feedback.

Our staff is progressing towards becoming proficient in analyzing their own data. This can be attributed to ongoing support from our Instructional Leadership Team and on the spot coaching during our data PLC meetings. We have opportunities for growth within our PLC to ensure that we are practicing, planning, learning and analyzing data. We are moving toward utilizing our PLC time to practice lesson delivery rather than merely planning, although planning is vital to the learning process.

During the 2022-2023 School Year, Smith Elementary leadership team with coach and guide all teachers with a 100% utilization in the following areas:

Aggressive Monitoring

Habits of Discussion

Eureka Curriculum

Math Small Group Instruction

Amplify Curriculum

Reading Small Group Instruction

School Processes & Programs Strengths

Smith Elementary was selected as a Blended Learning Innovator Campus. This designation integrates learning experiences from the traditional classroom with lessons that use different capacities of computer technology to provide opportunities for individualized and engaging learning pathways while building additional skills for the future.

In addition, the leadership of Smith Elementary has been selected to be a part of the Holdsworth program. The overall two year commitment for the leadership team will identify an area connected to student learning and anchored in data where our campus has an opportunity to get better. Using a continuous improvement approach, teams learn how to tackle the issue by getting to the root cause, digging deep for solutions, setting goals and monitoring progress, and doing small tests to find out which strategies are working before applying them to the rest of the campus.

Teacher turnover was incrementally higher this school year due to economic constraints however the recruitment of experienced teachers leveraged our campus to flourish. We gained experienced teachers from neighboring school districts and charter schools. The DOI (District of Innovation) teachers will receive extensively modeling, coaching, and peer mentoring; in addition to support through the district development specialists. They will also be assigned a campus mentor. Teachers who have 0-3 years teaching experience, will be assigned a campus buddy. All staff members are highly qualified.

Our teachers continue to grow in PLC and are learning how to effectively analyze benchmark data. An opportunity for growth is utilizing pre-assessments and checks for understanding and transforming our PLC time to be even more strategic.

Smith Elementary will continue opportunities for growth and encouraged to seek opportunities throughout the year such as outside professional development i.e. Region 4, Lead4ward.

Program strengths include highly qualified, highly competent staff that help manage and run the programs. Ms. Smith is very knowledgeable about bilingual and ESL programs and not only ensures compliance but also provides coaching with teachers who are in need of help with cross-curricular skill embedding into lesson plans. She has also modeled EB strategies during PLC and during staff meetings. Ms. Jankowski is also very knowledgeable about her specialty, math. She is able to breakdown a math concept and provide the necessary scaffolding that students will need in order for teachers to be able to then replicate and reproduce. She is an expert in relationship building and helps teachers feel comfortable to be able to reach out for help when they are in need.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers delivery of lessons is not at the rigor it needs to be. **Root Cause:** Teachers need more time to focus on instructional strategies and

practicing the "How" of the lesson while utilizing "At Bats" during PLC.

Problem Statement 2: Instruction in all components of the literacy applied framework and targeted math small group instruction are not implemented with fidelity. **Root Cause:** Lack of time management and appropriate use of available resources when implementing all components of the literacy applied framework and targeted math small group instruction.

Problem Statement 3: Smith Elementary experienced a higher level of turnover than the previous year 2021-2022. **Root Cause:** Smith Elementary flourished by instructional leaders being promoted from the classroom to leadership opportunities on the campus and within Spring Independent School District.

Perceptions

Perceptions Summary

At Smith Elementary, ALL staff member value ALL students can and will reach and exceed their individuals growth goals.

According to the K12 Insight District Quality survey obtained the following strengths and weaknesses:

Parents/Guardians

92% of our parents rated Smith Elemetary as an excellent or good quality rated school;

78% of our parents rated the school has high learning standards for all students;

76% of our parents rated teachers set high expectations for all students;

Staff

76% of our staff rated Smith Elemetary as an excellent or good quality rated school;

90% of our staff rated the school has high learning standards for all students:

90% of our staff rated teachers set high expectations for all students;

Perceptions Needs:

Only 74% feel that staff members are responsive when students report bullying.

13% of parents do not feel that teacher give timely and helpful feedback about student work.

During the 2021-2022 school year Smith Elementary parent participation and support for such events as Meet the Teacher, Open House, Character Parade, Spring Curriculum and STAAR Goals Night.

Perceptions Strengths

Based on the K12 Insight District Quality survey obtained in the Spring of 2022, Smith Elementary parents have a positive view of our campus.

99% of our Smith Elementary families are encouraged to attend school-sponsored activities, such as Open Houses and Parent Meetings;

94% of our Smith Elementary families feel they are informed about school-sponsored activities, such as tutoring, after-school programs and student performances;

89% of our Smith Elementary families feel that the staff members and families treat each other with respect;

89% of our Smith Elementary families feel that our campus is safe;

100% of our Smith Elementary staff feel there is a teacher, counselor or other staff member to whom a student can go for help with a school problem;

100% of our Smith Elementary staff feel that families are encouraged to attend school-sponsored activities, such as Open Houses and Parent Meetings;

98% of our Smith Elementary staff feel that there is a teacher, counselor or other staff member to whom a student can go for help with a personal problem;

98% of our Smith Elementary staff feel that families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances;

95% of our Smith Elementary staff feel that the school-based administrators (principals and assistant principals) are courteous when I have a concern.

For the 2022-2023 school year, Smith Elementary will have recruited 15 new staff members of which 4 will be 1st year teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the K12 Insight District Quality survey, parents believe that communication would provide an opportunity as a partnership. **Root Cause:** The campus needs to ensure communication is done on a variety of media outlets to ensure collaboration of all stakeholders.

Problem Statement 2 (Prioritized): Teacher data suggests that ELL and SPED students need more in-class support. **Root Cause:** Instruction is not differentiated to student need. Students will need highly effective in-class support to meet their gaps.

Problem Statement 3: Based on the K12 Insight District Quality survey, parents believes that the school should do more to encourage volunteer. **Root Cause:** Communication is not be reached through all various medias outlets by the campus.

Priority Problem Statements

Problem Statement 3: Teachers delivery of lessons is not at the rigor it needs to be.

Root Cause 3: Teachers need more time to focus on instructional strategies and practicing the "How" of the lesson while utilizing "At Bats" during PLC.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 2: Based on the K12 Insight District Quality survey, parents believe that communication would provide an opportunity as a partnership.

Root Cause 2: The campus needs to ensure communication is done on a variety of media outlets to ensure collaboration of all stakeholders.

Problem Statement 2 Areas: Perceptions

Problem Statement 1: The students in Grades 3rd -5th grade combined Meets scores in reading was 43% was considerably higher than math with a combined Meets score of 35%.

Root Cause 1: Insufficient targeted small group instruction for all students.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: Teacher data suggests that ELL and SPED students need more in-class support.

Root Cause 4: Instruction is not differentiated to student need. Students will need highly effective in-class support to meet their gaps.

Problem Statement 4 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
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Male / Female performance, progress, 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2023, 76% of students will reach at least Approaches and at least 35% will reach Meets on the Spring 2023 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Reading (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 3 Approaches - 75%, Meets - 45%, Masters - 26%

Grade 4 Approaches - 81%, Meets - 35%, Masters - 20%

Grade 5 Approaches - 72%, Meets - 25%, Masters - 17%

Grades 3-5 Approaches - 76%, Meets - 35%, Masters - 21%





Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

High Priority

HB3 Goal

Evaluation Data Sources: MAP Assessments - BOY, MOY, EOY; and district and campus formative assessments and 2023 STAAR Reading scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of Amplify ELAR/SLAR curriculum and its related components with 100% fidelity and strategic lesson internalization.</p> <p>Strategy's Expected Result/Impact: Result: Teachers' instructional capacity will be increased.</p> <p>Impact: 100% of reading teachers instructional delivery will provide higher student achievement outcomes yielding 35% Meets.</p> <p>Staff Responsible for Monitoring: Principal, AP, Reading (DLC) Coach, Reading Interventionists, SSS, ESSER Teacher, and Classroom Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Smith Elementary will implement a daily intervention/acceleration block for all identified scholars using specific intervention resources such as Education Galaxy, Lift Off, and targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Result: 10% gain in growth across parameters such as STAAR, EOY Assessment Data</p> <p>Impact: Scholars will demonstrate 75% Meets on STAAR and achieve academic growth</p> <p>Staff Responsible for Monitoring: Principal, AP, Reading (DLC) Coach, Reading Interventionists, Student Support Specialist (SSS), ESSER Intervention Teacher, and Classroom Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Smith Elementary new GT teachers will receive 30 hours of GT Professional Development and returning GT teachers will earn 6 hours of professional development to assist with differentiated instruction.</p> <p>Strategy's Expected Result/Impact: At least 40% in GT scholars will reach mastery level in reading as measured by the 2023 Reading STAAR.</p> <p>Staff Responsible for Monitoring: Principal, AP, Reading (DLC) Coach, Reading Interventionists, SSS, ESSER Technology, and Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Additional Professional Development for GT training - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2023, 76% of students will reach at least Approaches and at least 48% will reach Meets on the Spring 2023 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Math (3rd-5th) assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 3 Approaches - 80%, Meets - 55%, Masters - 23%

Grade 4 Approaches - 78%, Meets - 52%, Masters - 29%





Grade 5 Approaches - 69%, Meets - 36%, Masters - 10%

Grades 3-5 Approaches - 76%, Meets - 48%, Masters - 21%

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

Evaluation Data Sources: MAP Assessments - BOY, MOY, EOY; and district and campus formative assessments and 2023 STAAR Math scores

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% implementation of Eureka curriculum and its related components with fidelity and strategic lesson internalization.</p> <p>Strategy's Expected Result/Impact: Result: Teachers' instructional capacity.</p> <p>Impact: 100% of math teachers instructional delivery will provide higher student achievement outcomes yielding 47% Meets.</p> <p>Staff Responsible for Monitoring: Principal, AP, Math Coach, Math Interventionists, SSS, ESSER Technology, and Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Smith Elementary will implement a daily intervention/acceleration block for all identified scholars using specific intervention resources such as Education Galaxy, Lift Off, and targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Result: Closely monitor data points and measured at a 10% gain in growth.</p> <p>Impact: Scholars will demonstrate 47% Meets on STAAR and achieve academic growth</p> <p>Staff Responsible for Monitoring: Principal, AP, Math Coach, Math Interventionists, SSS, ESSER Technology, and Classroom Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students





Performance Objective 3: By June 2023, 60% of 5th grade students will reach at least Approaches and at least 33% will reach Meets on the Spring 2023 STAAR Science assessment. Additionally, by June 2023, 40% of GT students will reach the Masters level on the Spring 2023 STAAR Science assessment. By June 2023, the achievement gap between student groups will decrease.

Targeted Grade Level Performance Goals are:

Grade 5 Approaches -60%, Meets - 33%, Masters - 10%

Domain I [Approaches + Meets + Masters] 180+ (A), 159-179 (B), 123-158 (C), 105-122 (D), 0-104 (F)

Evaluation Data Sources: District Cycle and Benchmarks, MAP BOY and MOY, informal data trackers, progress monitoring, unit assessments, teacher anecdotal notes

Strategy 1 Details	Reviews			
<p>Strategy 1: Smith Elementary students will participate in weekly hands on science labs with the use of the prescribed Science Spring ISD Curriculum, Science Fusion, and STEM Scopes. This will build science academic vocabulary/fluency, and take quarterly assessments to track growth and mastering of skills.</p> <p>Strategy's Expected Result/Impact: Enhance mastery of subject matter, develop scientific reasoning, and overall increase achievement gaps on Science STAAR.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Leadership Team, Classroom Teachers</p> <p>Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: STEM Scopes - 211 Title I, Part A - \$1,890, Science Lab Materials - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students





Performance Objective 4: By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

Phonological Awareness 95% On Track
 Letter Sound Correspondence 95% On Track
 Early Writing 95% On Track

HB3 Goal

Evaluation Data Sources: Texas approved Prekindergarten assessment data, informal data trackers, progress monitoring, unit assessments, teacher anecdotal notes

Strategy 1 Details	Reviews			
<p>Strategy 1: Smith Elementary Pre-K teachers will implement the Pre-K Literacy Framework from the Frog Street Curriculum to provide the necessary concepts and skills that provide foundation for future reading and writing success.</p> <p>Literacy Framework * Phonological Awareness * Alphabet Knowledge * Vocabulary * Comprehension * Written Expression</p> <p>Strategy's Expected Result/Impact: Implementation: Measure by lesson plans, classroom observations, walkthroughs, and PLC agendas and sign-in sheets.</p> <p>Impact: An incremental increase in performance on the CLI/CIRCLE data .</p> <p>Wave 1 70% on target; Wave 2 85% on target; and Wave 3 95% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.</p> <p>Staff Responsible for Monitoring: Administrators, Pre-K Team Leader, Pre-K teachers, ECSE Teacher, Literacy Coach, Student Support Specialist, ELL Coordinator.</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	Review cells are currently empty			

 No Progress
 Accomplished
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Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2023 (Wave 3), 95% of PK students will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math. By June 2023, each student population will reach at least 95% "On Track" or improve mastery by at least 10 PPT over 2022 Wave 3 performance. (Example: 70% to 80%)

Overall Math 95% On Track

HB3 Goal

Evaluation Data Sources: Texas approved Prekindergarten assessment data, informal data trackers, progress monitoring, unit assessments, teacher anecdotal notes

Strategy 1 Details	Reviews			
<p>Strategy 1: Smith Elementary Pre-K teachers will implement the Pre-K Math Framework from the Frog Street Curriculum to provide the necessary concepts and skills that provide foundation for future math success.</p> <p>Math</p> <ul style="list-style-type: none"> * Rote Counting * Number Identification * Number Recognition * 1-1 Correspondence * Patterns * Geometric Shapes * Measurements <p>Strategy's Expected Result/Impact: Result: Measure by lesson plans, classroom observations, walkthroughs, and PLC agendas and sign-in sheets.</p> <p>Impact: An incremental increase in performance on the CLI/CIRCLE data .</p> <p>Wave 1 70% on target; Wave 2 85% on target; and Wave 3 95% of PK students will reach On Target on CLI Engage / CIRCLE in the overall areas of Math.</p> <p>Staff Responsible for Monitoring: Administrators, Pre-K Team Leader, Pre-K teachers, ECSE Teacher, Literacy Coach, Student Support Specialist, ELL Coordinator.</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	Empty review cells			
<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 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2023 (EOY), 87% of students will score "On/Above Grade Level" on NWEA MAP Reading. By June 2023, each student population will reach at least 87% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)





Grade 3 68% On/Above (2022) to 88% On/Above (2023)

Grade 4 78% On/Above (2022) to 98% On/Above (2023)

Grade 5 56% On/Above (2022) to 76% On/Above (2023)

Evaluation Data Sources: MAP Assessments - BOY, MOY, EOY; and district and campus formative assessments and 2023 STAAR Reading scores

Strategy 1 Details	Reviews			
<p>Strategy 1: The utilization of weekly SpringWay PLC systems for learning, planning, practice, and data analysis.</p> <p>Strategy's Expected Result/Impact: Result: Maintaining data binders to drive instruction and plan interventions.</p> <p>Impact: Increase scholars expected growth</p> <p>BOY - 37% of 3rd-5th grade students will exceed their growth expectations on MAP Reading MOY - 47% of 3rd-5th grade students will exceed their growth expectations on MAP Reading EOY - 57% of 3rd-5th grade students will exceed their growth expectations on MAP Reading</p> <p>Staff Responsible for Monitoring: Principal, AP, Reading (DLC) Coach, Reading Interventionists, SSS, ESSER Technology, and Classroom Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Daily small group interventions - Teacher will provide daily interventions for all students who failed a state assessment or who is reading below grade level.</p> <p>Strategy's Expected Result/Impact: Impact: Increase scholars expected growth</p> <p>Result: BOY - 37% of 3rd-5th grade students will exceed their growth expectations on MAP Reading MOY - 47% of 3rd-5th grade students will exceed their growth expectations on MAP Reading EOY - 57% of 3rd-5th grade students will exceed their growth expectations on MAP Reading</p> <p>Staff Responsible for Monitoring: Principal, AP, Reading (DLC) Coach, Reading Interventionists, SSS, ESSER Technology, and Classroom Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2023 (EOY), 70% of students will score "On/Above Grade Level" on NWEA MAP Math. By June 2023, each student population will reach at least 70% "On/Above Grade Level" or improve mastery by at least 20 PPT over 2022 EOY performance. (Example 50% to 70%)

Grade KG 58% On/Above (2022) to 78% On/Above (2023)

Grade 01 61% On/Above (2022) to 81% On/Above (2023)

Grade 02 57% On/Above (2022) to 77% On/Above (2023)

Grade 03 64% On/Above (2022) to 84% On/Above (2023)

Grade 04 82% On/Above (2022) to 98% On/Above (2023)

Grade 05 61% On/Above (2022) to 81% On/Above (2023)

HB3 Goal

Evaluation Data Sources: District Cycle and Benchmarks, strategically aligned/informal data trackers, progress monitoring, unit assessments, teacher anecdotal notes

Strategy 1 Details	Reviews			
<p>Strategy 1: The utilization of weekly SpringWay PLC systems for learning, planning, practice, and data analysis</p> <p>Strategy's Expected Result/Impact: MAP Assessments - BOY, MOY, EOY; and district and campus formative assessments and 2023 STAAR Reading scores</p> <p>Staff Responsible for Monitoring: Principal, AP, Math Coach, Math Interventionists, SSS, ESSER Technology, and Classroom Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Daily small group interventions - All targeted students are given the opportunity to participate in targeted math interventions and enrichment opportunities.</p> <p>Strategy's Expected Result/Impact: Evidence of student growth on curriculum based assessments and STAAR.</p>	Formative			Summative
	Oct	Jan	Mar	June


Staff Responsible for Monitoring: Principal, AP, Math Coach, Math Interventionists, SSS, ESSER
Technology, and Classroom Teachers


- TEA Priorities:


Build a foundation of reading and math

- ESF Levers:

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2023 (EOY), 65% of KG-2nd grade students will score "On/Above Grade Level" on mCLASS. By June 2023, each student population will reach at least 65% "On/Above Grade Level" or improve mastery by at least 15 PPT over 2022 EOY performance. (Example 49% to 64%)

HB3 Goal

Evaluation Data Sources: District BOY and MOY assessments, DRA, running records, strategically aligned/informal data trackers, progress monitoring, unit assessments, teacher anecdotal notes

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Amplify Reading to ensure students build language, foundational skills, and comprehension skills while also developing phonological awareness, phonics, vocabulary, text analysis, and comprehension.</p> <p>Strategy's Expected Result/Impact: Result: Measured by mClass foundational skills assessments</p> <p>Impact: Data is readily available to identify learning gaps and to drive instruction</p> <p>Staff Responsible for Monitoring: Classroom teachers, Literacy Coach, Reading Interventionist</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Curriculum Resources - 211 Title I, Part A - \$7,000</p>	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: STUDENT OUTCOMES - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2023, the campus attendance rate will improve to a minimum of 94.6%.

2019 rate: 96.0%

2020 rate 97.6%

2021 rate 95.9%

2022 rate 93.1%

Source: District - Year Over Year Attendance % by School (Decision Ed)





Evaluation Data Sources: 2021-2022 TAPR Report Attendance Data, informal data reports

Goal 2: EQUITY-Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2023, achievement gaps between student groups will be decreased.

HB3 Goal

Evaluation Data Sources: Academic assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: By the end of the 2022-2023 school year, Smith Elementary will implement intervention groups for literacy and math at the primary and intermediate grade level scholars performing below grade level.</p> <p>Strategy's Expected Result/Impact: Assessment data from multiple data points will represent at least a 10% gain as measured by formative assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP, Math/Literacy Coach, Math/Reading Interventionists, SSS, ESSER Technology, and Classroom Teachers.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: ENGAGEMENT-Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2023, implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measures of success for PARTICIPATION and IMPACT.

Evaluation Data Sources: Event documentation - signed agenda, information, communication

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide an interactive Family Stem Night for students and their families. Students will engage in hands-on science activities and experiments with their parents</p> <p>Strategy's Expected Result/Impact: Participation: Increase family engagement and student interest in science. In addition, an increase in performance on science assessments, district benchmarks, and STAAR.</p> <p>Impact: Increase family engagement and student interest in Science.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, All Teachers</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: STEM Night Presentation - 211 Title I, Part A - \$2,850, Parent Involvement Misc. Light Snacks (Juice/cookies) - 211 Title I, Part A - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide an Open House and Title I Meeting for parents that familiarize parents with the academic requirements, schedules, and routines for students that will encourage scholar success.</p> <p>Strategy's Expected Result/Impact: Participation: Grade levels will plan presentations. Administrators will plan logistics and guide grade-level presentations. The counselor will plan and present Title I meeting.</p> <p>Impact: Measured by agendas, fliers, and sign-in sheets.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, All Teachers</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Liaison Stipend - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide field trips and in-school academic presentations and performances to allow students to be enriched in real world activities</p> <p>Strategy's Expected Result/Impact: Participation: Increase student engagement and interest in science. In addition, an increase in performance on science, reading, and math assessments, district benchmarks, and STAAR.</p> <p>Impact: Increase family and student engagement and well-being.</p> <p>Providing students with real world experiences, enriching student thinking, and opportunity for growth.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, All Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2023, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success for PARTICIPATION and IMPACT.

Evaluation Data Sources: Event documentation - signed agenda, information, communication





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement the QuaverSEL program. The QuaverSEL program is aligned with the Texas Counseling Standards and will focus on building skills related to : Managing Emotions, Establishing and Maintaining Positive Relationships, and Responsible Decision-Making. Students will engage in social emotional learning lessons during their homeroom class. Teachers will follow a campus-wide calendar for aligned lessons.</p> <p>Strategy's Expected Result/Impact: Successful implementation of the QuaverSEL program will decrease discipline referrals. In addition, scholar's emotions in school are connected to their learning and successes. Therefore, scholars will find their voice, understand how to process their own emotions and the emotions of their peers.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Smith Elementary will continue to educate staff, all scholars in grades Pre-K through 5th, and parents by participating in the following programs:</p> <ul style="list-style-type: none"> * No Place for Hate (Bullying Awareness) * Red Ribbon Week * Drug Awareness * Dream Seekers (CTE) * College Awareness/Career Day (CTE) * Kindness Week - Promote kindness * Scottie Moving on Up Day (Transition Day) <p>Strategy's Expected Result/Impact: Participation of activities. The distribution of pamphlets will provide parents and students information relating to cyberbullying and transitioning to middle school.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, All Classroom Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent / Student Involvement pamphlets - 211 Title I, Part A - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: OPPORTUNITIES-Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To maintain/increase campus enrollment established at October snapshot date (October 28, 2022). The campus will host/connect with the apartment management , homeowners associations, construction management/realators, etc. at least 2 times a semester to increase awareness of campus events, offerings, celebrations. The campus will determine the type of communication, logistics (date, time, location), and measures of PARTICIPATION and IMPACT.

Evaluation Data Sources: Event documentation - signed agenda, information, communication





Strategy 1 Details	Reviews			
<p>Strategy 1: A campus culture committee will be created to ensure the monitoring of maintaining/increase campus enrollment.</p> <p>Strategy's Expected Result/Impact: Participation: Parent surveys will be distributed, increase in campus volunteers, Blackboard Connect</p> <p>Impact: Increased campus involvement</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Smith Elementary will invite related stakeholders to attend our Open House, Literacy Night, Stem Night, and Academic Night during the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: Increase and maintain enrollment and attendance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Engagement Liaison, Counselor</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: LEADERSHIP-Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2023, 100% of staff assigned to Learning Passports A, B, (C), and D will complete professional learning requirements. Additionally, leaders assigned to conduct T-TESS observations will attend the required training and calibration sessions. The campus will define incremental quarterly targets and monitoring strategies when not defined by district parameters or timelines.

Evaluation Data Sources: Measured by completion assigned Learning Passport.

Analysis of prescribed data of quarterly targets and outcomes from observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Smith Elementary appraisers will facilitate ongoing communication to ensure all learning passport opportunities are complete by the end of the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: Increase outcome drive, service oriented, and relationship centered leadership definition.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Smith Elementary

Total SCE Funds: \$12,708.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

The State Compensatory Education funds will be utilized for high dosage tutoring for students who are not meeting their specific targeted performance.

Personnel for Smith Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kimberly Jankowski	Level Literacy Interventionist	1
Laurie Quoyeser	Math Coach	1
Tara Motley	Student Support Specialists	1

Title I

1. Comprehensive Needs Assessment (CNA)

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Smith Elementary in Spring ISD is not a Targeted Assistance School.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Channe Sandell	Title I Instructional Aide		1.0
Noemi Rojas	Title I Instructional Aide		1.0
TBD	Title I Instructional Aide		1.0

Campus Funding Summary

199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,500.00
+/- Difference					\$11,500.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Additional Professional Development for GT training		\$2,000.00
1	3	1	Science Lab Materials		\$1,000.00
1	3	1	STEM Scopes		\$1,890.00
1	8	1	Curriculum Resources		\$7,000.00
3	1	1	STEM Night Presentation		\$2,850.00
3	1	1	Parent Involvement Misc. Light Snacks (Juice/cookies)		\$500.00
3	1	2	Parent Liaison Stipend		\$2,000.00
3	1	3			\$10,000.00
4	1	2	Parent / Student Involvement pamphlets		\$1,500.00
Sub-Total					\$28,740.00
Budgeted Fund Source Amount					\$166,720.00
+/- Difference					\$137,980.00
Grand Total Budgeted					\$178,220.00
Grand Total Spent					\$28,740.00
+/- Difference					\$149,480.00