

Spring Independent School District

Smith Elementary

2023-2024 Improvement Plan



Mission Statement

Scotties soaring to new heights!

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.

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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 2023 - 2024 school year, the enrollment was 637 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>
2023	637
202	548
2022	548
2021	546

Student Demographics by Ethnicity Ethnicity

<i>Ethnicity</i>	<i>Count</i>	<i>Campus percentage</i>
Hispanic-Latino	355	56%
American Indian-Alaskan Native	1	.0015%
Asian	3	.0047%
Black-African American	170	27%
Native Hawaiian-Pacific Islander	7	0.011%
White	69	10%
Two or More	30	.047%

Student Demographics by Special Populations (2023 - 2024)

<i>Special Populations</i>	<i>Campus</i>
At-Risk	63.46%
Bilingual	50.86%
Dyslexia	2.04%
Economically Disadvantaged (ED)	68.66%
Emergent Bilingual (EB)	27.40%
English as a Second Language (ESL)	9.29%
Gifted and Talented	6.45%
Homeless	0%
Section 504	2.05%
Special Education (SPED)	18.43%

The mobility rate for the school year 2022 - 2023 was 17.4%. This year our economically disadvantaged number has not been determined due to final computation. Last year Smith Elementary percentage 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 increased from 93.10% to 94.58% to date and Smith Elementary has greater attendance than the district average.

Demographics Strengths

Smith Elementary Strengths

1. Smith Elementary had a projection enrollment of 589 and our current enrollment is 635 which is a 107.81% increase.
2. 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.
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 chess club, art club, safety patrol, shelf helper program, and UIL.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** Teachers did not receive ongoing social, emotional. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2 (Prioritized): Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Smith have behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Problem Statement 3 (Prioritized): Less than 100% of students made adequate literacy growth as measured by STAAR, MAP, mClass, or CBA's **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

Problem Statement 4 (Prioritized): Smith Elementary did not meet the expected 95% attendance rate. **Root Cause:** Smith Elementary experienced challenges when communicating with parents regarding expectations of attendance

Priority Problem Statements

Problem Statement 1: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow.

Root Cause 1: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Smith have behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Less than 100% of students made adequate literacy growth as measured by STAAR, MAP, mClass, or CBA's

Root Cause 2: Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like.

Root Cause 3: There may be limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Not all demographic populations have achieved their full potential academically or behaviorally.

Root Cause 4: Teachers did not receive on going social, emotional. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Smith Elementary did not meet the expected 95% attendance rate.

Root Cause 5: Smith Elementary experienced challenges when communicating with parents regarding expectations of attendance

Problem Statement 5 Areas: Demographics

Problem Statement 6: Smith Elementary students are not performing on grade level in reading and math.

Root Cause 6: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback'.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 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 7: Insufficient targeted small group instruction for all students.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Tier 1 instruction in K-2 reading and math did not meet the needs of all students.

Root Cause 8: Teacher lesson internalization and lack of instructional pull-out support for Amplify and Eureka.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Teachers delivery of lessons is not at the rigor it needs to be.

Root Cause 9: Teachers need more time to focus on instructional strategies and practicing the "How" of the lesson while utilizing "At Bats" during PLC.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Instruction in all components of the literacy applied framework and targeted math small group instruction are not implemented with fidelity.

Root Cause 10: 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 10 Areas: School Processes & Programs

Problem Statement 11: Teachers need more time to focus on instructional strategies and practicing the "How" of the lesson while utilizing "At Bats" during PLC.

Root Cause 11: PLCs were used to assist teachers in data analysis, lesson planning, and vertical alignment.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. They need to be adjusted to address needs of students

Root Cause 12: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Based on the K12 Insight District Quality survey, parents believe that communication would provide an opportunity as a partnership.

Root Cause 13: The campus needs to ensure communication is done on a variety of media outlets to ensure collaboration of all stakeholders.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Teacher data suggests that ELL and SPED students need more in-class support.

Root Cause 14: Instruction is not differentiated to student need. Students will need highly effective in-class support to meet their gaps.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: Based on the K12 Insight District Quality survey, parents believes that the school should do more to encourage volunteer.

Root Cause 15: Communication is not be reached through all various medias outlets by the campus.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. They need to be adjusted to address needs of students with any issues related to the pandemic.

Root Cause 16: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.

Problem Statement 16 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- 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
- Equity data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 % 2024 %





Approaches	70%	to	73%
Meets	36%	to	39%
Masters	11%	to	14%

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			
Strategy 1: Implementation of Amplify ELAR/SLAR curriculum and its related components with 100% fidelity and strategic lesson internalization. Strategy's Expected Result/Impact: Result: Teachers' instructional capacity will be increased. Impact: 100% of reading teachers instructional delivery will provide higher student achievement outcomes yielding 35% Meets. Staff Responsible for Monitoring: Principal, AP, Reading (DLC) Coach, Reading Interventionists, SSS, ESSER Teacher, and Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 2, 3		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Smith Elementary will implement a daily intervention/acceleration block for all identified scholars using specific intervention resources such as Progress Learning (Education Galaxy), Lift Off, Learning A-Z, and targeted small group instruction. Strategy's Expected Result/Impact: Result: 10% gain in growth across parameters such as STAAR, EOY Assessment Data Impact: Scholars will demonstrate 75% Meets on STAAR and achieve academic growth Staff Responsible for Monitoring: Principal, AP, Reading (DLC) Coach, Reading Interventionists, Student Support Specialist (SSS), ESSER Intervention Teacher, and Classroom Teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1 - Perceptions 4 Funding Sources: Instructional Software - 211 Title I, Part A - \$2,000, Nutritional Snack and Water for state testing - 211 Title I, Part A - \$300	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: At least 40% in GT scholars will reach mastery level in reading as measured by the 2023 Reading STAAR. Staff Responsible for Monitoring: Principal, AP, Reading (DLC) Coach, Reading Interventionists, SSS, ESSER Technology, and Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Additional Professional Development for GT training - 211 Title I, Part A - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** Teachers did not receive on going social, emotional. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow.

Root Cause: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Smith have behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Problem Statement 3: Less than 100% of students made adequate literacy growth as measured by STAAR, MAP, mClass, or CBA's **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

Student Learning

Problem Statement 1: Smith Elementary students are not performing on grade level in reading and math. **Root Cause:** The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback'.

Problem Statement 2: 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.

Problem Statement 3: 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.

Perceptions

Problem Statement 4: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. They need to be adjusted to address needs of students with any issues related to the pandemic. **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.

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

Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.





By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level 2023 % 2024 %

Approaches	68%	to	71%
Meets	32%	to	35%
Masters	13%	to	16%

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

Strategy 1 Details	Reviews			
Strategy 1: 100% implementation of Eureka curriculum and its related components with fidelity and strategic lesson internalization. Strategy's Expected Result/Impact: Result: Teachers' instructional capacity. Impact: 100% of math teachers instructional delivery will provide higher student achievement outcomes yielding 47% Meets. Staff Responsible for Monitoring: Principal, AP, Math Coach, Math Interventionists, SSS, ESSER Technology, and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 2, 3 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Smith Elementary will implement a daily intervention/acceleration block for all identified scholars using specific intervention resources such as Progress Learning (Education Galaxy), Lift Off, and targeted small group instruction. Additional technology will be purchased for students and staff to implement the program with fidelity. Strategy's Expected Result/Impact: Result: Closely monitor data points and measured at a 10% gain in growth. Impact: Scholars will demonstrate 47% Meets on STAAR and achieve academic growth 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 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Technology - 211 Title I, Part A - \$33,500		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: Teachers did not receive on going social, emotional. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. Problem Statement 2: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. Root Cause: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Smith have behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.
Student Learning
Problem Statement 1: Smith Elementary students are not performing on grade level in reading and math. Root Cause: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback'. Problem Statement 2: 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. Problem Statement 3: 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.
Perceptions
Problem Statement 2: 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.

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

Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level 2023 % 2024 %

Approaches	63%	to	66%
Meets	29%	to	32%
Masters	4%	to	7%

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			
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. Strategy's Expected Result/Impact: Enhance mastery of subject matter, develop scientific reasoning, and overall increase achievement gaps on Science STAAR. Staff Responsible for Monitoring: Principal, AP, Instructional Leadership Team, Classroom Teachers Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: STEM Scopes - 211 Title I, Part A - \$1,890, Science Lab Materials - 211 Title I, Part A - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** Teachers did not receive on going social, emotional. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

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

Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	89%
Letter-Sound Correspondence	98%
Early Writing	91%

HB3 Goal

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

Strategy 1 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	June

- Literacy Framework
- * Phonological Awareness
- * Alphabet Knowledge
- * Vocabulary
- * Comprehension
- * Written Expression

Strategy's Expected Result/Impact: Implementation: Measure by lesson plans, classroom observations, walkthroughs, and PLC agendas and sign-in sheets.

Impact: An incremental increase in performance on the CLI/CIRCLE data .

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.

Staff Responsible for Monitoring: Administrators, Pre-K Team Leader, Pre-K teachers, ECSE Teacher, Literacy Coach, Student Support Specialist, ELL Coordinator.

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Smith Elementary students are not performing on grade level in reading and math. **Root Cause:** The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback'.

School Processes & Programs

Problem Statement 1: 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.





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

Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

Overall Math 2023 Percentage
96%

HB3 Goal
Evaluation Data Sources: Texas approved Prekindergarten assessment data, informal data trackers, progress monitoring, unit assessments, teacher anecdotal notes

Strategy 1 Details	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	June

<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 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: Teachers did not receive on going social, emotional. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
School Processes & Programs
Problem Statement 1: 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.





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

Performance Objective 6: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 54%

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

Strategy 1 Details		Reviews			
Strategy 1: The utilization of weekly SpringWay PLC systems for learning, planning, practice, and data analysis. Strategy's Expected Result/Impact: Result: Maintaining data binders to drive instruction and plan interventions. Impact: Increase scholars expected growth 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 Staff Responsible for Monitoring: Principal, AP, Reading (DLC) Coach, Reading Interventionists, SSS, ESSER Technology, and Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Professional Development - 211 Title I, Part A - \$1,000		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
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. Strategy's Expected Result/Impact: Impact: Increase scholars expected growth 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 Staff Responsible for Monitoring: Principal, AP, Reading (DLC) Coach, Reading Interventionists, SSS, ESSER Technology, and Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: Teachers did not receive on going social, emotional. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
Student Learning
Problem Statement 1: Smith Elementary students are not performing on grade level in reading and math. Root Cause: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback'.
School Processes & Programs
Problem Statement 1: 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.





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

Performance Objective 7: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 56%

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			
Strategy 1: The utilization of weekly SpringWay PLC systems for learning, planning, practice, and data analysis Strategy's Expected Result/Impact: MAP Assessments - BOY, MOY, EOY; and district and campus formative assessments and 2023 STAAR Reading scores 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 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1, 3 Funding Sources: Professional Development - 211 Title I, Part A - \$1,000		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Daily small group interventions - All targeted students are given the opportunity to participate in targeted math interventions and enrichment opportunities. Strategy's Expected Result/Impact: Evidence of student growth on curriculum based assessments and STAAR. 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 5: Effective Instruction Problem Statements: School Processes & Programs 1, 3		Formative			Summative
		Oct	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: Teachers did not receive on going social, emotional. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.
School Processes & Programs
Problem Statement 1: 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 3: Teachers need more time to focus on instructional strategies and practicing the "How" of the lesson while utilizing "At Bats" during PLC. Root Cause: PLCs were used to assist teachers in data analysis, lesson planning, and vertical alignment.

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

Performance Objective 8: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 46%

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			
	Formative			Summative
	Oct	Jan	Mar	June
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. Strategy's Expected Result/Impact: Result: Measured by mClass foundational skills assessments Impact: Data is readily available to identify learning gaps and to drive instruction Staff Responsible for Monitoring: Classroom teachers, Literacy Coach, Reading Interventionist TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 3 - School Processes & Programs 2 Funding Sources: Curriculum Resources / Materials / Resources / Incentives in the classroom to motivate academic success (for instructional strategies and activities) General Supplies and Materials - 211 Title I, Part A - \$5,000				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: Teachers did not receive on going social, emotional. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. Problem Statement 3: Less than 100% of students made adequate literacy growth as measured by STAAR, MAP, mClass, or CBA's Root Cause: Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

School Processes & Programs

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.

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

Performance Objective 9: By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 93.5%





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 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

HB3 Goal

Evaluation Data Sources: Academic assessments

Strategy 1 Details		Reviews			
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. Strategy's Expected Result/Impact: Assessment data from multiple data points will represent at least a 10% gain as measured by formative assessments. Staff Responsible for Monitoring: Principal, AP, Math/Literacy Coach, Math/Reading Interventionists, SSS, ESSER Technology, and Classroom Teachers. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2		Formative			Summative
		Oct	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: Teachers did not receive on going social, emotional. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. Problem Statement 2: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. Root Cause: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Smith have behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

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

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

High Priority

HB3 Goal





Evaluation Data Sources: teacher salaries for the prior school years, as compared to teacher salaries for the 2023-2024 school year

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

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a XX% rate .

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<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>Problem Statements: Student Learning 4 - School Processes & Programs 4 - Perceptions 4</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>				

Strategy 2 Details	Reviews			
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. 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. Impact: Measured by agendas, fliers, and sign-in sheets. Staff Responsible for Monitoring: Administrators, Coaches, All Teachers Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 3, 4 Funding Sources: Parent Liaison Stipend - 211 Title I, Part A - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide field trips and in-school academic presentations and performances to allow students to be enriched in real world activities 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. Impact: Increase family and student engagement and well-being. Providing students with real world experiences, enriching student thinking, and opportunity for growth. Staff Responsible for Monitoring: Administrators, Coaches, All Teachers 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 Problem Statements: Demographics 1, 2 - School Processes & Programs 4 Funding Sources: - 211 Title I, Part A - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** Teachers did not receive on going social, emotional. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow.

Root Cause: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Smith have behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Student Learning

Problem Statement 4: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

School Processes & Programs

Problem Statement 4: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. They need to be adjusted to address needs of students **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.

Perceptions

Problem Statement 1: 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 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.

Problem Statement 4: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. They need to be adjusted to address needs of students with any issues related to the pandemic. **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.





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

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

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

Strategy 1 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
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: * 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) 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. Staff Responsible for Monitoring: Administration, Counselor, All Classroom Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 4 - Perceptions 3 Funding Sources: Parent / Student Involvement pamphlets - 211 Title I, Part A - \$1,500		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. Root Cause: Teachers did not receive on going social, emotional. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. Problem Statement 2: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RtI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. Root Cause: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Smith have behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.
Student Learning
Problem Statement 4: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. Root Cause: There may be limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.





Perceptions

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.

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

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

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

Strategy 1 Details	Reviews			
Strategy 1: A campus culture committee will be created to ensure the monitoring of maintaining/increase campus enrollment. Strategy's Expected Result/Impact: Participation: Parent surveys will be distributed, increase in campus volunteers, Blackboard Connect Impact: Increased campus involvement Staff Responsible for Monitoring: Administration, Counselor, Classroom Teachers. ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 4 - Perceptions 1, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Smith Elementary will invite related stakeholders to attend our Open House, Literacy Night, Stem Night, and Academic Night during the 2023 - 2024 school year. Strategy's Expected Result/Impact: Increase and maintain enrollment and attendance. Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Engagement Liaison, Counselor Title I: 2.5 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 3 - Student Learning 4 - Perceptions 4	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** Teachers did not receive on going social, emotional. A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 3: Less than 100% of students made adequate literacy growth as measured by STAAR, MAP, mClass, or CBA's **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

Problem Statement 4: Smith Elementary did not meet the expected 95% attendance rate. **Root Cause:** Smith Elementary experienced challenges when communicating with parents regarding expectations of attendance

Student Learning

Problem Statement 4: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities parents/community members feel confident in participating and because of parents working multiple jobs to support family, language barriers and time.

Perceptions

Problem Statement 1: 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 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.





Problem Statement 4: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. They need to be adjusted to address needs of students with any issues related to the pandemic. **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.

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

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

Evaluation Data Sources: Measured by completion assigned Learning Passport.

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

Strategy 1 Details	Reviews			
Strategy 1: Smith Elementary appraisers will facilitate ongoing communication to ensure all learning passport opportunities are complete by the end of the 2023 - 2024 school year. Strategy's Expected Result/Impact: Increase outcome drive, service oriented, and relationship centered leadership definition. Staff Responsible for Monitoring: Principal and Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1, 3	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Smith Elementary students are not performing on grade level in reading and math. Root Cause: The campus needs to provide additional training and/or support to ensure appropriate differentiation, 'just in time feedback'. Problem Statement 3: 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.

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

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Evaluation Data Sources: Measured by completion assigned Learning Passport.

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

State Compensatory

Budget for Smith Elementary

Total SCE Funds: \$12,708.00

Total FTEs Funded by SCE: 2

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	Early Literacy Interventionist	1
Tara Motley	Student Support Specialists	1

Title I

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The district goal is to conduct at least 2 meetings during the 2023 -2024 fall semester (July 2023 - December 2023) and at least 3 meetings during the 2023 - 2024 spring semester (January 2024 - July 2024).

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the District and for each campus.

2.3: Available to parents and community in an understandable format and language

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this

option. (ESSA, Sec. 1114(b)(4))

2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education.

Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

2.6: Address needs of all students, particularly at-risk

The campus will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of unsuccessfully demonstrating mastery of the challenging State academic standards. Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting State standards. The campus identifies at least 1 (one) instructional strategy addressing the needs of all students especially the needs of “At Risk” students and student populations and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

3.1: Annually evaluate the schoolwide plan

The campus will annually evaluate the schoolwide plan, using data from the State's assessments (STAAR), other student performance data such as district checkpoints, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. [ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)].

4.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students.

The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

- Assisting parents to understand the state standards (TEKS) and curriculum
- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child's achievement
- Providing materials and training to help parents work with their child, such as literacy and technology training
- Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community

Our Parent and Family Engagement performance indicators include:

- Increase percentage of schools with an active PTA or PTO
- Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
- Increase parent rating of overall quality of education provided by Spring ISD
- Increased two-way communication with parents and stakeholders
- Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

4.2: Offer flexible number of parent involvement meetings

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as serving on the Watch DOGS and Marvelous Moms committees.

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>
Brittney Reddix			1.0
Iliana Alonso	Title I Instructional Aide		