

# **Houston Independent School District**

## **242 Smith Elementary School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 14, 2021

# Mission Statement

The mission of Katherine Smith Elementary is to provide a rigorous academic learning environment which produces responsible citizens for our 21st century multicultural society while fostering a college bound culture for all students.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Katherine Smith Elementary is a prekindergarten to fifth grade elementary school. It is nestled right outside of the Oak Forest area in Northwest Houston. A small community of single-family homes surround Smith Elementary along with small businesses. However, most of our student's enrollment come from approximately 8-9 apartment complexes along Antoine Drive and Tidwell Road. Smith serves its community by offering a regular program, neighborhood vanguard program (GT), a Dual Language program for prekindergarten through first grade, and a traditional bilingual program in second grade through fifth grade. Smith's enrollment has steadily decreased since the beginning of COVID-19 in 2019 and is approximately 778 students. The school demographics are: Hispanic 84% (666 students) African American 12% (95 students), White 2% (19 students), and about 1% (8 students) who identify themselves as two or more races, Special Education 7% (51 students), English Language Learners (EL) 58% (458 students), and Gifted and Talented 4% (28 students). Ninety-two percent of the student body is on free or reduced lunch while 69% of the total population is At-Risk. Smith Elementary School has a school-wide Title I program student attendance rate was 90.9%. Teachers and staff are composed of 61% Hispanic, 24% African American, 10% White, 2% Asian, and 2% 2 or more races. Teachers of experience are as follows: Beginning teachers 12% (6 teachers), 1-5 years of experience teachers 30% (15 teachers), 6-10 years of experience 12% (6 teachers), 11-20 years of experience 36% (18 teachers), and over 20 years of experience 10% (5 teachers). Staff retention rates for the 2020-2021 school year 73%. For this upcoming school year, Smith Elementary has one counselor, one social worker, a wrap around specialist, a Literacy teacher specialist, two Math / Science teacher specialists, and one assistant principal who specializes in multilingual education. Smith Elementary offers different programs to approach students' needs. These programs are developed to help students to achieve their academic goals and to be successful in their future. These programs are: regular education program, Neighborhood Vanguard Program (GT), ESL program, and Special Education program which include PALS, Life Skills, Resource, Speech services, and BSC classes. Smith Elementary teachers use a variety of resources to ensure increased success across all academic content areas. These resources include, but are not limited to, closely following the HISD Planning Guides, incorporating Lead4ward training, effective PLC, Neuhaus, HB 3 Reading and Math academy strategies, and ESL Sheltered Instruction strategies. We are implementing school wide lesson plans templates, PLC protocols/agendas, and data tracking systems. Collaboration and continued professional development are practiced on a weekly basis during scheduled class periods and on selected after-school PLCs. Academic leaders, grade level team leaders and the administrative team provide opportunities for sharing of best practices during common planning time within the master schedule. Collaboration is practiced on a weekly basis to dive deep in the understanding of the TEKS objectives. Teachers work collaboratively to analyze student data, reflect on effective teaching practices and to plan instruction and interventions. Teachers identify students needing assistance and develop a plan for intervention that is unique for every student. The leadership team provides teachers with continued feedback and coaching that is aligned with Houston ISD's Teacher Appraisal and Development System. In addition to our appraisers providing job-embedded coaching, we receive additional support from selected departments within the district.

### Demographics Strengths

When analyzing the performance of the economically disadvantaged, EL students, African American students, and Hispanic in comparison to all students. Data shows that Economically disadvantaged students, Hispanic students, and EL students are performing relatively at or near the same percentage performance level. The performance levels are as follows: All students 40% approaches, Economically Disadvantages students 40%, EL students 39%, and Hispanic 43%. The same occurs in the meets and masters performance categories, as well. Meets percentages are: All students 17%, Economically disadvantages students 16%, EL students 14%, and Hispanic 18%. Masters percentages are: All students 8%, Economically disadvantages students 8%, EL students 6%, and Hispanic 9%.

## Problems of Practice Identifying Demographics Needs

**Problem of Practice 1 (Prioritized):** The performance of the African American students is significantly lower than other the demographic groups. **Root Cause:** Due to low on-line and in-person attendance, the access to high quality and research-based tier 1 instruction and other educational opportunities for the African American students has been hindered by the COVID-19 pandemic.

# Student Learning

## Student Learning Summary

Historical STAAR data for the 2018-2019 school year indicates Smith Elementary performed at an F rating level. The campus was identified as a campus who need targeted support and improvement. During the 2018-2019 school year, the performance ratings were as follows: Domain 1 Student Achievement: 56%, Domain 2A Academic Growth: 58%, Domain 3: 61%, and Overall Rating 59%.

For Domain 1 Student Achievement, the performance rating for all grades, all subjects are as follows: 56% approaches, 25% meets, and 10% masters.

During the 2020-2021 school year, 92% of students in the STAAR grade participated in STAAR during COVID 19. The campus is still identified as an F campus but the state of Texas declared no rating this year due to COVID-19. The calculation report from TEA placed our campus at a component score of 22. For Domain 1 Student Achievement, the performance rating for all grades, all subjects are as follows: 40% approaches, 17% meets, and 8% masters.

While the STAAR data does not count towards a campus rating for the 2020-2021 school year, the data in comparison to the 2018-2019 STAAR data is as follows: 3<sup>rd</sup> Grade Math 57% to 36% approaches, 28% to 6% meets, and 9% to 0% masters; 3<sup>rd</sup> Grade Reading 54% to 47% approaches, 22% to 13% meets, 10% to 5% masters. 4<sup>th</sup> Grade Math 36% to 30% approaches, 21% to 11% meets, and 9% to 3% masters; 4<sup>th</sup> Grade Reading 46% to 40% approaches, **15% to 22% meets, 6% to 8% masters.** 4<sup>th</sup> Grade Writing 47% to 23% approaches, 10% to 7% meets, **1% to 2% masters.** 5<sup>th</sup> Grade Math 63% first opportunity to 38% approaches, 31% to 8% meets, and 16% to 8% masters; 5<sup>th</sup> Grade Reading **55% first opportunity to 59% approaches,** 24% to 23% meets, **5% to 11% masters;** and 5<sup>th</sup> Grade Science 54% to 25% approaches, 21% to 6% meets, and 5% to 1% masters.

## Student Learning Strengths

When reviewing the data from 2018-2019 to 2020-2021, there were some improvements made in achievement during the COVID-19 school year. These include the following data points: 4<sup>th</sup> Grade Reading **15% to 22% meets, 6% to 8% masters.** 5<sup>th</sup> Grade Reading **55% first opportunity to 59% approaches and 5% to 11% masters.**

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** STAAR Domain 1 student achievement (complete 2018-2019 data) indicates lack of teacher planning and implementation of tier one instruction. Lessons are not aligned to ensure scholars meet mastery at the end of the lesson. Exit tickets were provided for assessment, however their effectiveness was not vetted. Data action plan protocol is in place, however, the follow-through for re-teaching is not **Root Cause:** Tier 3 small group interventions was instructional focus rather than prioritizing tier 1 instruction.

# School Processes & Programs

## School Processes & Programs Summary

Katherine Smith Elementary School is currently implementing the effective school framework levers: 1.1 Strong Leadership and Planning and 5 Effective Instruction. We will focus on Tier 1 instruction and implementation of check for understanding during the lesson cycle. We will utilize the sheltered instruction strategies and sentence stems to develop the academic language of all students, with a special focus on second language learners and special education students. Teachers will participate in weekly professional learning communities (PLC). We will continue focus on strong tier 1 instructional planning with teachers and in preparing delivering effective and aligned tier 1 whole group lessons designed during professional learning communities (PLC). Exit tickets are used to determine mastery at the end of every lesson. In addition, all lessons are vetted by leaders. Leaders provide feedback within 24 hours of receiving lessons. Lesson plans include the I do, We do, You do cycle along with a snippet of the exit ticket. Effective practices that are completed with fidelity include lesson plans and PLC sessions two times a week. Currently, we utilize the HISD DDI Action Protocol as part of our process in analyzing and disaggregating student data. In addition, daily exit tickets will be tracked on our grade level campus-wide exit ticket tracker.

## School Processes & Programs Strengths

Lesson planning and PLC sessions are happening 2 times a week and are facilitated by leaders utilizing a campus-wide lesson plan expectation template. All teachers utilize the HISD DDI Action protocol to analyze student data after district wide assessments.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1 (Prioritized):** Exit tickets were provided for assessment, however their effectiveness was not vetted. Data action plan protocol is in place, however, the follow-through for re-teaching is not. **Root Cause:** The follow-through for re-teaching has not been done with fidelity. Teachers are inconsistent with using data for planning tier I instruction. Exit tickets were provided; however, the data collected was not consistently used. Check for Understanding was not included in the lesson cycle.

# Perceptions

## Perceptions Summary

Katherine Smith Elementary School's attendance rate is currently at 90%. In the last three years since 2018-2019, the attendance has declined by approximately 5%. Campus discipline data indicates behavior is good and disciplining actions are relatively low. Smith Elementary utilizes restorative discipline practices and all staff have received professional development around strategies to support social emotional health for students. Currently, we have embedded a Monday morning circle to provide all classes with an opportunity to begin the week with Social Emotional Learning. In addition, our new counselor and social worker are implementing character education classes that will foster strong character traits such as respect and responsibility.

While our community has been severely impacted by COVID-19, parents and community members are actively supporting our school online in the following ways. Communication is utilized through Microsoft Teams, Campus wide Class Dojo.

While COVID-19 has prevented many in-person events, parent/guardian, and community participation rates are measured through campus survey results, Microsoft Team's attendance rates, and through the ESF Diagnostic survey. The results of the ESF Family-School Relationships surveys are: 82 parents responded to the survey. The survey results are in the following categories: safety 74%, school climate 72%, and family engagement 29%. The highest-ranking questions were "overall, how much respect do you think the children at your child's school have for the staff?" 85%, and "to what extent do you think that children enjoy going to your child's school? 76%".

The ESF Diagnostic results for the student survey in 2019 provided the following results and categories: School Teacher-Student Relationships, 66%; School Rigorous Expectations, 62%; School Belonging, 60%; School Climate, 58%; School Engagement, 58%; and School Safety, 44%. The highest-ranking questions in the survey were "how many teachers encourage you to do your work?" 76%; "how respectful are your teachers towards you?" 74%; "how excited would you be to have your teachers again?" 67%; "how likely is someone from your school will bully you online?" 67%; and how much support do the adults give you? 68%.

The ESF Diagnostic results for the Teachers survey in 2019 provided the following results and categories: School Leadership, 76%; Feedback and Coaching, 70%; School Climate, 70%; and Professional Learning, 67%. The highest-ranking questions in the survey were "how optimistic are you that your school will improve in the future? 90%; How respectful are the relationship between teachers and students? 80%; How often do you receive feedback on your teaching? 81%; how positive is the tone that your school leaders set for the culture of the school? 92%; for your school leaders, how important is teacher satisfaction? 88%, and overall, how positive is the influence of the school leaders on the quality of you teaching? 90%.

The ESF Diagnostic results for the Teachers survey in 2019 provided the following results and categories: School Leadership, 68%; Professional Learning, 59%, and School Climate, 59%. The highest-ranking questions in the survey were "through working at your school, how many new strategies for your job have you learned?" 73%; "how positive is the tone that school leaders set for the culture of the school?" 81%; "for your leaders, how important is staff satisfaction, 73%;and how clearly do your school leaders identify their goals to the staff? 73%.

## Perceptions Strengths

The community of Katherine Smith Elementary School embodies resilience, togetherness, and support for one another.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** Based on the 2019 ESF diagnostic surveys and based on participation rates up to date, school perceptions of students, staff, and families indicate that school culture is established but growth is needed in area of family participation. **Root Cause:** Current COVID-19 pandemic creates barriers that prevent in-person participation by parents/guardians, and community members.



# Priority Problems of Practice

**Problem of Practice 3:** The performance of the African American students is significantly lower than other the demographic groups.

**Root Cause 3:** Due to low on-line and in-person attendance, the access to high quality and research-based tier 1 instruction and other educational opportunities for the African American students has been hindered by the COVID-19 pandemic.

**Problem of Practice 3 Areas:** Demographics

**Problem of Practice 1:** STAAR Domain 1 student achievement (complete 2018-2019 data) indicates lack of teacher planning and implementation of tier one instruction. Lessons are not aligned to ensure scholars meet mastery at the end of the lesson. Exit tickets were provided for assessment, however their effectiveness was not vetted. Data action plan protocol is in place, however, the follow-through for re-teaching is not

**Root Cause 1:** Tier 3 small group interventions was instructional focus rather than prioritizing tier 1 instruction.

**Problem of Practice 1 Areas:** Student Learning

**Problem of Practice 2:** Exit tickets were provided for assessment, however their effectiveness was not vetted. Data action plan protocol is in place, however, the follow-through for re-teaching is not.

**Root Cause 2:** The follow-through for re-teaching has not been done with fidelity. Teachers are inconsistent with using data for planning tier I instruction. Exit tickets were provided; however, the data collected was not consistently used. Check for Understanding was not included in the lesson cycle.

**Problem of Practice 2 Areas:** School Processes & Programs

# 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
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Running Records results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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, progress, and participation data
- Section 504 data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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

**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

# Board Goals

**Board Goal 1:** ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 1:** ELAR: STAAR student achievement in Reading Language Arts (ELAR/SLAR) will increase in overall performance at the approaches level from 58% (2019 scores)/ 51% (2021 scores) to 65%; at the meets level from 24% (2019 scores)/ 22% (2021 scores) to 30%; at the masters level from 10% (2019 scores)/ 12% (2021 scores) to 20%.





**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** 80% of students will increase by 4% during each district ELAR/SLAR snapshot.

**Evaluation Data Sources:** HISD District Snapshots for ELAR/SLAR, Running Records, Renaissance, Imagine Learning





## HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and leaders will meet each Tuesday to plan for tier 1 instruction. A campus wide template will be utilized to ensure expectations are met. <b>Strategy's Expected Result/Impact:</b> Effective and aligned lessons, improvement in tier 1 instruction; increase in student achievement. <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will utilize the I do, We do, and You do model including a CFU and/or exit to ticket to identify student understanding. <b>Strategy's Expected Result/Impact:</b> Improvement in tier 1 instruction; increase in student achievement <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Instructional Leadership Team will utilize a lesson plan rubric aligned to "Smith Elementary School" lesson plan look for as well as Teacher Appraisal and Development System expectations. <b>Strategy's Expected Result/Impact:</b> Well-vetted and aligned tier 1 lessons <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> During Tier 1 Lesson Planning PLC, 100% teachers and appraisers will utilize historical data and previous exit ticket data to support in first teach planning. This includes identifying the exit ticket, the instructional strategy, the CFU and sentence stem, and the possible misconceptions to determine a solid first teach lesson. <b>Strategy's Expected Result/Impact:</b> Improvement in tier 1 instruction; increase in student achievement <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teacher will plan lessons based on student data, includes frequent checks for understanding aligned to the objective <b>Strategy's Expected Result/Impact:</b> Improvement in daily student performance; mastery of daily objectives <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Teachers and leaders will identify the exit ticket, the instructional strategy, the CFU and sentence stem, and the possible misconceptions during PLC to determine a solid first teach lesson. <b>Strategy's Expected Result/Impact:</b> Improvement in daily student performance; mastery of daily objectives <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 2:** At least 80% of students will show an increase in reading level and will increase by at least 1 level every 6-9 weeks.

### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of teachers in K-5 will follow the 6 components of guided reading. <b>Strategy's Expected Result/Impact:</b> Increased learning; increased small group support for reading <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of teachers in PK-3 will utilize Neuhaus strategies during ELAR or ESL block. <b>Strategy's Expected Result/Impact:</b> Increased learning; increased small group support for reading <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All teachers in grade K-5 will utilize running records to monitor reading level growth every 3-6 weeks. <b>Strategy's Expected Result/Impact:</b> Students will read on level or will grow at least 4 levels throughout year <b>Staff Responsible for Monitoring:</b> Teachers, appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 3:** By MOY, 50% of students will score On Watch and above on Renaissance 360.

**Evaluation Data Sources:** Renaissance 360

### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilizing the campus wide intervention time, students will receive small group intervention and/or Imagine Learning lessons on line.  <b>Strategy's Expected Result/Impact:</b> All students will improve in Reading by 1 intervention level. <b>Staff Responsible for Monitoring:</b> Appraisers and teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Board Goal 2: MATH** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1: MATH:** STAAR student achievement in Math will increase in overall performance at the approaches level from 59% (2019 scores)/ 38% (2021 scores) to 65%; at the meets level from 31% (2019 scores)/ 15% (2021 scores) to 30%; at the masters level from 14% (2019 scores)/ 7% (2021 scores) to 20%.

**Strategic Priorities:** Expanding Educational Opportunities





**Measurable Objective 1:** 80% of students will increase by 4% during each district Mathematics snapshot.

**Evaluation Data Sources:** HISD District Snapshots for Mathematics, Renaissance, Imagine Learning

### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and leaders will meet each Tuesday to plan for tier 1 instruction. A campus wide template will be utilized to ensure expectations are met. <b>Strategy's Expected Result/Impact:</b> Effective and aligned lessons, improvement in tier 1 instruction; increase in student achievement. <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> During Tier 1 Lesson Planning PLC, 100% teachers and appraisers will utilize historical data and previous exit ticket data to support in first teach planning. This includes identifying the exit ticket, the instructional strategy, the CFU and sentence stem, and the possible misconceptions to determine a solid first teach lesson. <b>Strategy's Expected Result/Impact:</b> Improvement in tier 1 instruction; increase in student achievement <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will utilize the I do, We do, and You do model including a CFU and/or exit to ticket to identify student understanding. <b>Strategy's Expected Result/Impact:</b> Improvement in tier 1 instruction; increase in student achievement <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> During Tier 3: Small Group and Intervention PLC, teachers and appraisers will create a reteach plan for not yet mastered objectives, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment. <b>Strategy's Expected Result/Impact:</b> Student progress; 100% students will master by reteach lesson <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Measurable Objective 2:** At least 80% of students will show proficiency on problem solving processes (standard TEKS) and will increase by 4% at the end of the year.

**Evaluation Data Sources:** HISD District Snapshots for Mathematics, Renaissance, Imagine Learning

**HB3 Board Goal**





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers in grades 1-5 will utilize the bar model or other problem structure visuals during tier one instruction. <b>Strategy's Expected Result/Impact:</b> Improved problem solving skills for all students <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All teachers in grades 1-5 will utilize the problem solving notebook during tier 1 instruction. <b>Strategy's Expected Result/Impact:</b> Problem solving will be embedded into daily tier 1 instruction. All students will have an opportunity to problem solve daily utilizing campus wide models. <b>Staff Responsible for Monitoring:</b> Teachers and appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All teachers in grades 1-5 will utilize a data driven do now during tier one instruction. <b>Strategy's Expected Result/Impact:</b> Improved problem solving; improved student achievement <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3:** By MOY, 50% of students will score On Watch and above on Renaissance 360.

**Evaluation Data Sources:** Renaissance 360

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students will receive additional small group intervention time during the campus wide intervention block. In addition, students will also have 1 hour of intervention time using Imagine Math. <b>Strategy's Expected Result/Impact:</b> Increased student progress <b>Staff Responsible for Monitoring:</b> Teachers and appraisers  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.





**Goal 1: SCHOOL PROGRESS:** STAAR student achievement in Math will increase in overall performance at the masters level from 14% (2019 scores)/ 7% (2021 scores) to 20%; in Reading Language Arts (ELAR/SLAR) at the masters level from 10% (2019 scores)/ 12% (2021 scores) to 20%; and in Science at the masters level from 6% (2019 scores)/ 4% (2021 scores) to 12%

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** 80% of students will increase academic performance on district assessments by 4% by end of year.

**Evaluation Data Sources:** Student progress will be tracked utilizing On Track assessment for exit tickets, snapshots, and other HISD district assessments.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and leaders will meet each Tuesday to plan for tier 1 instruction. A campus wide template will be utilized to ensure expectations are met. <b>Strategy's Expected Result/Impact:</b> Effective and aligned lessons, improvement in tier 1 instruction; increase in student achievement. <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will utilize the I do, We do, and You do model including a CFU and/or exit to ticket to identify student understanding. <b>Strategy's Expected Result/Impact:</b> Improvement in tier 1 instruction; increase in student achievement <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Instructional Leadership Team will utilize a lesson plan rubric aligned to "Smith Elementary School" lesson plan look for as well as Teacher Appraisal and Development System expectations. <b>Strategy's Expected Result/Impact:</b> Well-vetted and aligned tier 1 lessons <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> During Tier 1 Lesson Planning PLC, 100% teachers and appraisers will utilize historical data and previous exit ticket data to support in first teach planning. This includes identifying the exit ticket, the instructional strategy, the CFU and sentence stem, and the possible misconceptions to determine a solid first teach lesson. <b>Strategy's Expected Result/Impact:</b> Improvement in tier 1 instruction; increase in student achievement <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teacher will plan lessons based on student data, includes frequent checks for understanding aligned to the objective <b>Strategy's Expected Result/Impact:</b> Improvement in daily student performance; mastery of daily objectives <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Teachers and leaders will identify the exit ticket, the instructional strategy, the CFU and sentence stem, and the possible misconceptions during PLC to determine a solid first teach lesson. <b>Strategy's Expected Result/Impact:</b> Improvement in daily student performance; mastery of daily objectives <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 2:** By MOY, 80% of students who scored On Watch at BOY will score At or Above on Renaissance 360.





**Evaluation Data Sources:** Renaissance 360

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students will receive additional small group intervention time during the campus wide intervention block. In addition, students will also have 1 hour of intervention time using Imagine Math and Literacy. <b>Strategy's Expected Result/Impact:</b> All students will improve by 1 level on Renaissance.	Formative			Summative
	Nov	Jan	Mar	June

<b>Staff Responsible for Monitoring:</b> Teachers and Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 3:** 95% of GT students will score Meets or Masters on end of year STAAR Test.

**Evaluation Data Sources:** HISD Snapshots, DLA, End of year STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> GT students will receive an additional pull out time with each of the Enrichment teachers. <b>Strategy's Expected Result/Impact:</b> All GT students will pass at Meets or Masters on STAAR <b>Staff Responsible for Monitoring:</b> Teachers and Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Board Goal 4: CLOSING THE GAPS** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.





**Goal 1: CLOSING THE GAPS:** STAAR student achievement for students receiving special education services in Reading Language Arts (ELAR/SLAR) will increase in overall performance at the approaches level from 48% (2019 scores)/ 44% (2021 scores) to 50%; at the meets level from 25% (2019 scores)/ 38% (2021 scores) to 38%; at the masters level from 18% (2019 scores)/ 38% (2021 scores) to 38%. STAAR student achievement for students receiving special education services in Math will increase in overall performance at the approaches level from 50% (2019 scores)/ 41% (2021 scores) to 65%; at the meets level from 33% (2019 scores)/ 38% (2021 scores) to 38%; at the masters level from 23% (2019 scores)/ 38% (2021 scores) to 38%.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** During common assessments, 80% of SE students will increase their academic performance by 4% points throughout the school year.





**Evaluation Data Sources:** TADS feedback in criteria PL-3 and I-2 is aligned to observed teacher performance and calibrated. Artifacts include: lesson plans, leader feedback for lesson plans; CFU / exit ticket data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of teachers will utilize accommodations and designated supports daily to support students. <b>Strategy's Expected Result/Impact:</b> Improved student progress for all student populations. <b>Staff Responsible for Monitoring:</b> appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> During Tier 3: Small Group and Intervention PLC, teachers and appraisers will create a reteach plan for unmastered objectives, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment. <b>Strategy's Expected Result/Impact:</b> 100% of students will master the retaught lesson. <b>Staff Responsible for Monitoring:</b> Teachers and appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Leaders will observe small group instruction and provide feedback using a campus-made small group instruction rubric. <b>Strategy's Expected Result/Impact:</b> Small group instruction will improve and student achievement will increase by 4%. <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Measurable Objective 2:** 70% of SE students will pass at least 1 lesson of the Imagine Literacy / Imagine Math lessons.

**Evaluation Data Sources:** Imagine Literacy / Imagine Math

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the campus wide intervention schedule, SE students will utilize Imagine Literacy and Imagine Math. <b>Strategy's Expected Result/Impact:</b> All SE students will utilize Imagine Literacy / Imagine Math daily. <b>Staff Responsible for Monitoring:</b> Teachers, Special Education Teachers, Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3:** 100% of SE students will utilize designated supports during snapshot / DLA assessments

**Evaluation Data Sources:** HISD District assessments/ snapshots/ DLA

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Designated supports will be created for all SE students. <b>Strategy's Expected Result/Impact:</b> All SE students will utilize designated supports and accommodations during assessments. <b>Staff Responsible for Monitoring:</b> Special Education Teachers, Teachers, Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





## Board Goal 5: N/A - Additional Campus Goals

**Goal 1: ATTENDANCE:** Improve attendance from 90% to 96%.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of teachers will monitor daily and incentivize attendance in Grade Speed and Class Dojo.

**Evaluation Data Sources:** School Connect Attendance Reports; A4E Dashboard monitoring; PEIMS reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will make 1st contact. Grade Level Teacher Assistants will make 2nd contact. SIRS Clerk will ensure daily attendance is timely and accurate. <b>Strategy's Expected Result/Impact:</b> Improved attendance <b>Staff Responsible for Monitoring:</b> SIRS Clerk, SEL Team  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SEL will monitor with SIRS Clerk will monitor weekly utilizing multiple data points such as nurse visits, absence logs, and a campus wide tracker. <b>Strategy's Expected Result/Impact:</b> Improved attendance for all students. <b>Staff Responsible for Monitoring:</b> Teachers, Appraisers, SEL Team, and SIRS Clerk  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> SEL Team will create opportunities such as popcorn treats and other incentives for classes who have weekly 100% attendance. <b>Strategy's Expected Result/Impact:</b> Improved attendance for all students. <b>Staff Responsible for Monitoring:</b> SEL Team, SIRS clerk, and Appraisers  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Board Goal 5:** N/A - Additional Campus Goals

**Goal 2: DISCIPLINE:** Student discipline referrals will decrease by 1%.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of teachers will utilize positive behavior strategies across the campus including common areas and classrooms.

**Evaluation Data Sources:** Class Dojo artifact observations (points by class); Discipline referrals

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will communicate with parents using Class Dojo, the campus wide app. <b>Strategy's Expected Result/Impact:</b> 90% or more parents will engage with teachers using Class Dojo. <b>Staff Responsible for Monitoring:</b> Teachers, SEL Team, Appraisers  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	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>				

**Measurable Objective 2:** 100% of teachers will utilize restorative practices to create and build positive classroom environments.

**Evaluation Data Sources:** Class Dojo artifact observations (points by class).

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3:** VIOLENCE PREVENTION:

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** Decrease office discipline referrals by 1%

**Evaluation Data Sources:** PEIMS Discipline Referrals

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SEL Monday morning sessions will be utilized in all classes PK-5. <b>Strategy's Expected Result/Impact:</b> Teachers will utilize restorative discipline practices to support good classroom culture. <b>Staff Responsible for Monitoring:</b> Teachers, SEL Team, Appraisers <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	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>				

**Board Goal 5:** N/A - Additional Campus Goals





**Goal 4: SPECIAL EDUCATION:** STAAR student achievement for students receiving special education services in Reading Language Arts (ELAR/SLAR) will increase in overall performance at the approaches level from 48% (2019 scores)/ 44% (2021 scores) to 50%; at the meets level from 25% (2019 scores)/ 38% (2021 scores) to 38%; at the masters level from 18% (2019 scores)/ 38% (2021 scores) to 38%. STAAR student achievement for students receiving special education services in Math will increase in overall performance at the approaches level from 50% (2019 scores)/ 41% (2021 scores) to 65%; at the meets level from 33% (2019 scores)/ 38% (2021 scores) to 38%; at the masters level from 23% (2019 scores)/ 38% (2021 scores) to 38%.

**Strategic Priorities:** Transforming Academic Outreach





**Measurable Objective 1:** 80% of SE students will increase by 4% in mastery on the HISD district snapshot assessments by end of year

**Evaluation Data Sources:** HISD Snapshots, DLA student performance results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Co-teach model along with pull out model to support individual IEPs. <b>Strategy's Expected Result/Impact:</b> Special Education teachers will support as an additional layer to tier one instruction. Improved student learning. <b>Staff Responsible for Monitoring:</b> General education teachers and special education teachers, appraisers  <b>Title I Schoolwide Elements:</b> 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> During Tier 3: Small Group and Intervention PLC, teachers and appraisers will create a reteach plan for unmastered objectives, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment. <b>Strategy's Expected Result/Impact:</b> Improved student outcomes for special education students <b>Staff Responsible for Monitoring:</b> Special Education teachers, appraisers  <b>Title I Schoolwide Elements:</b> 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Leaders will observe small group instruction and provide feedback using a campus-made small group instruction rubric. <b>Strategy's Expected Result/Impact:</b> Improved student learning <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Leaders will utilize campus created small group instructional rubric to identify instructional needs and for coaching & intervention purposes. <b>Strategy's Expected Result/Impact:</b> Increased scaffolded supports to help students achieve mastery <b>Staff Responsible for Monitoring:</b> Appraisers, Special Education Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Board Goal 5:** N/A - Additional Campus Goals**Goal 5:** SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach**Measurable Objective 1:** 80% of EL students will increase by 4% in mastery on the ELD assessments by end of year**Evaluation Data Sources:** Artifacts include: use of sheltered instruction best practice, lesson plans, leader feedback for lesson plans, checking for understanding & exit ticket data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will embed at least 2-3 sheltered instruction strategies to utilize in lessons. <b>Strategy's Expected Result/Impact:</b> Tier 1 lessons will yield high leverage strategies, so that all students can attain and master the objective. <b>Staff Responsible for Monitoring:</b> Teachers, Appraisers.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> During Tier 3: Small Group and Intervention PLC, teachers and appraisers will create a reteach plan for unmastered objectives, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment. <b>Strategy's Expected Result/Impact:</b> 100% students mastery of all tier 1 and reteach lessons <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All teachers in grades PK-5 will utilize and embed listening, speaking, reading, and writing into every lesson. <b>Strategy's Expected Result/Impact:</b> Increased opportunities for students to speak, read, and write. <b>Staff Responsible for Monitoring:</b> Appraisers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 6: PARENT and COMMUNITY ENGAGEMENT:** To increase Parent Involvement by 5%.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** 75% of our parents will engage in Fall/Winter "drive through festivities."

**Evaluation Data Sources:** Sign In Sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will utilize incentives and advertisement strategies to support parent attendance. <b>Strategy's Expected Result/Impact:</b> Families will engage with school during fall festivities and throughout school year. <b>Staff Responsible for Monitoring:</b> SEL Team  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	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>				

## Board Goal 5: N/A - Additional Campus Goals

### Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.





**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1: IMMUNIZATION MONITORING**, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Front Office Support Staff will monitor immunization cards at time of enrollment for new students. <b>Strategy's Expected Result/Impact:</b> Most or all students will be up to date with immunizations prior to entering school <b>Staff Responsible for Monitoring:</b> Secretary, Nurse  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





**Measurable Objective 2: VISION SCREENING** at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A campus wide schedule will be created to support with vision screenings. <b>Strategy's Expected Result/Impact:</b> 100% of students will be screened for vision. <b>Staff Responsible for Monitoring:</b> Nurse	Formative			Summative
	Nov	Jan	Mar	June





 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Measurable Objective 3:** HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A campus wide schedule will be created to support with hearing screenings. <b>Strategy's Expected Result/Impact:</b> 100% of students will be screened for hearing. <b>Staff Responsible for Monitoring:</b> Nurse	Formative			Summative
	Nov	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Measurable Objective 4:** TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A campus wide schedule will be created to support with Type 2 Diabetes screenings. <b>Strategy's Expected Result/Impact:</b> 100% of students in grades 1, 3, and 5 will be screened by nurse. <b>Staff Responsible for Monitoring:</b> Nurse	Formative			Summative
	Nov	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Measurable Objective 5:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.



**Evaluation Data Sources:** PERSON RESPONSIBLE: School Nurse/Health Wellness Team





Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Daily administration of medication will be given by Nurse or Support Staff. <b>Strategy's Expected Result/Impact:</b> All students who receive medication at school receive services. <b>Staff Responsible for Monitoring:</b> Secretary, Nurse, Support Staff	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 6:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A campus wide schedule will be created to support monthly monitoring checks. <b>Strategy's Expected Result/Impact:</b> AED will be in working order at all times. <b>Staff Responsible for Monitoring:</b> Nurse	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 8:** COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 90% of all students who are required to take the PE assessment will pass.

**Evaluation Data Sources:** P.E. Yearly assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> P.E. Teacher will embed regular activities into daily lessons that will support all students passing end of year exam. <b>Strategy's Expected Result/Impact:</b> Students will be prepared to pass test. <b>Staff Responsible for Monitoring:</b> P.E. Teacher, Appraiser	Formative			Summative
	Nov	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>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 9:** OTHER UNMET (If applicable)

# Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers and leaders will meet each Tuesday to plan for tier 1 instruction. A campus wide template will be utilized to ensure expectations are met.
1	1	1	2	Teachers will utilize the I do, We do, and You do model including a CFU and/or exit to ticket to identify student understanding.
1	1	1	3	Instructional Leadership Team will utilize a lesson plan rubric aligned to "Smith Elementary School" lesson plan look for as well as Teacher Appraisal and Development System expectations.
1	1	1	4	During Tier 1 Lesson Planning PLC, 100% teachers and appraisers will utilize historical data and previous exit ticket data to support in first teach planning. This includes identifying the exit ticket, the instructional strategy, the CFU and sentence stem, and the possible misconceptions to determine a solid first teach lesson.
1	1	1	6	Teachers and leaders will identify the exit ticket, the instructional strategy, the CFU and sentence stem, and the possible misconceptions during PLC to determine a solid first teach lesson.
1	1	2	1	100% of teachers in K-5 will follow the 6 components of guided reading.
1	1	2	2	100% of teachers in PK-3 will utilize Neuhaus strategies during ELAR or ESL block.
1	1	2	3	All teachers in grade K-5 will utilize running records to monitor reading level growth every 3-6 weeks.
2	1	1	1	Teachers and leaders will meet each Tuesday to plan for tier 1 instruction. A campus wide template will be utilized to ensure expectations are met.
2	1	1	2	During Tier 1 Lesson Planning PLC, 100% teachers and appraisers will utilize historical data and previous exit ticket data to support in first teach planning. This includes identifying the exit ticket, the instructional strategy, the CFU and sentence stem, and the possible misconceptions to determine a solid first teach lesson.
2	1	1	3	Teachers will utilize the I do, We do, and You do model including a CFU and/or exit to ticket to identify student understanding.
2	1	1	4	During Tier 3: Small Group and Intervention PLC, teachers and appraisers will create a reteach plan for not yet mastered objectives, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment.
2	1	2	2	All teachers in grades 1-5 will utilize the problem solving notebook during tier 1 instruction.
2	1	2	3	All teachers in grades 1-5 will utilize a data driven do now during tier one instruction.
2	1	3	1	All students will receive additional small group intervention time during the campus wide intervention block. In addition, students will also have 1 hour of intervention time using Imagine Math.
3	1	1	1	Teachers and leaders will meet each Tuesday to plan for tier 1 instruction. A campus wide template will be utilized to ensure expectations are met.

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	1	2	Teachers will utilize the I do, We do, and You do model including a CFU and/or exit to ticket to identify student understanding.
3	1	1	3	Instructional Leadership Team will utilize a lesson plan rubric aligned to "Smith Elementary School" lesson plan look for as well as Teacher Appraisal and Development System expectations.
3	1	1	4	During Tier 1 Lesson Planning PLC, 100% teachers and appraisers will utilize historical data and previous exit ticket data to support in first teach planning. This includes identifying the exit ticket, the instructional strategy, the CFU and sentence stem, and the possible misconceptions to determine a solid first teach lesson.
3	1	1	5	Teacher will plan lessons based on student data, includes frequent checks for understanding aligned to the objective
3	1	1	6	Teachers and leaders will identify the exit ticket, the instructional strategy, the CFU and sentence stem, and the possible misconceptions during PLC to determine a solid first teach lesson.
4	1	1	1	100% of teachers will utilize accommodations and designated supports daily to support students.
4	1	1	2	During Tier 3: Small Group and Intervention PLC, teachers and appraisers will create a reteach plan for unmastered objectives, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment.
4	1	1	3	Leaders will observe small group instruction and provide feedback using a campus-made small group instruction rubric.
4	1	2	1	During the campus wide intervention schedule, SE students will utilize Imagine Literacy and Imagine Math.
4	1	3	1	Designated supports will be created for all SE students.
5	1	1	1	Teachers will make 1st contact. Grade Level Teacher Assistants will make 2nd contact. SIRS Clerk will ensure daily attendance is timely and accurate.
5	1	1	2	SEL will monitor with SIRS Clerk will monitor weekly utilizing multiple data points such as nurse visits, absence logs, and a campus wide tracker.
5	1	1	3	SEL Team will create opportunities such as popcorn treats and other incentives for classes who have weekly 100% attendance.
5	4	1	1	Provide Co-teach model along with pull out model to support individual IEPs.
5	4	1	2	During Tier 3: Small Group and Intervention PLC, teachers and appraisers will create a reteach plan for unmastered objectives, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment.
5	4	1	3	Leaders will observe small group instruction and provide feedback using a campus-made small group instruction rubric.
5	4	1	4	Leaders will utilize campus created small group instructional rubric to identify instructional needs and for coaching & intervention purposes.
5	5	1	1	Teachers will embed at least 2-3 sheltered instruction strategies to utilize in lessons.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	5	1	2	During Tier 3: Small Group and Intervention PLC, teachers and appraisers will create a reteach plan for unmastered objectives, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment.
5	5	1	3	All teachers in grades PK-5 will utilize and embed listening, speaking, reading, and writing into every lesson.
5	7	1	1	Front Office Support Staff will monitor immunization cards at time of enrollment for new students.

# Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers and leaders will meet each Tuesday to plan for tier 1 instruction. A campus wide template will be utilized to ensure expectations are met.
1	1	1	2	Teachers will utilize the I do, We do, and You do model including a CFU and/or exit to ticket to identify student understanding.
1	1	1	3	Instructional Leadership Team will utilize a lesson plan rubric aligned to "Smith Elementary School" lesson plan look for as well as Teacher Appraisal and Development System expectations.
1	1	1	4	During Tier 1 Lesson Planning PLC, 100% teachers and appraisers will utilize historical data and previous exit ticket data to support in first teach planning. This includes identifying the exit ticket, the instructional strategy, the CFU and sentence stem, and the possible misconceptions to determine a solid first teach lesson.
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1	1	2	2	100% of teachers in PK-3 will utilize Neuhaus strategies during ELAR or ESL block.
1	1	2	3	All teachers in grade K-5 will utilize running records to monitor reading level growth every 3-6 weeks.
2	1	1	1	Teachers and leaders will meet each Tuesday to plan for tier 1 instruction. A campus wide template will be utilized to ensure expectations are met.
2	1	1	2	During Tier 1 Lesson Planning PLC, 100% teachers and appraisers will utilize historical data and previous exit ticket data to support in first teach planning. This includes identifying the exit ticket, the instructional strategy, the CFU and sentence stem, and the possible misconceptions to determine a solid first teach lesson.
2	1	1	3	Teachers will utilize the I do, We do, and You do model including a CFU and/or exit to ticket to identify student understanding.
2	1	1	4	During Tier 3: Small Group and Intervention PLC, teachers and appraisers will create a reteach plan for not yet mastered objectives, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment.
2	1	2	2	All teachers in grades 1-5 will utilize the problem solving notebook during tier 1 instruction.
2	1	2	3	All teachers in grades 1-5 will utilize a data driven do now during tier one instruction.
2	1	3	1	All students will receive additional small group intervention time during the campus wide intervention block. In addition, students will also have 1 hour of intervention time using Imagine Math.
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4	1	1	1	100% of teachers will utilize accommodations and designated supports daily to support students.
4	1	1	2	During Tier 3: Small Group and Intervention PLC, teachers and appraisers will create a reteach plan for unmastered objectives, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment.
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4	1	2	1	During the campus wide intervention schedule, SE students will utilize Imagine Literacy and Imagine Math.
4	1	3	1	Designated supports will be created for all SE students.
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5	1	1	2	SEL will monitor with SIRS Clerk will monitor weekly utilizing multiple data points such as nurse visits, absence logs, and a campus wide tracker.
5	1	1	3	SEL Team will create opportunities such as popcorn treats and other incentives for classes who have weekly 100% attendance.
5	4	1	1	Provide Co-teach model along with pull out model to support individual IEPs.
5	4	1	2	During Tier 3: Small Group and Intervention PLC, teachers and appraisers will create a reteach plan for unmastered objectives, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment.
5	4	1	3	Leaders will observe small group instruction and provide feedback using a campus-made small group instruction rubric.
5	4	1	4	Leaders will utilize campus created small group instructional rubric to identify instructional needs and for coaching & intervention purposes.
5	5	1	1	Teachers will embed at least 2-3 sheltered instruction strategies to utilize in lessons.



Board Goal	Goal	Measurable Objective	Strategy	Description
5	5	1	2	During Tier 3: Small Group and Intervention PLC, teachers and appraisers will create a reteach plan for unmastered objectives, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment.
5	5	1	3	All teachers in grades PK-5 will utilize and embed listening, speaking, reading, and writing into every lesson.
5	7	1	1	Front Office Support Staff will monitor immunization cards at time of enrollment for new students.

# State Compensatory

## Budget for 242 Smith Elementary School

**Total SCE Funds:** \$176,229.46

**Total FTEs Funded by SCE:** 2

### Brief Description of SCE Services and/or Programs

The SCE funds will be utilized to supplement our students who are at greatest risk through the purchase of instructional materials for tier one instruction and small group instruction. Extra duty pay will be utilized to support after school tutorials and Saturday camps. In addition, designated support materials such as bilingual dictionaries, headphones, and other supplemental aides will be purchased through SCE.

## Personnel for 242 Smith Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chavira, Sandra Michelle	Tchr, Second Grade	1
Quinn, Amy E	Tchr, Reading, K-6	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the Smith Elementary Leadership team.

STAAR Domain 1 student achievement (complete 2018-2019 data) indicates lack of teacher planning and implementation of tier one instruction. Lessons were not aligned to ensure scholars meet mastery at the end of the lesson. Exit tickets were provided for assessment, however their effectiveness was not vetted. Data action plan protocol is in place, however, the follow-through for re-teaching is not done with fidelity. Teachers are inconsistent with using data for planning Tier I instruction. Exit tickets were provided, however, the data collected was not consistently used. Check for Understanding was not included in the lesson cycle. Our Data / SE Goal: STAAR student achievement for students receiving special education services in Reading Language Arts (ELAR/SLAR) will increase in overall performance at the approaches level from 48% (2019 scores)/ 44% (2021 scores) to 50%; at the meets level from 25% (2019 scores)/ 38% (2021 scores) to 38%; at the masters level from 18% (2019 scores)/ 38% (2021 scores) to 38%. STAAR student achievement for students receiving special education services in Math will increase in overall performance at the approaches level from 50% (2019 scores)/ 41% (2021 scores) to 65%; at the meets level from 33% (2019 scores)/ 38% (2021 scores) to 38%; at the masters level from 23% (2019 scores)/ 38% (2021 scores) to 38%. Priority Need/Root Causes: student testing & identification for special education is delayed; inconsistent use of accommodations in all content and classrooms; lack of evaluators during RTI process, specifically bilingual testers, and a lack of consistency in support and interventions in the lower grades.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders are involved with the development of this plan in the following ways: Leadership will discuss and provide an opportunity for feedback to these priorities to stakeholders through multiple venues. First, from the staff during the State of School/TIP/SIP presentation the beginning of the year. Next, through SDMC meetings wherein the State of the School, School Improvement Plan and Targeted Improvement Plan are reviewed and discussed. Additionally, during our districts' support meetings, including Leadership Calibration Walks and Instructional Rounds, where feedback from district stakeholders is provided. Lastly, we will collect feedback from the community as a whole during our October Targeted Improvement Plan review community meeting.

### **2.2: Regular monitoring and revision**

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

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

The SIP is available to parents in the following locations: school and district website and during parent meetings. In addition, a hard copy will be placed in the front office for

visitors.

The SIP was made available to parents by: Leadership will discuss and provide an opportunity for feedback to these priorities to stakeholders through multiple venues. Firstly, from the staff during the State of School/TIP/SIP presentation the beginning of the year. Next, through SDMC meetings wherein the State of the School, School Improvement Plan and Targeted Improvement Plan are reviewed and discussed. Additionally, during our districts' support meetings, including Leadership Calibration Walks and Instructional Rounds, where feedback from district stakeholders is provided. Lastly, we will collect feedback from the community as a whole during our October Targeted Improvement Plan review community meeting.

We provide the SIP to parents in the following languages:

- English
- Spanish

## **2.4: Opportunities for all children to meet State standards**

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. Teachers will deliver effective and aligned Tier I lessons designed during PLCs. Effectiveness will be identified through at least 70% mastery on the exit ticket provided for assessment. Instructional leadership team will provide more precise / detailed feedback prior to implementation.
2. Daily Tier I instruction will include checkpoints for data collection through check for understanding. Exit tickets will be provided at the end of a lesson to assess for mastery and re-teach opportunities. ILT and TDS will meet every three weeks to disaggregate exit ticket data and work with teachers to plan for Tier II intervention through RTI.
3. In order to effectively support the high number of novice teachers, the campus will implement a structured on boarding and support program for all new teachers, including a partnership with local universities. Additionally, the campus employs various teacher leadership opportunities to retain effective teachers.
4. Utilize sheltered instruction strategies during Tier 1 instruction to support ELs.
5. HB45 interventions
6. Campus-wide intervention plan for all Tier 2 and Tier 3 students

## **2.5: Increased learning time and well-rounded education**

Ways that we increase learning time and a well-rounded education for our students include: campus master schedule that identifies blocks of time for literacy, math, science, and ESL. In addition, time is embedded for intervention at the campus level along with during the Tier 1 instructional block to support all learners.

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: professional development during Achieve 180 After School Wednesday professional development, Open Labs provided by leaders, feedback and coaching from class observations.
- Proficient Tier 1 explicit instruction taking place in all content areas: lesson plan feedback, opportunity to practice during PLC through the use of an at bat.

- Bi-weekly AT BATs: opportunities provided during PLC and during coaching and feedback meetings with appraisers.
- Small Group Instruction based on student data needs: occurs during tier 1 instructional block, as well as, during the campus wide intervention block at the beginning of the day. In addition, HB45 interventions take place daily Tuesday through Friday for students in grade 4-5.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent
- Social Worker, Wrap Around Specialist, and Counselor

The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Utilize a campus wide app called Class Dojo
- Utilize On-Line technology such as Microsoft Teams to support meetings such as Meet & Greet, Open House, and parent conferences

### **3.2: Offer flexible number of parent involvement meetings**

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - Meet and Greet, August 19, 2021, 4pm-6pm
- Meeting #2 - Open House, September 7, 2021, 4:30-6:30pm & Meeting #2 Alternate - Open House, September 9, 2021, 4:30-6:30pm
- Meeting #3 - Title 1 Meeting: September 22, 2021, 4pm-6pm
- Meeting #3 - Title 1 Meeting: September 23, 2021, 4pm-6pm
- Meeting #4 - Mid Year Parent Meeting January 10, 2022
- Meeting #4 Alternate - Mid Year Parent Meeting January 24, 2022

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Esther Zamarripa	Intervention Teacher	Title 1	100%
Jaquetta Watson	Class Sized Reduction Teacher	Title 1	100%
Marilu Coronado	Class Sized Reduction Teacher	Title 1	100%

# Addendums

## SIP APPROVAL 2021-2022

School Name and Campus #: Katherine Smith Elementary / 242

Principal Name: Melinda Daugherty

Area Office: Elementary School Office 2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/22/21 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

Melinda Daugherty  
Principal

9/22/21  
Date

*Signatures below indicate review and approval of this document.*

Rosario Ramirez  
PTO/PTA or other Parent Representative

9/22/21  
Date

[Signature]  
SDMC Teacher Representative

9/22/21  
Date

[Signature]  
School Support Officer/Lead Principal

9/27/21  
Date

[Signature]  
Area Office Superintendent

9-24-21  
Date

\_\_\_\_\_  
Effective Schools Facilitator (ESF) or Professional  
Service Provider (PSP)  
(if applicable or still in use under grant contract)

\_\_\_\_\_  
Date