

# **Smith Elementary Campus Improvement Plan 2020-2021**



Submitted for Board Approval October 2020

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

### Smith Elementary Campus Improvement Plan Summary Sheet

<p>Goal 1: By May 2021, all students in Grades 3-5 and student groups will increase academic performance at Approaches, Meets, and Masters by 4% as measured by STAAR in Reading, Math, and 5<sup>th</sup> Grade Science.</p>	<p>Strategy 1: Enhance Tier I instruction through professional development and quality PLC meetings.</p>
	<p>Strategy 2: Provide and implement interventions before school and during Adventure Time to achieve targets in Grade 3-5, including the ELL, SPED, and students identified as at risk.</p>
<p>Goal 2: The percent of K-2 students that score on or above grade level on <b>GRA</b> will increase from 66% to 70%.</p>	<p>Strategy 1: Enhance Tier I instruction through professional development and quality PLC meetings.</p>
	<p>Strategy 2: Provide and implement interventions before school and during Adventure Time to achieve targets in Grade K-2, including the ELL, SPED, and students identified as at risk.</p>
<p>Goal 3: By May 2021, 85% of students, staff, and parents will indicate on the climate survey that Smith has a positive culture and school climate.</p>	<p>Strategy 1: Provide multiple opportunities to enhance school climate thereby creating a strong, safe, drug, and bully-free disciplined school.</p>
	<p>Strategy 2: Provide multiple opportunities to bridge school, home, and community by using multiple forms of communication.</p>
	<p>Strategy 3: Provide multiple opportunities to build camaraderie amongst staff, students, and community.</p>
<p>Goal 4: Based on the 2021 <b>Writing</b> STAAR performance assessment, – <b>Approaches</b> will increase from 64% to 70%, <b>Meets</b> - will increase from 24% to 30% and <b>Masters</b> will increase from 4% to 6%.</p>	<p>Strategy 1: Enhance Tier I instruction through professional development and quality PLC meetings.</p>
	<p>Strategy 2: Provide and implement interventions before school and during Adventure Time to achieve targets in Grade 4 Writing, including the ELL, SPED, and students identified as at risk.</p>

<p>Goal 5 A: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 54% to 57% by May 2021 and from 54% to 67% by June 2024.</p> <p>Goal 5 B: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 62% to 65% by May 2021 and from 62% to 75% by June 2024.</p>	<p>Strategy 1: Enhance Tier I instruction through professional development and quality PLC meetings.</p> <p>Strategy 2: Provide and implement interventions before school and during Adventure Time to achieve targets in Grade 3, including the ELL, SPED, and students identified as at risk.</p>
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## Comprehensive Needs Assessment

### Data Sources Reviewed

Campus and District Common and Formative Assessments	Response to Intervention data (MTSS)	Campus Survey Results
iReady Data	Spring 2019 STAAR Results	TELPAS Data
Guided Reading Assessment (GRA formerly DRA)	Projected Target Data Chart	

## Early Childhood Literacy Campus Outcome Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 54% to 67% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
61%	64%	68%	71%	74%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	67%	61%	**	**	**	**	**	22%	60%	**	67%	68%	13%
2021	70%	64%	**	**	**	**	**	25%	63%	**	70%	71%	16%
2022	74%	68%	**	**	**	**	**	29%	67%	**	74%	75%	20%
2023	77%	71%	**	**	**	**	**	32%	70%	**	77%	78%	23%
2024	80%	74%	**	**	**	**	**	35%	73%	**	80%	81%	26%

## Early Childhood Math Board Outcome Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Math will increase from 62% to 75% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
72%	75%	79%	82%	85%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	89%	71%	**	**	**	**	**	33%	73%	**	75%	81%	13%
2021	92%	74%	**	**	**	**	**	36%	76%	**	78%	84%	16%
2022	96%	78%	**	**	**	**	**	40%	80%	**	82%	88%	20%
2023	99%	81%	**	**	**	**	**	43%	83%	**	85%	91%	23%
2024	99%	84%	**	**	**	**	**	46%	86%	**	88%	94%	26%

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the proposed strategies sections below.

## Teaching and Learning

Identified Problems  
*Student Achievement*

Proposed Strategies

<p>According to the STAAR data table, Smith Elementary's overall achievement was 80% Approaches, 47% Meets, and 23% Masters. These numbers should reflect 90%, 60%, and 30%.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #e1eef6;"> <th colspan="4" style="text-align: center;">3<sup>rd</sup> Grade Reading</th> </tr> <tr> <th style="width: 10%;"></th> <th style="width: 20%;">1<sup>st</sup> 9 Weeks 2019 Curriculum Checkpoint</th> <th style="width: 20%;">2<sup>nd</sup> 9 Weeks 2020 Curriculum Checkpoint</th> <th style="width: 10%;">Benchmark 2020</th> </tr> </thead> <tbody> <tr> <td>Approaches</td> <td style="text-align: center;">60</td> <td style="text-align: center;">89</td> <td style="text-align: center;">76</td> </tr> <tr> <td>Meets</td> <td style="text-align: center;">24</td> <td style="text-align: center;">47</td> <td style="text-align: center;">36</td> </tr> <tr> <td>Masters</td> <td style="text-align: center;">9</td> <td style="text-align: center;">24</td> <td style="text-align: center;">21</td> </tr> </tbody> </table> <table border="1" style="width: 100%; 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Approaches	61	88	70	
Meets	32	59	33	
Masters	17	41	18	
<b>4<sup>th</sup> Grade Writing</b>				
	1 <sup>st</sup> 9 Weeks 2019 Curriculum Checkpoint	2 <sup>nd</sup> 9 Weeks 2020 Curriculum Checkpoint	Benchmark 2020	
Approaches	60	69	50	
Meets	34	43	10	
Masters	12	16	0	
<b>5<sup>th</sup> Grade Reading</b>				
	1 <sup>st</sup> 9 Weeks 2019 Curriculum Checkpoint	2 <sup>nd</sup> 9 Weeks 2020 Curriculum Checkpoint	Benchmark 2020	
Approaches	54	61	60	
Meets	24	36	37	
Masters	7	15	14	
<b>5<sup>th</sup> Grade Math</b>				
	1 <sup>st</sup> 9 Weeks 2019 Curriculum Checkpoint	2 <sup>nd</sup> 9 Weeks 2020 Curriculum Checkpoint	Benchmark 2020	
Approaches	67	73	81	
Meets	44	41	39	
Masters	18	28	22	
<b>5<sup>th</sup> Grade Science</b>				
	1 <sup>st</sup> 9 Weeks 2019 Curriculum Checkpoint	2 <sup>nd</sup> 9 Weeks 2020 Curriculum Checkpoint	Benchmark 2020	
Approaches	67	50	60	
Meets	42	15	24	
Masters	17	0	10	
Writing Scores will need to improve by 8% in Approaches and Meets to maintain a B or higher STAAR rating.				Provide multiple opportunities for students to write daily to process thinking. (Talk Read, Talk Write, Exit Tickets, etc.)
33% of Kindergarten students are reading below grade level, as assessed using the DRA2				Enhance Tier I instruction through professional development and quality PLC meetings

42% of First Grade students are reading below grade level, as assessed using the DRA2	Implement Next Steps to Guided Reading with Fidelity.  Provide daily interventions to address needs from common and formal assessments during Adventure Time and Small group instruction.
25% of Second Grade students are reading below grade level, as assessed using the DRA2	

*At-Risk Student Services / Drop-Out Prevention*

SPED students are consistently underperforming in relation to their peers.	Provide inclusion, resource, and intervention support to help close the achievement gap and monitor its effectiveness.
Growth of students not engaged in Remote Learning during COVID Spring 2020	Screen using, I-Ready data and intervene where needed.

*College, Career, and Military Readiness*

Growth in Special Populations, At-risk, GT, SPED, ELL and 504	Enhance Tier I instruction through professional development and quality PLC meetings  Implement Guided Reading with Fidelity  Schoolwide Intervention Plan to address needs
K-2 students reading on or above level as demonstrated on the GRA	
Students performing at the Meets level as indicated on STAAR 2021.	

**School Culture, Climate, and Leadership Effectiveness**

Identified Problems

Proposed Strategies

Improve communication with students, staff, and community.	Communicate weekly through Skylert messages, Newsletter, Facebook, and Zoom announcements.
All teachers not holding students accountable	Daily reminders of expectations and celebrate small wins of staff who are consistently implementing expectations with fidelity.



Improve the quality of Special Education Program	Special Education teachers are meeting and communicating weekly with core teachers documenting and adjusting as necessary.
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### Teacher Quality and Retention

Identified Problems

Proposed Strategies

20% of new staff with the new administration	<p>Hire quality staff and focus on their strengths</p> <p>Celebrate small wins</p> <p>Encourage collaboration on decisions concerning school</p> <p>Provide staff development to build teacher capacity.</p> <p>Provide effective mentors for newly hired teachers.</p> <p>Build rapport with staff by creating a shared vision and working toward a common goal.</p>
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### Community and Student Engagement

Identified Problems

Proposed Strategies

PBIS was not as effective. Some students were rewarded more than others.	<p>Be consistent with reward distribution and shout outs.</p> <p>Provide pop up PBIS events to eliminate students receiving tickets to attend the last minute.</p>
Students sometimes apathetic when learning	Make learning relevant to students ensuring that material is culturally diverse.

**Goal 1**

<b>Goal Statement:</b> By May 2021, all students in Grades 3-5 and student groups will increase academic performance at Approaches, Meets, and Masters by 4% as measured by STAAR in Reading, Math, and Science.	<b>CNA Focus Area(s): Student Achievement</b>
<b>Strategy 1: Enhance Tier I instruction through professional development and quality PLC meetings</b>	

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Increase students' academic conversation opportunities to fortify academic language, critical thinking skills, academic writing, and oral communication skills at the Tier 1 level.		Principals, Teachers, and Coaches	Daily	No funds needed	Walkthroughs, CANVAS, and Observations
Use Title I and State Comp Ed funds to employ a certified Reading and Math/Science Coach to guide teachers weekly focusing on student-centered learning using the four PLC discussion questions. What do we expect our students to learn? (Goals/Expectations) How will we know they are learning? (Assessment) How will we respond when they don't learn? – Intervention. How will we respond if they already know it? (Gifted)	2.4	Principal	Annually	SCE \$53,131 Title \$37,135.81	STRIVE Evaluations
Ensure all Grades K-5 teachers have appropriate materials/resources to enhance instruction for all students, including ELL, SPED and students identified as at risk. (i-Ready, Prodigy, Raz Kids, Storyworks, etc.)	2.4, 2.5, 2.6	Administrators Coaches and Teachers	Weekly	Title Funds/General \$24,000	Inventory
Provide incentives such as (Snacks, food, parties, free dress, prizes, etc.) to motivate students and teachers to enhance the learning experience.	2.4, 2.5, 2.6	Administrators Coaches and Teachers	Weekly	Title	Observations, Common and Formative Assessments

Bilingual Coach and paraprofessional will aid teachers with translating lessons, finding EL resources to support instruction, and provide interventions to struggling learners.  The support will improve achievement on Common, District and State Assessments such as STAAR and TELPAS.	2.6	Administrators, Bilingual Coach and Paraprofessional	Weekly	Bilingual Allotment	Observations, Common and Formative Assessments and LPAC.
Expand available resources such as providing interest surveys to students and conducting a book study using Culturally Responsive Teaching to provide learning that is personalized to each student's interests and abilities to eliminate gaps in achievement.	2.4, 2.5, 2.6	Administrators, Coaches, and Teachers	September 2020- June 2021	Title SCE	Climate survey, Common and Formative Assessments and i-Ready data.
Ensure access by providing laptops or iPads to engage in rigorous and real-world learning opportunities like field trips face to face when appropriate and online and providing multiple opportunities for students to connect what they are learning to real world.	2.4, 2.5, 2.6	Administrators, Coaches, and Teachers	September 2020- June 2021	Title 10,348.06	Climate survey, Common and Formative Assessments and i-Ready data.
Provide sheltered instruction and EL accommodation training to staff.		Bilingual Coach	August 2020, September 2020, December 2020, February 2021, April 2021	Local	Summative – principal walkthroughs and lesson plan evaluations
Enhance Tier 1 face-to-face and virtual instruction in bimonthly PLCs and weekly planning within teams via Zoom or face to face including SPED teachers by reviewing data and modeling best practices instructional		Teachers SPED Facilitators Principals	Weekly Planning Meetings/Monthly PLC's	No funds needed	Collaboration is evidenced by lesson plans and detailed agendas and minutes

strategies. (Turn and Talk, Talk Read Talk Write, Quality Questioning, Student Talk, Student led lessons, etc.)					recorded at each PLC.
Provide ongoing professional development during Faculty Meetings with the integration of CANVAS and Nearpod, including discussions on how to make learning more student centered, teaching with cultural diversity in mind.	2.5	Teachers Facilitators Digital Learning Coach	Bi-Monthly	Title	Professional Development Session Agendas, Assessments, Parent and Teacher Survey
Promote the integration of Canvas into daily instruction		Teachers	Weekly	No funds needed	Canvas lesson plans and Observations
Provide support to teachers in Reading, Writing, Math, Science, and Social Studies with focusing on student-centered lessons using questioning stems to promote student talk and to check for understanding in weekly planning meetings and PLC's.	2.5	Teachers Facilitators Digital Learning Coach	Weekly Planning Meetings and Monthly PLC's.	Title	Professional Development Session Assessments, Observations
Implement common formative and summative assessments for all students (At risk, SPED, EL, etc.), disaggregate, analyze data, and share results in PLCs to improve instructional practice and student performance.		Admin, Coaches, Teachers	Twice 9 weeks	Local Funds	Common and District Assessments
Implement Guided Reading, Guided Math, and Guided Writing with fidelity (Jan Richardson, Math P16, Number Talks, Phonics, etc)		Teachers	September 2020- June 2021	No funds needed	Observations, CANVAS
Ensure facility safety remains a priority through up-to-date technology such as cameras, loudspeakers and	2.6	Admin, Coaches, Teachers	Monthly	Local Funds/Title	Safety Drills, School Walks

that our campus provides a safe, inclusive, and effective learning environment for all by conducting monthly drills and by inspecting the property monthly to ensure it is being maintained properly.					
Highly effective professional learning communities will be utilized as a vehicle for examining school, classroom, and individual student progress. As a result, intervention opportunities for students receiving special education will be targeted in more focused ways, resulting in a 5% decrease in failures in special education		Teachers	September 2020- June 2021	No funds needed	Observations, Progress Reports, Report Cards

**Strategy 2: Provide and implement interventions before school and during Adventure Time to achieve targets in Grade 3-5, including the ELL, SPED, and students identified as at risk.**

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Develop a plan to address learning gaps for students not engaged in virtual learning from Spring.	2.6, 2.4, 2.5	Administrators, Coaches, and Teachers	2 <sup>nd</sup> 9 Weeks	Title Funds	Spring COVID MTSS Spreadsheet
Teachers will meet twice in 9 weeks to discuss students not meeting expectations. During our MTSS meeting, we will develop a plan on how to provide	2.6, 2.4, 2.5	Administrators, Coaches, and Teachers	Twice 9 Weeks	Title Funds	MTSS meetings Multi-tiered support system

specific interventions to improve student performance.					
Focus on closing the gaps in assessment performance based on assessments such as STAAR, TX-KEA, TPRI, TEJAS-LEE, GRA, etc. by analyzing data and adjusting instruction with frequent checks for understanding to improve student outcomes.	2.6, 2.4, 2.5	Administrators, Coaches, and Teachers	Weekly	Title Funds	Common and District Assessments
Use I-Ready data to focus on individual gaps identified in the diagnostic assessment during Adventure Time.		Administrators, Coaches, and Teachers	Daily	Local	Observations, lesson plans, and PLC
Utilize certified teachers and tutors to tutor at-risk ELs and SPED students.	2.4, 2.6	Teachers and Tutors	Spring 2020/ Twice a week	SCE \$1256	TEA Interim Assessments
Increase at-risk student achievement by supplementing instruction with extended learning time tutorials. (Summer Superstar Camp, Saturday STAAR Camp)	2.5	Administrators, Coaches, and Teachers	March 2021 Summer 2021	Title \$8000	Observations, PLC's and Lesson Plans
Develop an extended planning period 3 to 4 times per year to allow more time for teachers to review data, Calendar TEKS, to provide instruction focusing on Adventure Themed lessons with culturally responsive teaching.		Administration, Instructional Coaches	Twice in Fall and Twice in Spring	Local	Lesson Plans, District Road map, STAAR frequency chart, TEKS, STAAR and District Blueprint, ETC
Targeted small group instruction will be provided for students identified through MTSS, common and formal assessments, including at-risk, SPED, EL, and Title I students to ensure mastery of TEKS and on level independent reading virtually and on-campus.		Facilitators Teachers	Daily	Local	Observations, Running Records, Common and Formative Assessments, GRA and i-Ready

**Goal 2**

<b>Goal Statement: The percent of K-2 students that score on or above grade level on Guided Reading Assessment will increase from 66% to 70%.</b>	<b>CNA Focus Area(s): Student Achievement</b>
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**Strategy 1: Enhance Tier I instruction through professional development and quality PLC meetings**

<b>Action</b>	<b>Title I Element</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
The teacher will utilize professional literature such as the Next Steps in Guided Reading Assessment by Jan Richardson to strengthen their Guided Reading/station blocks, virtually and F2F.	2.5, 2.6	Admin, Teachers and Coaches	Daily	Local Funds/Title 1	Guided Reading and I Ready Data
Focus on Quality Questioning Strategies using STAAR stems to increase academic discourse between students and teachers orally and written form amongst all students. (At risk, SPED, EL, etc.)		Admin, Coaches, Teachers	Daily	Local Funds	Lesson Plans and Observations
Students will use journal writing daily to improve their skills using Patterns of Power as a guide focusing on grammar.	2.5, 2.6	Admin and Coaches	Daily	Local Funds/Title	Observations and MTSS data
Provide multiple opportunities for students to write daily to process thinking. (Talk Read, Talk Write, Exit Tickets, etc.)		Administrators, Teachers and Bilingual Coach	Daily	Bilingual Allotment	Observations, Writing Samples and MTSS data



**Strategy 2: Provide and implement interventions before school and during Adventure Time to achieve targets in Grade K-2, including the ELL, SPED, and students identified as at risk.**

<b>Action</b>	<b>Title I Element</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
Provide in-school Phonics, Fluency, and comprehension interventions in Reading for grades K-2 students; including SPED, ELs, and At-Risk Students.	2.6	Teachers, Coaches, Tutors	Daily	SCE \$4000	Eduphoria Writing Samples
Use Title I and State Comp Ed funds to employ a certified Reading Coach and Math/Science Coach to provide intervention to students.	2.4	Principal	Annually	SCE \$53,131 Title \$37,135.81	STRIVE Evaluations
Students will have multiple opportunities for sustained silent reading choosing material relevant to them.	2.4	Teachers, Coaches, Tutors	Daily	Title/Teachers, Coaches, Tutors	Daily Writing Samples

**Goal 3**

<b>Goal Statement: By May 2021, 85% of students, staff, and parents will indicate on the climate survey that Smith has a positive culture and school climate.</b>	<b>CNA Focus Area(s): Climate and Culture</b>
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**Strategy 1: Provide multiple opportunities to enhance school climate thereby creating a strong, safe, drug, and bully-free disciplined school.**

<b>Action</b>	<b>Title I Element</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
Provide CANVAS training to all parents and guardians with the tools to support student learning and growth.	2.6	Principal, Teachers, Coaches	October 2020, December 2020 February 2021 April 2021	Title	Survey Teacher Feedback
Involve parents and community members in the planning and successful implementation of academic programs by completing surveys and attending Site Based Decision Making Committee Meetings.	2.4	Administration, Coaches, and Teachers	Monthly	Title \$7000	Campus surveys and feedback, event attendance, testing and discipline data, PBIS data
Implement campus-wide CHAMPS, PBIS, (Positive behavior intervention system) No Place for Hate, House Teams, and Character Counts, both in classrooms and common areas to reinforce behavior expectations.	2.4	Administration, Coaches, and Teachers	Daily	SCE \$7000	Campus surveys and feedback, event attendance, testing and discipline data, PBIS data
The Campus Improvement Plan will be in the front office, Smith's Website, and emailed via Skylert in Spanish and English to stakeholders.		Administration, Coaches, and Teachers	Updated quarterly	Local	Site base decision-making committee, Parent, Student, and Staff survey

Engage in parent and community outreach through parent/curriculum nights targeted to the needs of various learners. (Virtual Fall Festival, Pajama Jam, etc.)	2.4	Administration, Coaches, and Teachers	November 19, 2020 February 11, 2021	SCE \$3000	Campus surveys and feedback, event attendance, testing and discipline data, PBIS data
Announce students and teachers "Caught with Character" sharing academic and social highlights on the Morning Announcements and post on Facebook		Administrators, Teachers, and Coaches	Daily	No funds needed	Morning Announcements Improve culture and climate
Provide mental health check-ins for students and staff periodically. Engage students and staff in Mindfulness activities daily on the morning announcements to provide strategies and opportunities to de-stress.		Administrators, Teachers, and Coaches	Daily	No funds needed	Morning Announcements Improve culture and climate

**Strategy 2: Provide multiple opportunities to bridge school, home, and community by using multiple forms of communication.**

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
To remain current and relevant, the CIP will be revised for the 2020-2021 school year quarterly at the Site-Based Decision Making Committee meetings.	3.2	Site-based decision-making committee	Quarterly	Local	Climate Survey, Campus Improvement Plan
Parents will be provided the following in English and Spanish. (Campus Improvement Plan, Title 1 Compact, and Parent and the Family Engagement Policy) These policies will be accessible for parents and community members on the campus	3.1	Administration, Coaches, and Teachers	Updated quarterly	Title 1 Funds	Site base decision-making committee, Parent, Student, and Staff survey

website, in the school's front office, at parent engagement activities, and in the State and Federal Programs Office at the district's administration building.					
The Parent and Family Engagement Policy will be adopted and Fall 2020 and will be distributed at Open House and available at each Parent and Family Engagement Activity offered at Smith.	3.1 Develop and distribute Parent and Family Engagement Policy	Administration, Parents, and Teachers	Fall 2020	Title 1 Funds	Site base decision-making committee, Parent, Student, and Staff survey
This school will offer a flexible number of meetings in the morning and evening that will consist of Revising Parent and Engagement Policy and Parent Compact.	3.2	Administration, Parents, and Teachers	Fall 2020	Title 1 Funds	Site base decision-making committee, Parent, Student, Parent Engagement and Title 1 PowerPoint and Staff survey
Communicate with parents through the use of Monthly Parent Newsletter, Thursday folders, CANVAS, Skylert, Facebook, etc.	3.2:	Administration, Parents, and Teachers	Weekly	Title 1 Funds	Site base decision-making committee, Parent, Student, Parent Engagement and Title 1 PowerPoint and Staff survey

**Goal 4**

<b>Goal 4: Based on the 2021 Writing STAAR performance assessment, – Approaches will increase from 64% to 70%, Meets - will increase from 24% to 30% and Masters will increase from 4% to 6%.</b>	<b>CNA Focus Area(s): Student Achievement</b>
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**Strategy 1: Enhance Tier I instruction through professional development and quality PLC meetings**

<b>Action</b>	<b>Title I Element</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
Focus on structured MTSS plans, to ensure all students are achieving at the highest levels		Facilitators Teachers	Daily	Local	Walkthroughs MTSS Meetings PLC's
Targeted small group instruction will be provided for students identified through MTSS, common and formal assessments, including at-risk, SPED, EL, and Title I students to ensure mastery of TEKS and on level independent reading virtually and on-campus.		Facilitators Teachers	Daily	Local	Observations, Benchmarks, Running Records, Common and Formative Assessments, GRA and i-Ready
Provide multiple opportunities for students to write daily to process thinking. (Talk Read, Talk Write, Exit Tickets, etc.)		Administrators, Teachers and Bilingual Coach	Daily	Bilingual Allotment	Observations, Writing Samples and MTSS data
Teachers meet weekly in Collaborative Planning Meetings to focus on providing quality instruction, which includes providing purposeful feedback during small groups and individual		Administrators, Coaches, and Teachers	Weekly	Local Funds	Lesson Plans, Eduphoria Data, Canvas, and Common Assessments.

writing conferences, and to look at student exemplars and writing samples to calibrate.					
Provide high-quality professional development in questioning strategies to enhance writing instruction and student talk.	2.4	Administrators and Coaches	Once a month (minimum)	Local Fund/Title	Observations
Students will use journal writing daily to improve their skills using Patterns of Power as a guide focusing on grammar, sentence structure, adding details, etc.	2.5, 2.6	Admin and Coaches	Daily	Local Funds/Title	Observations and MTSS data
Students will participate in Writer Adventure Camp to improve writing skills		Teachers, Coaches, Tutors	January-March 2021	Teachers, Coaches, Tutors	Daily Writing Samples

**Strategy 2: Provide and implement writing interventions before school and during Adventure Time to achieve targets in Grade 4 Writing, including the ELL, SPED, and students identified as at risk.**

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Use Writing sample data to focus on individual needs during Adventure Time		Administrators, Coaches, and Teachers	Daily	Local	Observations, lesson plans, and PLC
Provide in-school writing structure, grammar, adding details and staying on topic interventions in Reading for grade 4 students; including SPED, ELs, and At-Risk Students.	2.6	Teachers, Coaches, Tutors	Daily	SCE \$4000	RTI data, Common and District Assessments/STAR

<p>Use Title I and State Comp Ed funds to employ a certified Reading Coach to coach teachers weekly, focusing on student-centered learning using the four PLC guiding questions.          What do we expect our students to learn? (Goals/Expectations)          How will we know they are learning? (Assessment)          How will we respond when they don't learn? – Intervention.          How will we respond if they already know it? (gifted)</p>	2.4	Principal	Annually	SCE \$53,131 Title \$37,135.81	STRIVE Evaluations
<p>Increase at-risk student achievement by supplementing instruction with extended learning time tutorials. (Summer Superstar Camp, Saturday STAAR Camp)</p>	2.5	Administrators, Coaches, and Teachers	March 2021 Summer 2021	Title \$8000	Observations, PLC's and Lesson Plans

**Goal 5 A & B**

<p><b>Goal 5 A:</b> The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 54% to 57% by May 2021 and from 54% to 67% by June 2024.</p> <p><b>Goal 5 B:</b> The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 62% to 65% by May 2021 and from 62% to 75% by June 2024.</p>	<b>CNA Focus Area(s): Student Achievement</b>
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**Strategy 1: Enhance Tier I instruction through professional development and quality PLC meetings**

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Increase students' academic conversation opportunities to fortify academic language, critical thinking skills, academic writing, and oral communication skills at the Tier 1 level.		Principals, Teachers, and Coaches	Daily	No funds needed	Walkthroughs, CANVAS, and Observations
Use Title I and State Comp Ed funds to employ a certified Reading Coach and Math/Science Coach to coach teachers weekly focusing on student-centered learning using the four PLC guiding questions and to provide intervention to students with learning gaps. What do we expect our students to learn? (Goals/Expectations) How will we know they are learning? (Assessment) How will we respond when they don't learn? – Intervention. How will we respond if they already know it? (gifted)	2.4	Principal	Annually	SCE \$53,131 Title \$37,135.81	STRIVE Evaluations
Ensure all Grades K-5 teachers have appropriate materials/resources to enhance instruction for all students, including ELL, SPED and students identified as at risk. (i-Ready, Prodigy, Raz Kids, Storyworks, Countdown to STAAR, etc.)	2.4, 2.5, 2.6	Administrators Coaches and Teachers	Weekly	Title Funds/General \$24,000	Inventory



Provide incentives such as (Snacks, food, parties, free dress, prizes, etc.) to motivate students and teachers to enhance the learning experience.	2.4, 2.5, 2.6	Administrators Coaches and Teachers	Weekly	Title	Observations, Common and Formative Assessments
Bilingual Coach and paraprofessional will aid teachers with translating lessons, finding EL resources to support instruction, and provide interventions to struggling learners. The support will improve achievement on Common, District and State Assessments such as STAAR and TELPAS.	2.6	Administrators and Bilingual Coach	Twice a week	Bilingual Allotment	Observations, Writing Samples and RTI data
Expand available resources such as providing interest surveys to students and conducting a book study using Culturally Responsive Teaching to provide learning that is personalized to each student's interests and abilities to eliminate gaps in achievement.	2.4, 2.5, 2.6	Administrators, Coaches, and Teachers	September 2020- June 2021	Title SCE	Climate survey, Common and Formative Assessments and i-Ready data.
Ensure access by providing laptops or iPads to engage in rigorous and real-world learning opportunities like field trips face to face when appropriate and online and providing multiple opportunities for students to connect what they are learning to real world.	2.4, 2.5, 2.6	Administrators, Coaches, and Teachers	September 2020- June 2021	Title 10,348.06	Climate survey, Common and Formative Assessments and i-Ready data.
Provide sheltered instruction and EL accommodation training to staff.		Bilingual Coach	August 2020, September 2020, December 2020, February 2021, April 2021	Local	Summative – principal walkthroughs and lesson plan evaluations

Enhance Tier 1 face-to-face and virtual instruction in bimonthly PLCs and weekly planning within teams via Zoom or face to face including SPED teachers by reviewing data and modeling best practices instructional strategies. (Turn and Talk, Talk Read Talk Write, Quality Questioning, Student Talk, Student led lessons, etc.)		Teachers SPED Facilitators Principals	Weekly Planning Meetings/Monthly PLC's	No funds needed	Collaboration is evidenced by lesson plans and detailed agendas and minutes recorded at each PLC.
Provide ongoing professional development during Faculty Meetings with the integration of CANVAS and Nearpod, including discussions on how to make learning more student centered, teaching with cultural diversity in mind.	2.5	Teachers Facilitators Digital Learning Coach	Bi-Monthly	Title	Professional Development Session Agendas, Assessments, Parent and Teacher Survey
Promote the integration of Canvas into daily instruction		Teachers	Weekly	No funds needed	Canvas lesson plans and Observations
Provide support to teachers in Reading, Writing, Math, Science, and Social Studies with focusing on student-centered lessons using questioning stems to promote student talk and to check for understanding in weekly planning meetings and PLC's.	2.5	Teachers Facilitators Digital Learning Coach	Weekly Planning Meetings and Monthly PLC's.	Title	Professional Development Session Assessments, Observations
Implement common formative and summative assessments for all students (At risk, SPED, EL, etc.), disaggregate, analyze data, and share results in PLCs to improve instructional practice and student performance.		Admin, Coaches, Teachers	Twice 9 weeks	Local Funds	Common and District Assessments

Implement Guided Reading, Guided Math, and Guided Writing with fidelity (Jan Richardson, Math P16, Number Talks, Phonics, etc)		Teachers	September 2020- June 2021	No funds needed	Observations, CANVAS
Ensure facility safety remains a priority through up-to-date technology such as cameras, loudspeakers and that our campus provides a safe, inclusive, and effective learning environment for all by conducting monthly drills and by inspecting the property monthly to ensure it is being maintained properly.	2.6	Admin, Coaches, Teachers	Monthly	Local Funds/Title	Safety Drills, School Walks

**Strategy 2: Provide and implement interventions before school and during Adventure Time to achieve targets in Grade 3, including the ELL, SPED, and students identified as at risk.**

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
Develop a plan to address learning gaps for students not engaged in virtual learning from Spring.	2.6, 2.4, 2.5	Administrators, Coaches, and Teachers	2 <sup>nd</sup> 9 Weeks	Title Funds	Spring COVID MTSS Spreadsheet
Teachers will meet twice in 9 weeks to discuss students not meeting expectations. During our MTSS meeting, we will develop a plan on how to provide specific interventions to improve student performance.	2.6, 2.4, 2.5	Administrators, Coaches, and Teachers	Twice 9 Weeks	Title Funds	MTSS meetings Multi-tiered support system
Focus on closing the gaps in assessment performance based on assessments such as STAAR, TX-KEA, TPRI, TEJAS-LEE, GRA, etc. by analyzing data and adjusting	2.6, 2.4, 2.5	Administrators, Coaches, and Teachers	Weekly	Title Funds	Common and District Assessments

instruction with frequent checks for understanding to improve student outcomes.					
Use I-Ready data to focus on individual gaps identified in the diagnostic assessment during Adventure Time.		Administrators, Coaches, and Teachers	Daily	Local	Observations, lesson plans, and PLC
Provide daily interventions to address needs from common and formal assessments during Adventure Time and Small group instruction.		Coaches, and Teachers	Daily	Local	Observations, MTSS, PLC, and iReady data
Utilize certified teachers and tutors to tutor at-risk ELs and SPED students.	2.4, 2.6	Teachers and Tutors	Spring 2020/ Twice a week	SCE \$1256	RTI data, Common and District Assessments/STAAR
Increase at-risk student achievement by supplementing instruction with extended learning time tutorials. (Summer Superstar Camp, Saturday STAAR Camp)	2.5	Administrators, Coaches, and Teachers	March 2021 Summer 2021	Title \$8000	Observations, PLC's and Lesson Plans
Develop an extended planning time 3 to 4 times per year to allow more time for teachers to study and plan at deeper levels.		Administration, Instructional Coaches	Twice in Fall and Twice in Spring	Local	Lesson Plans, District Road map, STAAR frequency chart, TEKS, STAAR and District Blueprint, ETC
Targeted small group instruction will be provided for students identified through MTSS, common and formal assessments, including at-risk, SPED, EL, and Title I students to ensure mastery of TEKS and on level		Facilitators Teachers	Daily	Local	Observations, Running Records, Common and Formative Assessments, GRA and i-Ready

independent reading virtually and on-campus.					

**Financial Summary**

<b>Funding Source</b>	<b>Total Amount</b>
2020-2021 Title 1 Allocation	\$86,485.00
Bilingual/ESL	\$4532.00
State Compensatory (Supplies, Materials, Extra Duty)	\$9,603.00

**SBDMC Members**

<b>Name</b>	<b>Position</b>
Keschia Jones	Principal
Shawanda Anderson	Assistant Principal
Elizabeth Flores	Kindergarten
Irene Mendez	First Grade Teacher
LaKeshia Jackson	Second Grade Teacher
Tangeniqua Parker	Third Grade Teacher
Samantha Schuetze	Fourth Grade Teacher
Marisa Menjivar	Fifth Grade Teacher
Sharon Trevino	SPED Teacher
Kathy Rodriguez	Parent
Sagrario Soler Palomares	Parent
Lana Antsulevich	Specials Teacher

**Smith Elementary**  
**State Compensatory Education**

<b>Position</b>	<b>FTEs Funded by Compensatory Education</b>
Literacy Coach/Academic Facilitator	.25
Literacy Coach	.50
Literacy Coach	.75
SCE FTE Total	\$45,762.50

**Title I**

<b>Position</b>	<b>FTEs Funded by Title I</b>
Math Coach/Facilitator	.50
Title 1 SCE FTE Total	\$31, 675.00

**Additional Information to Address Title I Elements  
(Title I Campuses ONLY)**

**2.2 Regular monitoring and revision**

To remain current and relevant, the CIP will be revised for the 2020-2021 school year and/or evaluated during the following months (November, January, March, and April). Tentative Campus Improvement Council/SDM meeting dates are as follows: November 11, 2020, January 27, 2021, March 10, 2021, April 21, 2021

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

To help parents be informed the campus will provide the following in English and Spanish for families: CIP, Title 1 Compact, and the Parent and the Family Engagement Policy. These policies will be accessible in the following locations for parents and community members: campus website, the school's front office, at parent engagement activities, and in the State and Federal Programs Office at the district's administration building.

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

The Parent and Family Engagement Policy will be adopted and revised in the fall and spring. The Parent and Family Engagement Policy will be distributed at Open House and each Parent and Family Engagement Activity offered at this school. The policy will be available in English and Spanish, and it will be located on the campus website, the front office, and in the State and Federal Programs Office at the district administration building.

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

This school will offer a flexible number of meetings to be held in both the morning and afternoon. Proposed dates for meetings are November 11, 2020, January 27, 2021, March 10, 2021, April 21, 2021. Meetings will consist of Title 1, Information sessions, Site-Based Decision Making Committee, Parent Conferences, etc.

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Strategic priorities



Recruit, support, and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)

The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers



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