

Lamar Consolidated Independent School District

Smith Elementary

2023-2024 Campus Improvement Plan



Mission Statement

Every child will reach their potential through an exemplary education.

Vision

Smith Elementary will foster a safe and inclusive learning environment that encourages and empowers every student to BE THE ONE to make a difference.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Our meeting was held on October 10, 2023, at 3:45 p.m. in the library at Smith Elementary, the Site Based Team evaluated data and identified strengths and problems in each area. Each team member was given the opportunity to present their data and the team worked together to identify strengths and problems of the campus. After identifying the strengths and problems, the team was given time to reflect on the data and to ask clarifying questions. The Site Based Decision Making Team decided on six areas of focus for the school year. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Comprehensive Needs Assessment Committee Members

Dr. Troy Bethley (Principal)

Bertha Alvarez (Assistant Principal)

Edwin Cruz (Teacher)

Beyda Torres (Teacher)

Elizabeth Flores (Teacher)

Irene Talavera-Mendez (Teacher)

Bianca Alcorta (EB Specialist)

Antonio Marchena (Instructional Coach)

Amber Krushall (Teacher)

Nicole Bertrand (Counselor)

Lakeshia Jackson (Community Representative)

Hilda Mendenhall (Parent)

Demographics

Demographics Summary

Smith Elementary School is a Title 1 public school located at 2014 Lamar Drive, Richmond, TX, 77469. Our school is home of the Deaf Smith Elementary School Superstars. Smith was one of the first elementary schools in Lamar Consolidated Independent School District built-in 1966. It has 341 students in grades K-5 with an average student-teacher ratio of 20 to 1. Our student population is 77.35% Hispanic, 11.76% African American, 8.53% White, 72.35% Economically Disadvantaged, 2.06% Dyslexia, 36.76% EB, 5.29% ESL, 22.94% Special Education, 3.53% 504, and 6.76% Gifted and Talented. Our teaching staff is balanced from diverse backgrounds as well.

Demographics Strengths

One of the greatest strengths of Smith Elementary is that it is a small campus with less than a 20/1 average teacher ratio which allows everyone to build positive relationships with individual students and their families. We have strong ties within the community and have community members from St. John's United Methodist Church that work closely with us during the holidays and throughout the school year to ensure we meet the needs of our students and staff. Another strength of Smith Elementary is that it has several traditions throughout the year, in which the different community members support various programs. Our stakeholders, such as parents, teachers, and students, completed a survey that provided us with helpful information on current processes, with suggestions on areas we need to improve. That data is used throughout the year to tailor the needs of our learning community. We value our students, staff, and community and work together to ensure Smith Elementary's success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on the 2023 PEIMS Report, our attendance rate was 96.66%. **Root Cause:** The root causes are due to mobility and some parents keeping students home as post-pandemic precautionary measure. Attendance incentives will be communicated to all stakeholders in order to improve attendance when students are not ill.

Student Learning

Student Learning Summary

Smith Elementary School

2022-2023 STAAR Data

Grade and Subject	Approaches	Meets	Masters
3 rd Grade Reading	88%	59%	24%
3 rd Grade Reading Spanish	50%	13%	0%
3 rd Grade Math	57%	36%	14%
3 rd Grade Math Spanish	100%	57%	0%
4 th Grade Reading	83%	40%	12%
4 th Grade Reading Spanish	67%	33%	33%
4 th Grade Math	71%	48%	21%
4 th Grade Math Spanish	67%	17%	0%
5 th Grade Reading	85%	62%	28%
5 th Grade Reading Spanish	50%	33%	17%
5 th Grade Math	92%	56%	21%
5 th Grade Math Spanish	75%	50%	25%
5 th Grade Science	71%	35%	14%
5 th Grade Science Spanish	25%	25%	0%

Student Learning Strengths

Our 3rd-5th Grade STAAR Reading scores were between 83%-88% Approaches, 40%-62% Meets and 12%-28% Masters. What's more, our 3rd Grade Math Spanish scores were 100% Approaches and 57% Meets. Also, our 5th STAAR Math scores were 92% Approaches, 56% Meets and 21% Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 50% of students in 3rd Grade Reading Spanish approached, 13% met and 0% mastered **Root Cause:** In the beginning, our Dual Language classrooms were departmentalized. Spanish resources were limited as well. The required BOY Spanish Reading assessment was time consuming; therefore, instructional time was

limited.

Problem Statement 2 (Prioritized): 50% of students in 5th Grade Reading Spanish approached, 33% met and 17% mastered **Root Cause:** The students lacked comprehension, vocabulary, inferencing and grammar skills. Also, interventions were not implemented with fidelity.

Problem Statement 3 (Prioritized): 57% of students in 3rd Grade Math approached, 36% met and 14% mastered **Root Cause:** The Guided Math Workshop model was not implemented with fidelity in all classes every day. That affected the grades directly as the students did not receive the differentiated instruction they required to be successful.

Problem Statement 4 (Prioritized): 25% of students in 5th Grade Science Spanish approached, 25% met and 0% mastered **Root Cause:** Our science interventions were not implemented with fidelity. We focused more on reading and math interventions. Also, we did not implement our science experiments and hands on activities with fidelity.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Smith Elementary are guided by the TEKS, the LCISD curriculum roadmaps, Guided Reading Assessments, District, and common assessments. Smith Elementary promotes higher-order thinking through quality questions, student discourse, student-centered learning, collaboration, and problem-solving. District unit plans provide teachers with overall summaries, the expected number of instructional days, essential questions, essential TEKS, the English Language Proficiency Standards (ELPS), and critical vocabulary. Instructional guidance is offered by campus administrators, instructional coaches, emergent bilingual specialist, and school-provided resources.

Assessments play a key role in decision-making and take on many different forms at Smith Elementary. Weekly, common assessments allow students to demonstrate their learning through performance and allow teachers the opportunity to adjust instruction according to individual student needs. Instructional coaches and teachers collaborate to create assessments for each of the core contents using data to guide instruction. District benchmark assessments help monitor growth and predict outcomes on the standardized tests.

Campus-level assessments are based on the mapping out of critical skills (TEKS) and expectations at the beginning of each grading period. It provides an analysis of student needs and instructional expectations. Each grade level has identified essential TEKS, through assessment data and Lead4ward, so that instruction is supported vertically.

We administer the TX-KEA Reading Assessment in Kindergarten to closely monitor the students' reading progress. In first through fifth grade, we will administer the MAP diagnostic assessment to closely monitor all students' reading, math, and science progress. Some of the additional formal assessments we use are TELPAS, running records, campus-based assessments, teacher-created, and other informal assessments.

Weekly grade level PLCs are held with the instructional coaches and administrators. These grade-level learning communities target lesson planning, data review, and professional learning. Grade levels have common daily planning times and meet weekly with instructional coaches and administrators to plan lessons. Special education teachers are encouraged to attend PLCs. Paraprofessionals are included in staff development days and work closely with our teachers and students.

Student progress is continuously monitored. The MTSS committee meetings are held a minimum of four times per year for academics, behavior and social emotional well-being. The data from campus assessments and teacher observations are used to identify students that are performing below standard. We are continuously assessing our students' needs and growth.

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Team collaboration has been proven to be one of the most important factors in student success. However, team collaboration through PLCs was infrequent throughout the school year. **Root Cause:** There was not a systemic approach to scheduling and conducting ongoing and purposeful Professional Learning Communities (PLCs).

Perceptions

Perceptions Summary

The safety of our students and staff is a number one priority at Smith Elementary. As measured on the climate survey students, staff, and parents indicated the need for more measures to address bullying. After educating students on what bullying was, we found out that they thought of bullying as rolling of eyes, smacking lips, and not being friends anymore.

Perceptions Strengths

According to the 2022-2023 Climate Survey for Parents/Guardians, 68% of parents felt that the overall quality of our campus is above average. Likewise, 79% of parents felt that our teachers set high learning standards and students are academically challenged by their schoolwork. Also, 95% of families felt welcomed and respected by the staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the 2022-2023 Climate Survey for Parents/Guardians, 31% of parents felt there was bullying occurring on campus. **Root Cause:** When speaking to the students, some felt bullying was when someone smacked their lips and/or rolled their eyes. We will implement bullying prevention measures as well as educate students, parents, and staff on what bullying is and is not. We will work together to ensure all stakeholders feel safe at Smith.

Priority Problem Statements

Problem Statement 1: 57% of students in 3rd Grade Math approached, 36% met and 14% mastered

Root Cause 1: The Guided Math Workshop model was not implemented with fidelity in all classes every day. That affected the grades directly as the students did not receive the differentiated instruction they required to be successful.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 25% of students in 5th Grade Science Spanish approached, 25% met and 0% mastered

Root Cause 2: Our science interventions were not implemented with fidelity. We focused more on reading and math interventions. Also, we did not implement our science experiments and hands on activities with fidelity.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 50% of students in 3rd Grade Reading Spanish approached, 13% met and 0% mastered

Root Cause 3: In the beginning, our Dual Language classrooms were departmentalized. Spanish resources were limited as well. The required BOY Spanish Reading assessment was time consuming; therefore, instructional time was limited.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 50% of students in 5th Grade Reading Spanish approached, 33% met and 17% mastered

Root Cause 4: The students lacked comprehension, vocabulary, inferencing and grammar skills. Also, interventions were not implemented with fidelity.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Team collaboration has been proven to be one of the most important factors in student success. However, team collaboration through PLCs was infrequent throughout the school year.

Root Cause 5: There was not a systemic approach to scheduling and conducting ongoing and purposeful Professional Learning Communities (PLCs).

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: According to the 2022-2023 Climate Survey for Parents/Guardians, 31% of parents felt there was bullying occurring on campus.

Root Cause 6: When speaking to the students, some felt bullying was when someone smacked their lips and/or rolled their eyes. We will implement bullying prevention measures as well as educate students, parents, and staff on what bullying is and is not. We will work together to ensure all stakeholders feel safe at Smith.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals







Goal 1: By May 2024, 90% of students, staff, and parents will indicate on the climate survey that Smith Elementary has a safe and positive school culture and school climate.


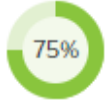

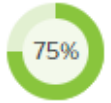


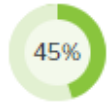

Performance Objective 1: Provide multiple opportunities to enhance school climate by creating a strong, safe, drug, and bully-free disciplined school.

High Priority

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement campus-wide CHAMPS, PBIS (Positive Behavior Intervention System), No Place for Hate, and House Teams both in classrooms and common areas by providing incentives to reinforce behavior and social expectations. Attend PBIS training and have them relay information to campus staff, students, and parents.</p> <p>Strategy's Expected Result/Impact: Improve campus morale by holding all stakeholders accountable for meeting behavioral expectations and implementing strategies with fidelity.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Misc. Operating Costs-Refreshments - 211 Title I, Part A - 2114-11-6498-82-107-30-0 - \$7,000, PBIS Incentives and EOY Supplies - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - 1990-11-6399-00-107-30-0-830 - \$3,227</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Announce student and teacher of the month and share social and academic highlights during pep rallies, house events, Facebook, parent newsletter, and the school website.</p> <p>Strategy's Expected Result/Impact: Improve morale and motivation.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote clubs and opportunities for socialization, building peer relationships, and campus involvement (such as Art Club, Leadership Club, Girls on the Run, etc.) Provide mentors to students for extra encouragement while on campus.</p> <p>Strategy's Expected Result/Impact: Increase morale and involvement and improve relationships and academic performance.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide opportunities to enhance the school climate by providing character lessons on Wednesdays to students and teachers as needed during Adventure Time to build character. The students will also receive incentives when caught demonstrating the 6 Character Counts pillars, (Trustworthiness, Fairness, Responsibility, Respect, Caring, and Citizenship).</p> <p>Strategy's Expected Result/Impact: Provide staff and students an opportunity to assess their mood, learn coping strategies, and practice destressing activities. The students will also have a trusted adult in school to share when they are feeling sad. By participating regularly, the students and staff will feel safe at school.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All staff and students must wear photo ID when in the building. Visitors will also receive a visitor's badge through the Raptor system. Random safety drills with various scenarios will be incorporated to ensure all are aware of safety procedures if an event ever occurred. We will debrief each drill with staff feedback and make adjustments to improve preparedness. Increased campus security by maintaining locked classroom doors, ensuring students do not open doors, and refraining from propping open doors will also improve our security measures on campus. Teachers will ensure that their students are wearing their Smart Tags daily.</p> <p>Strategy's Expected Result/Impact: Increase staff and student knowledge of what actions to take in the event of a real emergency. Increase preparedness by accounting for variables. Increased security and preparedness.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Improve preparedness through staff training (situational awareness, security-minded, CPR, etc.) The crisis team will be trained on non-violent de-escalation as well as emergency techniques should a situation arise.</p> <p>Strategy's Expected Result/Impact: Increased security, safety, and preparedness</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions







Problem Statement 1: According to the 2022-2023 Climate Survey for Parents/Guardians, 31% of parents felt there was bullying occurring on campus. **Root Cause:** When speaking to the students, some felt bullying was when someone smacked their lips and/or rolled their eyes. We will implement bullying prevention measures as well as educate students, parents, and staff on what bullying is and is not. We will work together to ensure all stakeholders feel safe at Smith.

Goal 1: By May 2024, 90% of students, staff, and parents will indicate on the climate survey that Smith Elementary has a safe and positive school culture and school climate.

Performance Objective 2: Involve Smith Elementary parents and community members in the planning and implementation of academic and social programs at Smith.

Evaluation Data Sources: Climate Survey, Parent Participation logs

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide parents with the CIP, Title I Compact, and the Parent/Family Engagement Policy in English and in Spanish. These policies will be accessible to parents and community members in the front office, parent newsletter, and on Smith Elementary's Website.</p> <p>Strategy's Expected Result/Impact: All stakeholders can access these documents and improve school/community relations</p> <p>Staff Responsible for Monitoring: Administrators and Emergent Bilingual Coach</p> <p>Title I: 4.1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Engage in parent and community outreach through the required four Title 1 meetings and curriculum/social nights (i.e. Fall Festival, Parent Involvement Week, Pajama Jam, Parent Meetings, SBDMC, Multicultural Day, Rock Your School, Field Day, Sweetheart's Dance, Muffins for Moms, Donuts for Dads, etc.)</p> <p>Strategy's Expected Result/Impact: Increase parent involvement and engagement. Increase staff involvement and engagement by ensuring staff attend and establish number of events each year.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Consistently communicate with parents through the Monthly Parent Newsletter, grade level newsletter, Thursday folders, CANVAS, Skylert, Facebook, and School marquee).</p> <p>Strategy's Expected Result/Impact: Improve school/community communication.</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: By May 2024, the percentage of K-2 students that score on or above grade level on Guided Reading Assessment will increase by 7%.

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





HB3 Goal










Evaluation Data Sources: Guided Reading Assessment, Teacher/Instructional Coach Generated Assessments, MAPS, Running records.








Beginning of the year checklist (Alphabet and sight word knowledge), MAPS, Running records, anecdotal notes, weekly assessments, 2nd-grade district benchmark.

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

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

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

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide parents with resources and login information to help their students at home with Dreambox and other technology software.</p> <p>Strategy's Expected Result/Impact: Students will be reading on or above grade level by end of the year and increase parent involvement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Administrator</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use Title 1 and State Comp. Ed funds to employ teachers to tutor and provide small group instruction.</p> <p>Strategy's Expected Result/Impact: The students will benefit from student-centered lessons that will increase their academic performance. Academic achievement of all sub-populations including but not limited to, At Risk, EB, SPED students will increase.</p> <p>Staff Responsible for Monitoring: Admin, Teachers, and Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Extra Duty Pay - 211 Title I, Part A - 2114-11-6118-00-107-30-0 - \$15,000</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure all Grades K-5 teachers have appropriate materials/resources to enhance instruction for all students, including EB, SPED, and students identified as at risk. (i-Ready Teacher Toolbox, Raz Kids, Mastery Connect, Writable, GRA Kits, Guided Reading Books and lesson plans, Alphabet Arch, Letters, timer, Guided Reading Binder, Material bags)</p> <p>Strategy's Expected Result/Impact: Students will have opportunities to practice how they will be assessed using Guided Reading/small group materials.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide staff training on effective Sheltered Strategies, LPAC, Dual Language, etc, to reach the needs of our Emergent Bilingual and ESL Population.</p> <p>Strategy's Expected Result/Impact: Improve academic achievement for students participating in the Dual Language program.</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Dual Language Materials - 199 PIC 25 State Bilingual/ESL - \$3,470</p>	Formative		
	Nov	Feb	June
			





Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Purchase additional library books to encourage students to read and utilize the Beanstack program</p> <p>Strategy's Expected Result/Impact: Improve students' reading and comprehension skills</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Library Books for the Beanstack Program - 211 Title I, Part A - 2114-12-6399-00-107-30-0 - \$5,000</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			










Goal 3: By May 2024, the overall score of academic performance for students in Grades 3-5 will increase by 10% or greater in Approaches, Meets and Masters as measured by STAAR Math in English and Spanish.

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

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Employ certified teachers to meet weekly focusing on student-centered learning using the four PLC discussion questions; "What do we expect our students to learn?" (Goals/Expectations) "How will we know they are learning?" (Assessment) "How will we respond when they don't learn?" (Intervention) "How will we respond if they already know it?" (Gifted/Enrichment).</p> <p>Strategy's Expected Result/Impact: All parts of guided math will be collaboratively planned with the instructional coach in order to create engaging and rigorous lesson plans to improve student academic achievement.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, and Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers will be trained in guided math and number talks and implement these routines daily with fidelity.</p> <p>Strategy's Expected Result/Impact: Increase the effectiveness of small group instruction. The small group instruction provided will be improved, resulting in higher academic achievement. Students' number sense proficiency will increase, improving computation skills.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure all Grades K-5 teachers have appropriate materials, resources and technology to enhance instruction for all students, including EB, SPED, and students identified as at risk. (i-Ready, MAP, DreamBox, StemScopes Math, Think Up!, Splashlearn Countdown to STAAR)</p> <p>Strategy's Expected Result/Impact: Improve STAAR performance, Close learning gaps, Build student confidence</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Technology - 211 Title I, Part A - 2114-11-6393-00-107-30-0 - \$19,000, Technology - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$7,227</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide incentives (snacks, food, events, free dress, prizes, etc.) to motivate students and teachers to enhance the learning experience.</p> <p>Strategy's Expected Result/Impact: Students will be extrinsically motivated to increase their academic performance.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement common formative and summative assessments for all students (At risk, SPED, EB, etc.), disaggregate, analyze data, and share results in PLCs to improve instructional practice and student performance.</p> <p>Strategy's Expected Result/Impact: Teachers and students will have a clear understanding of what objectives they are struggling or succeeding with and provide targeted instruction based on the data.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			




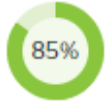


Performance Objective 1 Problem Statements:









School Processes & Programs
<p>Problem Statement 1: Team collaboration has been proven to be one of the most important factors in student success. However, team collaboration through PLCs was infrequent throughout the school year. Root Cause: There was not a systemic approach to scheduling and conducting ongoing and purposeful Professional Learning Communities (PLCs).</p>

Goal 3: By May 2024, the overall score of academic performance for students in Grades 3-5 will increase by 10% or greater in Approaches, Meets and Masters as measured by STAAR Math in English and Spanish.

Performance Objective 2: Performance Objective 2: Provide and implement interventions before and after school, and during Superstar (Intervention)Time to achieve targets in grades 3-5, including the EB, SPED, and students identified as at risk.

Evaluation Data Sources: MTSS data, MAP, iReady data, Weekly Checkpoints, Progress Monitoring Assessments, Common, District and State Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will meet once every 9 weeks to discuss students not meeting expectations. During our MTSS/PLC meetings, we will analyze available data and develop a plan on how to provide specific interventions to improve student performance.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted interventions according to their needs resulting in closing achievement gap.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and Teachers</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Focus on closing the performance gaps based on assessments such as Campus Majors, STAAR, District Progress Monitoring Assessments, and STAAR Benchmarks by analyzing data and adjusting instruction with weekly checks for understanding to improve student outcomes.</p> <p>Strategy's Expected Result/Impact: The students will receive targeted interventions according to their needs provided by teachers, tutors, or instructional coaches to improve overall academic achievement and foundational skills.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and Teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use MAP data to focus on individual gaps identified in the diagnostic assessment during Superstar Time.</p> <p>Strategy's Expected Result/Impact: Students will receive differentiated instruction based on their needs, and the teacher will provide targeted intervention for students missing foundational skills.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and Teachers</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize certified teachers and tutors to tutor at-risk, EBs and SPED students.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted interventions according to their needs resulting in improved academic achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Teachers, Tutors</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase at-risk students achievement by supplementing instruction with extended learning time tutorials (Summer Superstar Academy)</p> <p>Strategy's Expected Result/Impact: Students will receive targeted interventions according to their needs.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: Extra Duty Pay (Teachers) - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - 1990-11-6118-00-107-30-0-830 - \$4,000</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Develop an extended planning period 3 times per year to allow more time for teachers to review data and calendar TEKS, to provide instruction focusing on Themed lessons with real-world culturally responsive teaching.</p> <p>Strategy's Expected Result/Impact: Help teachers prepare engaging and meaningful lessons.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:






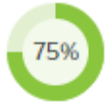
Student Learning
<p>Problem Statement 3: 57% of students in 3rd Grade Math approached, 36% met and 14% mastered Root Cause: The Guided Math Workshop model was not implemented with fidelity in all classes every day. That affected the grades directly as the students did not receive the differentiated instruction they required to be successful.</p>









Goal 4: By May 2024, the overall score of all students in Grade 5 and student populations will increase academic performance at 10% or greater in Approaches, Meets, and Masters as measured by STAAR Science in English and Spanish.

Performance Objective 1: Performance Objective 1: Enhance Tier I instruction through implementing inquiry-based and hands-on learning experiences by following the Claim, Evidence, and Reasoning model, quality PLCs and, weekly planning meetings.

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Strategy 1: All Science teachers, Assistant Principal and Instructional Coaches will be trained in the Claim, Evidence, and Reasoning and PLC at Work strategies.</p> <p>Strategy's Expected Result/Impact: The students will use the Claim, Evidence, and Reasoning strategy to demonstrate their understanding of the scientific principles experience in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Funding Sources: Teacher Travel and Subsistence-Employees - 211 Title I, Part A - 2114-13-6411-00-107-30-0 - \$3,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Strategy 2: Ensure Grade 5 Science teachers have appropriate materials/resources to enhance instruction for all students, including EB, SPED, and students identified as at risk. (StemScopes, Think Up!, Countdown to STAAR, Power Up to STAAR, Campus created materials)</p> <p>Strategy's Expected Result/Impact: Students will be able to practice applying their science knowledge using rigorous STAAR aligned resources, resulting in higher achievement.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Principal</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Strategy 3: Implement common formative and summative assessments for all students (At risk, SPED, EB, etc.), disaggregate, analyze data, and share results in PLCs to improve instructional practice and student performance.</p> <p>Strategy's Expected Result/Impact: Monitor the impact of instruction and student performance.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Strategy 4: Enhance Tier 1 instruction by planning instructional best practices (5E Model, Inquiry lessons, etc.) in weekly planning within grade-level teams, including SPED teachers.</p> <p>Strategy's Expected Result/Impact: The students will benefit from student-centered hands-on lessons that will increase their academic performance. Teachers will reflect on instructional strategies based on data with the instructional coach. The academic achievement of SPED students will increase.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Strategy 5: Provide incentives (snacks, food, events, free dress, prizes, etc.) to motivate students and teachers to enhance the learning experience.</p> <p>Strategy's Expected Result/Impact: Students will be extrinsically motivated to increase their academic performance.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: 25% of students in 5th Grade Science Spanish approached, 25% met and 0% mastered Root Cause: Our science interventions were not implemented with fidelity. We focused more on reading and math interventions. Also, we did not implement our science experiments and hands on activities with fidelity.</p>

Goal 4: By May 2024, the overall score of all students in Grade 5 and student populations will increase academic performance at 10% or greater in Approaches, Meets, and Masters as measured by STAAR Science in English and Spanish.

Performance Objective 2: Provide and implement interventions before and after school, and during Superstar (Intervention)Time to achieve targets in grades 3-5, including the EB, SPED, and students identified as at risk.

Evaluation Data Sources: MTSS data, Weekly Checkpoints, Progress Monitoring Assessments, Common, District and State Assessments







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Strategy 1: Focus on closing the gaps in performance-based assessments like Common Assessments, STAAR, District Progress Monitoring Assessments, TEA Interim Assessments, and STAAR Benchmarks by analyzing data and adjusting instruction with weekly checks for understanding to improve student outcomes.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted interventions according to their needs provided by teachers, tutors, and/or instructional coaches to improve overall academic achievements.</p> <p>Staff Responsible for Monitoring: Teacher, Administration, Instructional Coach</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Strategy 2: Increase student achievement by supplementing instruction with once-a-week Superstar time tutorials, daily before-school, spiral tutorials, field trips, and after-school STAAR prep camp.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase with targeted small group instruction focusing on TEKS and applying content knowledge on STAAR assessment items.</p> <p>Staff Responsible for Monitoring: Teacher, Administration, Instructional Coach</p> <p>Funding Sources: Field trips, Travel and Subsistence- Students - 211 Title I, Part A - 2114-11-6412-00-107-30-0 - \$9,550</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			













Goal 5: By May 2024, the overall score of academic performance for students in Grades 3-5 will increase by 10% or greater in Approaches, Meets, and Masters as measured by STAAR Reading in English and Spanish.

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

High Priority

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will be trained in Quality Questioning strategies, Guided Reading, Patterns of Power, and weekly checks throughout the school year.</p> <p>Strategy's Expected Result/Impact: Improve academic language, level of rigor, GRA reading levels, and enhance critical thinking skills, which will result in improved student performance in reading comprehension at the end of each week as measured on the weekly quizzes and major assessments. Students will also respond in complete sentences using academic language and think critically to improve reading comprehension and writing skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teacher</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will participate in weekly common assessments to evaluate the effectiveness of the quality questioning strategy. Implement common formative and summative assessments for all students (At risk, SPED, EB, etc.), disaggregate, analyze data, and share results in PLCs to improve instructional practice and student weekly performance.</p> <p>Strategy's Expected Result/Impact: Increase student understanding, expose students to how they will be evaluated based on the STAAR assessment. Teachers and students will have a clear understanding of what objectives they are struggling or succeeding with and provide targeted instruction based on the data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teacher</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure all Grades K-5 teachers have appropriate materials/resources to enhance instruction for all students, including EB, SPED, and students identified as at risk. (i-Ready, Raz Kids, Storyworks, Think Up, Mastery Connect, Writable)</p> <p>Strategy's Expected Result/Impact: Students will have opportunities to practice how they will be assessed using STAAR-aligned resources.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: K-5 Teachers will use comprehension strategies such as retelling, using prior knowledge, predicting, visualizing, questioning, making inferences, etc., to improve the students' ability to read and answer comprehension questions across genres.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate comprehension of text with 80% accuracy to read on or above grade level by the end of the year for all grade levels and increase overall reading comprehension to prepare students for the rigor of standardized tests.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Administrators, Teachers</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Enhance Tier 1 instruction by reviewing data and modeling instructional best practices in PLCs, Vertical Alignment, and weekly planning within grade-level teams including SPED teachers.</p> <p>Strategy's Expected Result/Impact: The students will benefit from student-centered lessons that will increase their academic performance. Teachers will reflect on instructional strategies based on data with the instructional coach. Academic achievement of all sub-populations including but not limited to, At Risk, EB, and SPED students will increase. Teachers will review their data to update grade-level data walls to track students' progress.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Teachers</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students in all grade levels will set goals and track their data to see their progress throughout the year.</p> <p>Strategy's Expected Result/Impact: The students will set personal goals and track their progress by TEK and overall score on the data tracker. Students will review their data every two weeks.</p> <p>Staff Responsible for Monitoring: Students, Teachers, Instructional Coaches, Administrators</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will plan and implement effective reading stations for students during independent reading.</p> <p>Strategy's Expected Result/Impact: The teachers will create stations based on specific TEKS and ensure the activities match the rigor of the TEK.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Student Learning









Problem Statement 1: 50% of students in 3rd Grade Reading Spanish approached, 13% met and 0% mastered **Root Cause:** In the beginning, our Dual Language classrooms were departmentalized. Spanish resources were limited as well. The required BOY Spanish Reading assessment was time consuming; therefore, instructional time was limited.

Problem Statement 2: 50% of students in 5th Grade Reading Spanish approached, 33% met and 17% mastered **Root Cause:** The students lacked comprehension, vocabulary, inferencing and grammar skills. Also, interventions were not implemented with fidelity.

Goal 5: By May 2024, the overall score of academic performance for students in Grades 3-5 will increase by 10% or greater in Approaches, Meets, and Masters as measured by STAAR Reading in English and Spanish.

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will receive additional support during Superstar (Intervention) Time in Reading weekly to improve foundational skills using data from i-Ready, MAP, STAAR Reading, GRA, weekly assessments, and teacher observations.</p> <p>Strategy's Expected Result/Impact: Improve foundational skills to help overall reading comprehension.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators</p> <p>Funding Sources: Supplies and Materials - General - 211 Title I, Part A - 2114-11-6399-00-107-30-0 - \$37,325</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Instructional Coach will provide one training session in the fall to set expectations for Guided Reading and Patterns of Power to choose instructional focuses for whole group and small group instruction.</p> <p>Strategy's Expected Result/Impact: Help teachers to analyze data to tailor small group instruction to students' needs and to improve their foundational skills to improve overall reading comprehension</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Smith Elementary

Total SCE Funds: \$7,854.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

SCE funds our accelerated instruction for HB4545 as well as closing the gap tutorials for our at-risk students.

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Misc. Operating Costs-Refreshments	2114-11-6498-82-107-30-0	\$7,000.00
2	1	4	Extra Duty Pay	2114-11-6118-00-107-30-0	\$15,000.00
2	1	7	Library Books for the Beanstack Program	2114-12-6399-00-107-30-0	\$5,000.00
3	1	3	Technology	2114-11-6393-00-107-30-0	\$19,000.00
4	1	1	Teacher Travel and Subsistence-Employees	2114-13-6411-00-107-30-0	\$3,000.00
4	2	2	Field trips, Travel and Subsistence- Students	2114-11-6412-00-107-30-0	\$9,550.00
5	2	1	Supplies and Materials - General	2114-11-6399-00-107-30-0	\$37,325.00
Sub-Total					\$95,875.00
Budgeted Fund Source Amount					\$95,875.00
+/- Difference					\$0.00
199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Technology		\$7,227.00
Sub-Total					\$7,227.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$7,227.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PBIS Incentives and EOY Supplies	1990-11-6399-00-107-30-0-830	\$3,227.00
3	2	5	Extra Duty Pay (Teachers)	1990-11-6118-00-107-30-0-830	\$4,000.00
Sub-Total					\$7,227.00
Budgeted Fund Source Amount					\$7,227.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Dual Language Materials		\$3,470.00

199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$3,470.00
				Budgeted Fund Source Amount	\$3,470.00
				+/- Difference	\$0.00
				Grand Total Budgeted	\$106,572.00
				Grand Total Spent	\$113,799.00
				+/- Difference	-\$7,227.00

Addendums

Smith Elementary School

2022-2023 STAAR Data

Grade and Subject	Approaches	Meets	Masters
3rd Grade Reading	88%	59%	24%
3rd Grade Reading Spanish	50%	13%	0%
3rd Grade Math	57%	36%	14%
3rd Grade Math Spanish	100%	57%	0%
4th Grade Reading	83%	40%	12%
4th Grade Reading Spanish	67%	33%	33%
4th Grade Math	71%	48%	21%
4th Grade Math Spanish	67%	17%	0%
5th Grade Reading	85%	62%	28%
5th Grade Reading Spanish	50%	33%	17%
5th Grade Math	92%	56%	21%
5th Grade Math Spanish	75%	50%	25%
5th Grade Science	71%	35%	14%
5th Grade Science Spanish	25%	25%	0%