

**Smithville Independent School District  
Smithville Elementary-Brown Primary  
2023-2025 Campus Improvement Plan**



Brown Primary &  
Smithville Elementary

Nurture - Encourage - Inspire

# Mission Statement

Brown Primary & Smithville Elementary build positive relationships among staff, families, and students. We work together to create and maintain a safe, nurturing, and inclusive learning environment. We use innovative teaching strategies to honor the individual strengths of our students and support them in the different stages of their educational journey.

## Vision

Brown Primary & Smithville Elementary nurture individual growth, encourage inquisitive minds, and inspire excellence in all students.

## Value Statement

We Believe:

All students can learn and grow academically, socially, and emotionally.

Relationships with staff and peers are an important part of the educational environment.

Mutually respectful relationships with community & families are important.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### 23-24 Brown Primary Needs Assessment Process:

On May 11, 2023, members of the Brown Primary CSBDM Committee met to review the purpose and intended outcomes of the comprehensive campus needs assessment process. Members discussed options and then selected different sources of data to review. Data sources selected included BP Parent Survey, campus assessment data, attendance/graduation/drop out rates, enrollment data, staff information, STAAR performance data, At-Risk information, demographic information, discipline data, mCLASS assessment data, and GOLD assessment data.

On May 22, 2023 the Administrative Committee met to select members to serve on each Focus Area Committee. The CSBDM Committee then met and reviewed requested data. Each focus area shared their findings, strengths and weaknesses, and held in depth discussion with the remainder of the CSBDM Committee. The Committee then worked as a whole to determine campus priority needs.

#### 23-24 Smithville Elementary Needs Assessment Process:

On April 16, 2023, Campus Principal Stephanie Foster sent a survey to all members of the Smithville Elementary Campus Improvement Committee. This survey allowed members to recommend sources of data that they would like to view during the campus needs assessment. Sources of data selected by the committee to view included Local Assessment Data, STAAR Data, Early Reading Data, Discipline Data, Staff Information Data, Attendance Data, Student At-Risk Data, Demographic Data, Parent Information Data, Instructional Minute Information, and data regarding bullying and bullying reports.

On May 8, 2023, the Smithville Elementary Campus Improvement Committee met and reviewed the campus data that was requested. Participants determined areas of "Strengths & Stretches" for each set of data provided. After identifying "Strengths and Stretches" for each area, the committee then identified priorities for the campus.

After the meeting, a parent made the following comment regarding the process to our school counselor, who is also part of the committee:

"The meeting was very well put together, generated productive dialogue, and was very effective. We parents even continued the conversations in the parking lot. I liked that all of you were comfortable providing input and feedback as well created a very comfortable and trusting environment. I participate in think tanks like this at work a lot and this was definitely one of the best ones I've been in."

# Demographics

## Demographics Summary

### Brown Primary

Brown Primary serves students in grades Kindergarten, PreKindergarten, and Early Childhood Special Education. The current enrollment for the 2023-2024 school year is 191 students. Brown Primary serves students from various ethnic, racial, and economic backgrounds, with differing educational needs, and with differing home languages.

We currently have 10 certified teachers and 7 paraprofessionals to serve our students full time. We also share 1 certified teacher, 3 paraprofessionals, and our school counselor with Smithville Elementary.

	EOY 2022-2023	BOY 2023-2024
<b>Total Enrollment</b>	209	191
<b>Early Childhood Special Education</b>	15	8
<b>PreKindergarten</b>	67	50
<b>Kindergarten</b>	127	133
<b>G/T Students</b>	4	0
<b>Emergent Bilingual Students</b>	22	27
<b>Special Education Students</b>	46	25
<b>Economically Disadvantaged Students</b>	150	87
<b>Certified Teachers</b>	10.5	10.5
<b>Paraprofessionals</b>	8.5	8.5
<b>School Counselor</b>	.2	.6
<b>Health Services/Office Staff</b>	2	2
<b>Administration Staff</b>	2	1

# Smithville Elementary

Smithville Elementary is a First through Fifth Grade campus. Smithville Elementary serves a variety of students derived from ethnic and racial backgrounds. It is an open-enrollment campus that serves students with varying educational needs. Below are breakdowns within our student population.

## Smithville Elementary 1st Grade-5th Grade

	<b>BOY 2021-2022</b>	<b>BOY (8/31/22) 2022-2023</b>	<b>BOY (8/21/23) 2023-2024</b>
<b>Total Enrollment</b>	635	693	673
<b>First</b>	133	149	125
<b>Second</b>	117	141	151
<b>Third</b>	131	119	136
<b>Fourth</b>	133	144	121
<b>Fifth</b>	121	140	140

	<b>BOY 2021-2022</b>		<b>BOY (8/31/22) 2022-2023</b>		<b>BOY (8/21/23) 2022-2023</b>	
	<b>Total Students</b>	<b>% of Students</b>	<b>Total Students</b>	<b>% of Students</b>	<b>Total Students</b>	<b>% of Students</b>
<b>African American</b>	40	6%	34	5%	35	5%
<b>American Indian/Alaskan Native</b>	1	<1%	1	<1%	1	<1%
<b>Hawaiian/Pacific Islander</b>	1	<1%	0	0%	0	0%

	<b>BOY 2021-2022</b>		<b>BOY (8/31/22) 2022-2023</b>		<b>BOY (8/21/23) 2022-2023</b>	
<b>Asian</b>	3	<1%	3	.<1%	1	.<1%
<b>Hispanic</b>	230	36%	235	34%	211	31%
<b>White</b>	343	54%	390	56%	394	59%
<b>2 or More Races</b>	25	4%	30	4%	31	5%
<b>504</b>	24	4%	25	4%	38	6%
<b>GT</b>	39	6%	50	7%	38	6%
<b>Sped</b>	86	14%	110	16%	117	17%
<b>Economically Disadvantaged</b>	372	59%	309	45%	333	49%
<b>Migrant</b>	1	.<1%	5	0%	0	0%
<b>Emergent Bilingual</b>	67	11%	72	10%	51	8%
<b>At-Risk</b>	312	49%	319	46%		

## Smithville Elementary Teacher Demographics

	<b>2021-2022 Total</b>	<b>2022-2023 Total</b>	<b>2023-2024 Total</b>
Certified Teachers	49	47	36
Paraprofessionals	20	20	24
ESL Certified Teachers	24	25	24

	2021-2022 Total	2022-2023 Total	2023-2024 Total
Sped Certified Teachers	6	5	5

**After compiling the data and completing the needs assessment, we have decided to focus our efforts on the following areas:**

- Increasing the number of staff who are certified in the areas of Special Education and ESL.
- Supporting non-certified staff in the areas of classroom management and effective instruction.

#### Demographics Strengths

### Brown Primary

- High enrollment, which continues to grow throughout the year.
- Steadily increasing enrollment in early childhood special education walk-in services and campus-based programming through ECI and Child Find efforts.
- Retention of experienced teachers.
- A high number of ESL certified teachers.

### Smithville Elementary

- SES student enrollment is up from 2 years ago.
- Retention of experienced teachers.
- A high number of ESL-certified teachers.

#### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** BP: Families that speak a language other than English have limited participation in parent engagement events due to language barrier. **Root Cause:** No Spanish speaking staff members or translator on campus.

**Problem Statement 2 (Prioritized):** BP: Poor attendance for struggling students. **Root Cause:** Lack of attendance incentives

**Problem Statement 3 (Prioritized):** SES: Certified staff numbers, including special education staff, are lower than in the past. **Root Cause:** Nationwide Teacher Shortage



# Student Learning

## Student Learning Summary

### Brown Primary

**mCLASS:** mCLASS is a state-approved, Kindergarten reading inventory that measures various phonological and phonemic awareness skills. The table below shows the percentage of students who scored at or above benchmark for BOY, MOY, and EOY. The performance standard does increase on each administration of the assessment.

2022-2023 mCLASS Benchmark			
	BOY	MOY	EOY
Kindergarten Students Meeting Benchmark Standards	43%	54%	57%

**GOLD:** GOLD is a state-approved Prekindergarten assessment that measures students in the areas listed in the chart below.

Prekindergarten Students Meeting GOLD Standards 2023-2024			
	BOY	MOY	EOY
Social-Emotional	5%	48%	78%
Physical	18%	81%	94%
Language	23%	56%	73%
Cognitive	6%	66%	86%
Literacy	19%	74%	94%
Mathematics	16%	55%	87%

## Smithville Elementary

**TPRI:** The TPRI (Texas Primary Reading Inventory) assessment measures phonological awareness, graphophonemic awareness, word reading, comprehension, and accuracy. The table below shows the percentage of students who scored at the mastery level for BOY, MOY, and EOY.

	2020-2021			2021-2022			2022-2023		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
1st Grade	21%	55%	69%	20%	53%	65%	20%	73%	69%
2nd Grade	42%	58%	75%	39%	47%	68%	26%	41%	58%
3rd Grade	50%	72%	82%	49%	64%	76%	46%	64%	72%

### STAAR:

Smithville Elementary is currently rated a C for state accountability purposes.

	Approaches			Meets			Masters		
	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023
3rd Reading	71%	79%	78%	37%	49%	47%	18%	28%	19%
3rd Math	70%	75%	77%	45%	43%	51%	22%	17%	11%
4th Reading	74%	80%	76%	45%	52%	39%	24%	24%	16%
4th Math	69%	75%	65%	50%	49%	39%	32%	20%	13%
4th Writing	53%			33%			5%		

	Approaches			Meets			Masters		
<b>5th Reading</b>	67%	76%	76%	40%	53%	48%	29%	28%	27%
<b>5th Math</b>	77%	74%	73%	54%	40%	45%	29%	23%	16%
<b>5th Science</b>	66%	57%	58%	35%	23%	30%	11%	29%	14%

**TELPAS Data:** TELPAS (Texas English Language Proficiency Assessment System) measures the English language acquisition of Emergent Bilingual students in the areas of reading, writing, listening, and speaking. The chart shows the campus' overall percentage of students who scored in each area.

	#	Reading				#	Writing			
		2022 - 2023					2022 - 2023			
		% Beginning	% Intermediate	% Advanced	% Advanced High		% Beginning	% Intermediate	% Advanced	% Advanced High
<b>First</b>	<b>10</b>	20%	40%	10%	30%	<b>9</b>	11%	44%	44%	0%
<b>Second</b>	<b>14</b>	71%	29%	0%	0%	<b>14</b>	64%	36%	0%	0%
<b>Third</b>	<b>13</b>	31%	54%	8%	8%	<b>13</b>	31%	54%	15%	0%
<b>Fourth</b>	<b>15</b>	13%	67%	13%	7%	<b>15</b>	13%	60%	27%	0%
<b>Fifth</b>	<b>18</b>	6%	56%	22%	17%	<b>18</b>	17%	56%	28%	0%
	#	Listening				#	Speaking			
		2022 - 2023					2022 - 2023			
		% Beginning	% Intermediate	% Advanced	% Advanced High		% Beginning	% Intermediate	% Advanced	% Advanced High
<b>First</b>	<b>10</b>	20%	10%	70%	0%	<b>10</b>	20%	20%	60%	0%
<b>Second</b>	<b>14</b>	7%	71%	14%	7%	<b>14</b>	57%	36%	7%	0%

	#	Reading				#	Writing			
		2022 - 2023					2022 - 2023			
		% Beginning	% Intermediate	% Advanced	% Advanced High		% Beginning	% Intermediate	% Advanced	% Advanced High
<b>Third</b>	<b>13</b>	0%	8%	31%	62%	<b>13</b>	31%	54%	15%	0%
<b>Fourth</b>	<b>15</b>	7%	40%	33%	20%	<b>15</b>	33%	33%	33%	0%
<b>Fifth</b>	<b>18</b>	0%	50%	39%	11%	<b>18</b>	28%	39%	33%	0%

**TELPAS Growth:** The table below shows the number of students who progressed at least 1 proficiency level.

Grade Level	2021-2022	2022-2023
<b>First</b>	50%	50% 20% Stayed At Same Proficiency Level
<b>Second</b>	22%	21% 21% Stayed At Same Proficiency Level
<b>Third</b>	29%	0% 100% Stayed At Same Proficiency Level
<b>Fourth</b>	8%	13% 47% Stayed At Same Proficiency Level
<b>Fifth</b>	24%	28% 56% Stayed At Same Proficiency Level

## After compiling the data and completing the needs assessment, we have decided to focus our efforts on the following areas:

- Continued growth in early literacy skills, including phonemic awareness, phonological awareness, and comprehension.
- Continued growth in the area of math problem-solving.
- Continued growth in math fact fluency and high-frequency word knowledge.
- Continued growth in the area of science in all grade levels.
- Continued growth in the sub-populations of economically disadvantaged, special education, and emergency bilingual students.

### Student Learning Strengths

## Brown Primary

- Growth show in Kindergarten math through local assessment data.
- Growth show in all areas of Prekindergarten GOLD assessment data.

## Smithville Elementary

- Growth in all grade levels based on TPRI from the beginning of the year to the end of the year.
- Reading across all 3 tested grade levels continues to hold consistent across the grade levels indicating a strength in vertical alignment.
- 3rd Grade Math and Reading scores held consistent on STAAR in the areas of Approaches and Meets, despite the change to online testing and incorporation of new testing types.
- 5th Grade scores held consistent in all three tested areas in the Approached category despite the change to online testing and incorporation of new testing types.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** BP: Limited amount of growth on Kindergarten mCLASS assessments. **Root Cause:** Need for targeted, individualized intervention strategies to support students with varying levels of phonological and phonemic awareness.

**Problem Statement 2 (Prioritized):** BP: Poor attendance for struggling students. **Root Cause:** Lack of attendance incentives

**Problem Statement 3 (Prioritized):** SES: Student phonemic and phonological awareness scores are not at 80% EOY mastery. **Root Cause:** Need for increased phonemic and phonological awareness instruction at all grade levels.

**Problem Statement 4 (Prioritized):** SES: STAAR Reading scores are consistent across grade levels, but a higher percentage of students need to perform at a Meets and Masters level to achieve an increased accountability rating. **Root Cause:** Need for increased phonemic and phonological awareness instruction at all grade levels.

**Problem Statement 5 (Prioritized):** SES: To achieve an increased accountability rating, a higher percentage of students need to achieve a higher Approaches, Meets, and Masters percentage in all STAAR tested grades and subjects. **Root Cause:** Need for increased practice in an online testing platform and new STAAR question types.

**Problem Statement 6 (Prioritized):** SES: Students are not performing at a high level of Approaches, Meets, and Masters on the 5th Grade Science STAAR. **Root Cause:** Need for increased hands on science instruction at all grade levels.

**Problem Statement 7 (Prioritized):** SES: STAAR Reading scores are consistent across grade levels, but a higher percentage of students need to perform at a Meets and Masters level to achieve and increased accountability rating. **Root Cause:** Needs or increased practice in the areas of writing, revising, and editing across all grade levels.

**Problem Statement 8 (Prioritized):** SES: Students are not performing at a high level of Approaches, Meets, and Masters on the Math STAAR. **Root Cause:** Need for increased instruction in the area of math problem solving and math fact fluency at all grade levels.

**Problem Statement 9 (Prioritized):** SES: Special education students are not performing at a high level of Approaches, Meets, and Masters on STAAR assessments. **Root Cause:** Need for increased student exposure to grade level content.

**Problem Statement 10 (Prioritized):** SES: Emergent bilingual students are not increasing in TELPAS proficiency levels from year to year. **Root Cause:** Increased practice in the new TELPAS testing format.

**Problem Statement 11 (Prioritized):** SES: Emergent bilingual students are not increasing in TELPAS proficiency levels from year to year. **Root Cause:** Increased sheltered instruction strategy use in all classrooms at all grade levels.

# School Processes & Programs

## School Processes & Programs Summary

### Brown Primary

#### Professional Practices:

- Weekly Professional Learning Community (PLC) meetings for grade-level teams.
- Homeroom teachers participate in HB3 Reading Academies.
- Campus has participated in and implemented Texas Instructional Leadership (TIL) professional development and campus processes.
- Collaboration with Cen-Tex Family Service Head Start site administrators to assist families with transition and serving identified students with special education services.
- Continual efforts to adhere to Child Find requirements in finding, evaluating, and serving students with disabilities.

#### Procedures:

- The master schedule is built in an effort to increase both student instructional blocks and teacher preparation and planning time. The master schedule includes an MTSS block with provides dedicated time for teachers to reteach identifies areas of struggle in their classes. The master schedule also provides teachers with increased planning time after school.
- The campus has developed PBIS (Positive Behavior Interventions and Supports) to help encourage positive student interactions with each other and with teachers. Our current PBIS system is incentivized through the use of Kelso Coins in which students have the opportunity to earn small prizes or campus-based service experiences.
- Counseling Groups to support students in the development of healthy, positive behaviors and outlooks on school and education.
- Social-Emotional Learning (SEL), Conflict Management, and Coordinated Approach to Child Health (CATCH) instruction is provided weekly to promote mental and physical wellness, along with resiliency, to our students as they learn to interact with others appropriately.
- Campus parent engagement events provided to families in an effort to increase participation in their child's education.

# Smithville Elementary

## Professional Practices:

- **PLCs:** Teachers participate in weekly PLCs (Professional Learning Communities). During PLCs teachers, under the guidance of administration, evaluate teaching strategies, participate in data analysis, and receive professional development.
- HB3 Reading Academies
- **TIL (Texas Instructional Leadership) Professional Development:** Lesson Alignment & Formative Assessment and Observation & Feedback

## Procedures:

In addition to the items listed above, Brown Primary and Smithville Elementary also implement the following practices and procedures:

- **Master Schedule:** The master schedule is built in an effort to increase both student instructional blocks and teacher preparation and planning time. The master schedule includes an MTSS block with provides dedicated time for teachers to reteach identifies areas of struggle in their classes. The master schedule also provides teachers with increased planning time after school.
- **PBIS:** The campus has developed PBIS (Positive Behavior Interventions and Supports) to help encourage positive student interactions with each other and with teachers.
- Counseling Groups. This year teachers will use PBIS Rewards to give students Tiger Tokens for positive behavior.
- SEL Instruction
- CATCH

## Discipline Data

Consequence	Total Through 5/4/23
Total Office Referrals	176
1st Grade Office Referrals	17
2nd Grade Office Referrals	42
3rd Grade Office Referrals	16
4th Grade Office Referrals	66
5th Grade Office Referrals	35
Total Office Reflections	182
ISS Placements (1-3 Days)	121
OSS Placements (1-3 Days)	7
DAEP Placements	0
Counseling Referrals (Disciplinary)	34



Consequence	Total Through 5/4/23
Parent Contacts	153
Lunch/Recess Detention	23
Restorative Practices	24
Path To Class	4

### **Bullying Data**

Consequence	Total Through 5/4/23
Total Bullying Claims	7
1st Grade Bullying Claims	1
2nd Grade Bullying Claims	2
3rd Grade Bullying Claims	0
4th Grade Bullying Claims	1
5th Grade Bullying Claims	3
0 of the 7 bullying claims 0 of them were confirmed as cases of bullying.	
Stop It Reports for the 22-23 School Year: 3	
Stop It Reports for the 21-22 School Year: 2	

### **School Processes & Programs Strengths**

## **Brown Primary**

- Supportive/informative process for families of students suspected of having a disability
- Equity of services for students with disabilities
- Supporting coaching and evaluative processes for teachers
- Parent engagement events are well attended by families

## **Smithville Elementary**

- Low number of bullying cases reported to the campus.

- Scheduled Teacher Planning and Preparation Time
- Dedicated time for campus professional learning communities

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** BP: Limited amount of growth on Kindergarten mCLASS assessments. **Root Cause:** Need for targeted, individualized intervention strategies to support students with varying levels of phonological and phonemic awareness.

**Problem Statement 2 (Prioritized):** BP: Families that speak a language other than English have limited participation in parent engagement events due to language barrier. **Root Cause:** No Spanish speaking staff members or translator on campus.

**Problem Statement 3 (Prioritized):** BP: Poor attendance for struggling students. **Root Cause:** Lack of attendance incentives

**Problem Statement 4 (Prioritized):** SES: Increased number of office referrals. **Root Cause:** Need of refined behavior MTSS processes and procedures.

**Problem Statement 5 (Prioritized):** SES: Increased number of office referrals. **Root Cause:** Need for adjusted Positive Behavior Interventions and Supports

**Problem Statement 6 (Prioritized):** SES: Increased number of office referrals. **Root Cause:** Need for increased individual and group counseling opportunities

# Perceptions

## Perceptions Summary

### Brown Primary

**Brown Primar Mission Statement:** Smithville Elementary builds positive relationships among staff, families, and students. We work together to create and maintain a safe, nurturing, and inclusive learning environment. We use innovative teaching strategies to honor the individual strengths of our students and support them in the different stages of their educational journey.

**Brown Primary Vision Statement:** Smithville Elementary nurtures individual growth, encourages inquisitive minds, and inspires excellence in all students.

#### **Brown Primary Core Beliefs:**

We Believe:

- All students can learn and grow academically, socially, and emotionally.
- Relationships with staff and peers are an important part of the educational environment.
- Mutually respectful relationships with the community & families are important.

### Smithville Elementary

**Smithville Elementary Mission Statement:** Smithville Elementary builds positive relationships among staff, families, and students. We work together to create and maintain a safe, nurturing, and inclusive learning environment. We use innovative teaching strategies to honor the individual strengths of our students and support them in the different stages of their educational journey.

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We Believe:

- All students can learn and grow academically, socially, and emotionally.
- Relationships with staff and peers are an important part of the educational environment.
- Mutually respectful relationships with the community & families are important.

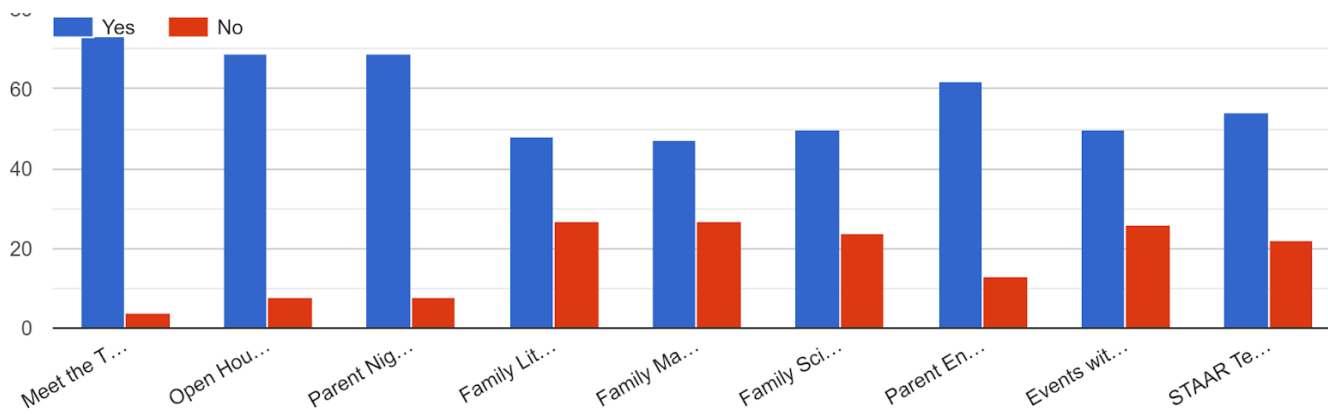
#### **Perceptions - Parent Survey**

	% Agree
The school feels inviting.	87%
The school appears clean and well taken care of.	88%
The staff is friendly and welcoming to all students and families.	85%
I feel like my child is treated fairly at school.	84%
The school is a safe place for my child.	88%
I believe my child enjoys coming to school.	84%
My child talks about what they do at school.	84%
I view the school as a positive community partner.	87%
The office staff greets me promptly when I walk in.	89%
The office staff greets me politely when I walk in.	87%
The office is clean and well-organized.	91%
My phone calls are answered promptly and politely.	68%
When I need to talk to a campus administrator or counselor, they are available or get back to me promptly.	69%

**Parent Survey: Counseling**

	% Agree
Do you understand what services are available to your child through the school counselor?	64%
Do you feel like the school counselor communicates with you regarding topics that she is covering in weekly counseling lessons?	53%
Were you aware that there were monthly "Meet With The Counselor" events?	60%
Were you aware that there are opportunities for your child to participate in individual counseling through our school counselor?	65%
Were you aware that there are opportunities for your child to participate in group counseling (divorce, death, self-confidence, etc) through our school counselor?	44%
Do you know who your child's school counselor is?	70%

If the following events were offered at Smithville Elementary next year, would you attend?



### Perceptions Strengths

## Brown Primary

- High interest and participation in parent engagement opportunities
- Safe environment for students, families, and staff
- Inclusive environment for students, families, and staff

## Smithville Elementary

- Parents are interested in attending Meet the Teacher, Open House, Parent Night (Learn how to support your child academically), and Parent Events where they can come and interact with their children during an academic lesson.
- Parent survey results were overall positive.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** BP: Families that speak a language other than English have limited participation in parent engagement events due to language barrier. **Root Cause:** No Spanish speaking staff members or translator on campus.

**Problem Statement 2:** BP: Limited survey feedback from families. **Root Cause:** Need to provide information in multiple ways (including methods not related to social media) to ensure that each family receives information and has access to participate in feedback opportunities.

**Problem Statement 3 (Prioritized):** SES: Parents are not aware of all of the services that are available through the school counselor. **Root Cause:** Need for additional communication to parents regarding counseling services.

**Problem Statement 4 (Prioritized):** SES: Need for Increased During the Day Parental Involvement Opportunities **Root Cause:** Parents requested opportunities to participate in classroom activities alongside their students.

**Problem Statement 5 (Prioritized):** SES: Low survey results in the areas of phone call returns from staff, administration, and counselors. **Root Cause:** Administration, teachers, and counselors are supporting staff and students for a large portion of the day and may not be available to return calls immediately.

# Priority Problem Statements

**Problem Statement 1:** BP: Families that speak a language other than English have limited participation in parent engagement events due to language barrier.

**Root Cause 1:** No Spanish speaking staff members or translator on campus.

**Problem Statement 1 Areas:** Demographics - School Processes & Programs - Perceptions

**Problem Statement 2:** BP: Poor attendance for struggling students.

**Root Cause 2:** Lack of attendance incentives

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 3:** SES: Certified staff numbers, including special education staff, are lower than in the past.

**Root Cause 3:** Nationwide Teacher Shortage

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** SES: Student phonemic and phonological awareness scores are not at 80% EOY mastery.

**Root Cause 4:** Need for increased phonemic and phonological awareness instruction at all grade levels.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** SES: STAAR Reading scores are consistent across grade levels, but a higher percentage of students need to perform at a Meets and Masters level to achieve an increased accountability rating.

**Root Cause 5:** Need for increased phonemic and phonological awareness instruction at all grade levels.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** SES: To achieve an increased accountability rating, a higher percentage of students need to achieve a higher Approaches, Meets, and Masters percentage in all STAAR tested grades and subjects.

**Root Cause 6:** Need for increased practice in an online testing platform and new STAAR question types.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** SES: Students are not performing at a high level of Approaches, Meets, and Masters on the 5th Grade Science STAAR.

**Root Cause 7:** Need for increased hands on science instruction at all grade levels.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** SES: STAAR Reading scores are consistent across grade levels, but a higher percentage of students need to perform at a Meets and Masters level to achieve

and increased accountability rating.

**Root Cause 8:** Needs or increased practice in the areas of writing, revising, and editing across all grade levels.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** SES: Students are not performing at a high level of Approaches, Meets, and Masters on the Math STAAR.

**Root Cause 9:** Need for increased instruction in the area of math problem solving and math fact fluency at all grade levels.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** SES: Special education students are not performing at a high level of Approaches, Meets, and Masters on STAAR assessments.

**Root Cause 10:** Need for increased student exposure to grade level content.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** SES: Emergent bilingual students are not increasing in TELPAS proficiency levels from year to year.

**Root Cause 11:** Increased practice in the new TELPAS testing format.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** SES: Emergent bilingual students are not increasing in TELPAS proficiency levels from year to year.

**Root Cause 12:** Increased sheltered instruction strategy use in all classrooms at all grade levels.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** SES: Increased number of office referrals.

**Root Cause 13:** Need of refined behavior MTSS processes and procedures.

**Problem Statement 13 Areas:** School Processes & Programs

**Problem Statement 14:** SES: Increased number of office referrals.

**Root Cause 14:** Need for adjusted Positive Behavior Interventions and Supports

**Problem Statement 14 Areas:** School Processes & Programs

**Problem Statement 15:** SES: Increased number of office referrals.

**Root Cause 15:** Need for increased individual and group counseling opportunities

**Problem Statement 15 Areas:** School Processes & Programs

**Problem Statement 16:** SES: Parents are not aware of all of the services that are available through the school counselor.

**Root Cause 16:** Need for additional communication to parents regarding counseling services.



**Problem Statement 16 Areas:** Perceptions

**Problem Statement 17:** SES: Need for Increased During the Day Parental Involvement Opportunities

**Root Cause 17:** Parents requested opportunities to participate in classroom activities alongside their students.

**Problem Statement 17 Areas:** Perceptions

**Problem Statement 18:** SES: Low survey results in the areas of phone call returns from staff, administration, and counselors.

**Root Cause 18:** Administration, teachers, and counselors are supporting staff and students for a large portion of the day and may not be available to return calls immediately.

**Problem Statement 18 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

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

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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




# Goals

**Goal 1:** The district will provide a safe and educationally effective environment for students and staff.

**Performance Objective 1:** SES: By the end of the 23-24 School Year, 50% of Classroom teachers will have participated in coaching cycles using the TIL Observation and Feedback Model.

**Evaluation Data Sources:** Coaching Trackers

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Train staff on the TIL Observation and Feedback Model</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth gains based on higher levels of instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SES: Plan Monthly Observation and Feedback planning meetings with the Instructional Leadership Team, including the instructional coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Efficient identification of teachers who may need coaching and support.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Title I:</b> 2.5</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SES: Provide frequent feedback and coaching through Eduphoria walkthroughs and coaching sessions with the administration and the campus instructional coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Frequent feedback will lead to effective instructional adjustments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> SES: New teachers with 0-3 years of service will receive ongoing coaching from mentor teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers will show instructional and classroom management growth at a faster pace.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> SES: Certified staff numbers, including special education staff, are lower than in the past. <b>Root Cause:</b> Nationwide Teacher Shortage</p>

**Goal 1:** The district will provide a safe and educationally effective environment for students and staff.

**Performance Objective 2:** SES: By the end of the 23-24 school year, students will participate in at least 10 Social Emotional Learning (SEL) lessons.

**Evaluation Data Sources:** PLC Schedule

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Implement CATCH program during PLC time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have increased growth both socially and emotionally.</p> <p><b>Staff Responsible for Monitoring:</b> PE Teachers Brockman</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 6</p>	Formative		
	Dec	May	Aug
			N/A
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 6:</b> SES: Increased number of office referrals. <b>Root Cause:</b> Need for increased individual and group counseling opportunities</p>

**Goal 1:** The district will provide a safe and educationally effective environment for students and staff.

**Performance Objective 3:** SES: By the end of the 23-24 school year, there will be a 10% decrease in office referrals in comparison to the 22-23 school year.

**Evaluation Data Sources:** Discipline Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Implement PBIS Rewards (Tiger Tokens and Tiger Token Store)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Positive Behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team Campus Teachers</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levels:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SES: Include expectation reminders in the campus staff newsletter and announcements as areas of success and concern are identified.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease of unwanted student behaviors due to reteaching of behavior expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Brockman O'Rourke</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levels:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4, 5</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SES: Implement refined Behavior MTSS practices and data collection for all students, specifically for those students at Tier II and Tier III.</p> <p><b>Strategy's Expected Result/Impact:</b> Identification and intervention for students who struggle with behavior expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Brockman O'Rourke</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	Formative		
	Dec	May	Aug
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 3 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 4:</b> SES: Increased number of office referrals. <b>Root Cause:</b> Need of refined behavior MTSS processes and procedures.</p>
<p><b>Problem Statement 5:</b> SES: Increased number of office referrals. <b>Root Cause:</b> Need for adjusted Positive Behavior Interventions and Supports</p>



**Goal 1:** The district will provide a safe and educationally effective environment for students and staff.

**Performance Objective 4:** SES: By the end of the 23-24 school year, 80% of parents will report that they are knowledgeable regarding the services available through the campus counselor.

**Evaluation Data Sources:** Parent Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Implement a counselor section on each team's monthly newsletter</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Parent Awareness of Counseling Services</p> <p><b>Staff Responsible for Monitoring:</b> Williams Behrens</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p>	Formative		
	Dec	May	Aug
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 4 Problem Statements:**





Perceptions
<p><b>Problem Statement 3:</b> SES: Parents are not aware of all of the services that are available through the school counselor. <b>Root Cause:</b> Need for additional communication to parents regarding counseling services.</p>

**Goal 1:** The district will provide a safe and educationally effective environment for students and staff.

**Performance Objective 5:** SES: By the end of the 23-24 school year, the school counselors will have implemented both individual and group counseling sessions based on student needs.

**Evaluation Data Sources:** Counselor Schedule

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Implement an online counselor referral process.  <b>Strategy's Expected Result/Impact:</b> Easier counselor referral and tracking process.  <b>Staff Responsible for Monitoring:</b> Williams Behrens</p> <p><b>Title I:</b> 2.5  <b>- ESF Levers:</b> Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SES: Provide group counseling opportunities for students.  <b>Strategy's Expected Result/Impact:</b> Increased social and emotional awareness and strategies.  <b>Staff Responsible for Monitoring:</b> Williams Behrens</p> <p><b>Title I:</b> 2.5  <b>- ESF Levers:</b> Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SES: 80% of the counselor's day will be in direct support of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased social and emotional awareness and strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Williams Behrens</p> <p><b>Title I:</b> 2.5</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> SES: Track student effectiveness of counseling sessions through the collection of student data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in effective counseling strategies</p> <p><b>Staff Responsible for Monitoring:</b> Williams Behrens</p> <p><b>Title I:</b> 2.5</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Performance Objective 5 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 6:</b> SES: Increased number of office referrals. <b>Root Cause:</b> Need for increased individual and group counseling opportunities</p>

**Goal 1:** The district will provide a safe and educationally effective environment for students and staff.

**Performance Objective 6:** BP: By the end of the 23-24 school year, students will have received direct instruction in various aspects of whole-child wellness.

**Evaluation Data Sources:** Master schedule, PLC topic schedule, discipline data, counseling referrals

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> BP: Combine components from Kelso's Choices curriculum, CATCH curriculum, and counseling topics to provide a well-rounded, complimentary approach to whole-child wellness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student ability to manage emotions and make healthy choices regarding physical and social/emotional wellness.</p> <p><b>Staff Responsible for Monitoring:</b> S. Vinklarek, R. Behrens, Kadlecek</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2 - School Processes &amp; Programs 3</p>	Formative		
	Dec	May	Aug
			N/A
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 6 Problem Statements:**





Demographics
<p><b>Problem Statement 2:</b> BP: Poor attendance for struggling students. <b>Root Cause:</b> Lack of attendance incentives</p>
Student Learning
<p><b>Problem Statement 2:</b> BP: Poor attendance for struggling students. <b>Root Cause:</b> Lack of attendance incentives</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> BP: Poor attendance for struggling students. <b>Root Cause:</b> Lack of attendance incentives</p>

**Goal 1:** The district will provide a safe and educationally effective environment for students and staff.

**Performance Objective 7:** BP: By the end of the 23-24 school year, all teachers will have been provided ongoing coaching opportunities in their field.

**High Priority**

**Evaluation Data Sources:** Walkthrough documentation, mentor program documentation, ESC 13 coaching services

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> BP: PK teachers will receive ESC 13 instructional coaching.  <b>Strategy's Expected Result/Impact:</b> Increased effectiveness in developmentally appropriate practices and instructional strategies in PK classrooms.  <b>Staff Responsible for Monitoring:</b> S. Vinklarek, N. Hannath</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> BP: Teachers will be coached using the TIL Feedback and Observation model.  <b>Strategy's Expected Result/Impact:</b> Increased effective instructional practices and strategies across all grade levels.  <b>Staff Responsible for Monitoring:</b> S. Vinklarek, N. Hannath</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> BP: Teachers with 0-3 years teaching experience will participate in the SISD Mentor Program.  <b>Strategy's Expected Result/Impact:</b> New teachers gain knowledge and build essential teaching skills while working with a veteran teacher.  <b>Staff Responsible for Monitoring:</b> S. Vinklarek, N. Hannath</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 2: Strategic Staffing</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			





**Goal 2:** The district will meet and exceed state and federal accountability standards.

**Performance Objective 1:** SES: By the end of the 23-24 school year, Smithville Elementary will obtain a projected accountability rating at least one letter higher than the rating received during the 22-23 school year.

**High Priority**

**Evaluation Data Sources:** Accountability Rating

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Implement iReady Reading and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased math and reading performance of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3, 4, 5, 6, 7, 8, 9, 10, 11</p>	Formative		
	Dec	May	Aug
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SES: Implement TIL (Texas Instructional Leadership) Lesson Alignment and Formative Assessment Routines.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective planning and assessment routines</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	May	Aug
			N/A

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SES: Implement TIL (Texas Instructional Leadership) Observation &amp; Feedback Routines.  <b>Strategy's Expected Result/Impact:</b> Increased feedback to teachers for instructional changes.  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6  <b>- ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> SES: Track Short Cycle Data by student and by Student Expectation to determine areas of reteach, intervention and progress in all grade levels.  <b>Strategy's Expected Result/Impact:</b> Targeted intervention based on student needs.  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team  Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.6  <b>- ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 3, 4, 5, 6, 7, 8, 9</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> SES: Provide team based and individualized professional development to staff in areas of identified need.  <b>Strategy's Expected Result/Impact:</b> Increased knowledge of instructional strategies.  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6  <b>- ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 3:** SES: Student phonemic and phonological awareness scores are not at 80% EOY mastery. **Root Cause:** Need for increased phonemic and phonological awareness instruction at all grade levels.

**Problem Statement 4:** SES: STAAR Reading scores are consistent across grade levels, but a higher percentage of students need to perform at a Meets and Masters level to achieve an increased accountability rating. **Root Cause:** Need for increased phonemic and phonological awareness instruction at all grade levels.

**Problem Statement 5:** SES: To achieve an increased accountability rating, a higher percentage of students need to achieve a higher Approaches, Meets, and Masters percentage in all STAAR tested grades and subjects. **Root Cause:** Need for increased practice in an online testing platform and new STAAR question types.

**Problem Statement 6:** SES: Students are not performing at a high level of Approaches, Meets, and Masters on the 5th Grade Science STAAR. **Root Cause:** Need for increased hands on science instruction at all grade levels.

**Problem Statement 7:** SES: STAAR Reading scores are consistent across grade levels, but a higher percentage of students need to perform at a Meets and Masters level to achieve and increased accountability rating. **Root Cause:** Needs or increased practice in the areas of writing, revising, and editing across all grade levels.

**Problem Statement 8:** SES: Students are not performing at a high level of Approaches, Meets, and Masters on the Math STAAR. **Root Cause:** Need for increased instruction in the area of math problem solving and math fact fluency at all grade levels.

**Problem Statement 9:** SES: Special education students are not performing at a high level of Approaches, Meets, and Masters on STAAR assessments. **Root Cause:** Need for increased student exposure to grade level content.

**Problem Statement 10:** SES: Emergent bilingual students are not increasing in TELPAS proficiency levels from year to year. **Root Cause:** Increased practice in the new TELPAS testing format.

**Problem Statement 11:** SES: Emergent bilingual students are not increasing in TELPAS proficiency levels from year to year. **Root Cause:** Increased sheltered instruction strategy use in all classrooms at all grade levels.







**Goal 2:** The district will meet and exceed state and federal accountability standards.

**Performance Objective 2:** SES: By the end of the 23-24 school year, Smithville Elementary will close achievement gaps to no greater than 10% percentage points for all subpopulations in Domain 3 in comparison to the all-student group.

**High Priority**

**Evaluation Data Sources:** Short Cycle Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Track short cycle data by subpopulations to identify areas of concern in each sub-population.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted intervention based on student need.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 9, 10, 11</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SES: Implement refined MTSS procedures to support students who are not showing adequate progress on short cycles.</p> <p><b>Strategy's Expected Result/Impact:</b> Identification and intervention of students who needs additional support.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership Team Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 9:** SES: Special education students are not performing at a high level of Approaches, Meets, and Masters on STAAR assessments. **Root Cause:** Need for increased student exposure to grade level content.

**Problem Statement 10:** SES: Emergent bilingual students are not increasing in TELPAS proficiency levels from year to year. **Root Cause:** Increased practice in the new TELPAS testing format.

**Problem Statement 11:** SES: Emergent bilingual students are not increasing in TELPAS proficiency levels from year to year. **Root Cause:** Increased sheltered instruction strategy use in all classrooms at all grade levels.

**School Processes & Programs**

**Problem Statement 4:** SES: Increased number of office referrals. **Root Cause:** Need of refined behavior MTSS processes and procedures.





**Goal 2:** The district will meet and exceed state and federal accountability standards.

**Performance Objective 3:** SES: By the end of the 23-24 school year, Smithville Elementary will Increase the percentage of students that score meets grade level or above on STAAR Reading from 44% to 54% and masters 20% to 25%

**High Priority**

**Evaluation Data Sources:** STAAR Data  
Interim Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Implement iReady Reading.  <b>Strategy's Expected Result/Impact:</b> Increased reading performance of all students.  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6  <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 3, 4, 5, 7</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SES: Track Short Cycle Data by TEK to determine campus wide areas of success and improvement.  <b>Strategy's Expected Result/Impact:</b> Targeted intervention based on student need.  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.6  <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 3, 4, 5, 7</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SES: Increase the frequency of online practice of the new STAAR assessment types.  <b>Strategy's Expected Result/Impact:</b> Increase student familiarity with the new test design.  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team  Classroom Teachers</p> <p><b>Title I:</b>  2.4, 2.6  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 5</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> SES: Train staff on and implement Gretchen Barnabi writing strategies across 2nd-5th grade reading classes.  <b>Strategy's Expected Result/Impact:</b> Increased performance in the area of SCR and ECR.  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team  Classroom Teachers</p> <p><b>Title I:</b>  2.4, 2.6  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 7</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> SES: Train teachers in the use of Reading HQIMs.  <b>Strategy's Expected Result/Impact:</b> Use of higher-level activities within the classroom.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments  <b>Problem Statements:</b> Student Learning 3, 5, 7</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

## Student Learning

**Problem Statement 3:** SES: Student phonemic and phonological awareness scores are not at 80% EOY mastery. **Root Cause:** Need for increased phonemic and phonological awareness instruction at all grade levels.

**Problem Statement 4:** SES: STAAR Reading scores are consistent across grade levels, but a higher percentage of students need to perform at a Meets and Masters level to achieve an increased accountability rating. **Root Cause:** Need for increased phonemic and phonological awareness instruction at all grade levels.

**Problem Statement 5:** SES: To achieve an increased accountability rating, a higher percentage of students need to achieve a higher Approaches, Meets, and Masters percentage in all STAAR tested grades and subjects. **Root Cause:** Need for increased practice in an online testing platform and new STAAR question types.

**Problem Statement 7:** SES: STAAR Reading scores are consistent across grade levels, but a higher percentage of students need to perform at a Meets and Masters level to achieve and increased accountability rating. **Root Cause:** Needs or increased practice in the areas of writing, revising, and editing across all grade levels.





**Goal 2:** The district will meet and exceed state and federal accountability standards.

**Performance Objective 4:** SES: By the end of the 23-24 school year, Smithville Elementary will increase the percentage of students that score meets grade level or above on STAAR Math from 44% to 54% and masters from 13% to 18%.

**High Priority**

**Evaluation Data Sources:** STAAR Data  
Interim Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Implement iReady Math.  <b>Strategy's Expected Result/Impact:</b> Increased math performance of all students.  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6  <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 5, 8</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SES: Track Short Cycle Data by TEK to determine campus wide areas of success and improvement.  <b>Strategy's Expected Result/Impact:</b> Targeted intervention based on student need.  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.6  <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 5, 8</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SES: Increase the frequency of online practice of the new STAAR assessment types.  <b>Strategy's Expected Result/Impact:</b> Increase student familiarity with the new test design.  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team  Classroom Teachers</p> <p><b>Title I:</b>  2.4, 2.6  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 5, 8</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> SES: Train teachers in the use of Math HQIMs.  <b>Strategy's Expected Result/Impact:</b> Use of higher-level activities within the classroom.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments  <b>Problem Statements:</b> Student Learning 5, 8</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 5:</b> SES: To achieve an increased accountability rating, a higher percentage of students need to achieve a higher Approaches, Meets, and Masters percentage in all STAAR tested grades and subjects. <b>Root Cause:</b> Need for increased practice in an online testing platform and new STAAR question types.</p> <p><b>Problem Statement 8:</b> SES: Students are not performing at a high level of Approaches, Meets, and Masters on the Math STAAR. <b>Root Cause:</b> Need for increased instruction in the area of math problem solving and math fact fluency at all grade levels.</p>

**Goal 2:** The district will meet and exceed state and federal accountability standards.





**Performance Objective 5:** SES: By the end of the 23-24 school year, Smithville Elementary will increase the percentage of students that score meets grade level or above on STAAR Science from 30% to 40%.

**High Priority**

**Evaluation Data Sources:** STAAR Data  
Interim Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Track Science Short Cycle Data to determine campus wide areas of success and improvement.  <b>Strategy's Expected Result/Impact:</b> Targeted intervention based on student need.  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team                      Classroom Teachers</p> <p><b>Title I:</b>                      2.4, 2.6                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SES: Increase implementation of hands-on science exploration in all grade levels.  <b>Strategy's Expected Result/Impact:</b> Deeper understanding of the scientific process.  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team                      Classroom Teachers</p> <p><b>Title I:</b>                      2.4, 2.6                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SES: Train teachers in the use of Science HQIMs.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of higher-level activities within the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 6</p>	Formative		
	Dec	May	Aug
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 5 Problem Statements:**

Student Learning
<p><b>Problem Statement 6:</b> SES: Students are not performing at a high level of Approaches, Meets, and Masters on the 5th Grade Science STAAR. <b>Root Cause:</b> Need for increased hands on science instruction at all grade levels.</p>





**Goal 2:** The district will meet and exceed state and federal accountability standards.

**Performance Objective 6:** SES: Performance Objective 6: By the end of the 23-24 school year, Smithville Elementary will increase the percentage of students increasing by at least one proficiency level on TELPAS by 10%.

**High Priority**

**Evaluation Data Sources:** TELPAS Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Track Short Cycle Data of Emergent Bilingual students to determine campus wide areas of success and improvement.  <b>Strategy's Expected Result/Impact:</b> Targeted intervention based on student need.  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team                      Classroom Teachers</p> <p><b>Title I:</b>                      2.4, 2.6  <b>- ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 10, 11</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SES: Provide professional development in the area of Sheltered Instruction and monitor implementation through walkthroughs.  <b>Strategy's Expected Result/Impact:</b> Increased use of Sheltered Instruction Strategies  <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team</p> <p><b>Title I:</b>                      2.4, 2.6  <b>- ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 10, 11</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SES: Determine and implement effective data-driven language accommodations in all subject areas through BOY, MOY, and EOY LPAC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased assessment scores through language accommodations.</p> <p><b>Staff Responsible for Monitoring:</b> O'Rourke Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 10, 11</p>	Formative		
	Dec	May	Aug
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 6 Problem Statements:**

Student Learning
<p><b>Problem Statement 10:</b> SES: Emergent bilingual students are not increasing in TELPAS proficiency levels from year to year. <b>Root Cause:</b> Increased practice in the new TELPAS testing format.</p>
<p><b>Problem Statement 11:</b> SES: Emergent bilingual students are not increasing in TELPAS proficiency levels from year to year. <b>Root Cause:</b> Increased sheltered instruction strategy use in all classrooms at all grade levels.</p>





**Goal 2:** The district will meet and exceed state and federal accountability standards.

**Performance Objective 7:** SES: Performance Objective 7: By the end of the 23-24 school year, Smithville Elementary will increase the percentage of Special Education students reaching at least Approaches Grade level by 10% in all grade levels and subject areas.

**High Priority**

**Evaluation Data Sources:** STAAR Data  
Interim Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Track Short Cycle Data of student receiving Special Education services to determine campus wide areas of success and improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted intervention based on student need.</p> <p><b>Staff Responsible for Monitoring:</b> O'Rourke Classroom Teachers Special Education Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 9</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SES: Evaluate specials education services being provided to each individual student and determine changes based on student short cycle data.</p> <p><b>Strategy's Expected Result/Impact:</b> Accommodations and services are provided based on student areas of qualification.</p> <p><b>Staff Responsible for Monitoring:</b> Brockman O'Rourke Special Education Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 9</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SES: Determine and implement data driven effective academic and behavioral accommodations in all subjects areas through staffings &amp; ARD meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team Classroom Teachers Special Education Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 9</p>	Formative		
	Dec	May	Aug
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 7 Problem Statements:**





Student Learning
<p><b>Problem Statement 9:</b> SES: Special education students are not performing at a high level of Approaches, Meets, and Masters on STAAR assessments. <b>Root Cause:</b> Need for increased student exposure to grade level content.</p>

**Goal 2:** The district will meet and exceed state and federal accountability standards.

**Performance Objective 8:** BP: By the end of the 23-24 school year, Brown Primary staff will attend professional development in the areas of early childhood and special populations.

**High Priority**

**Evaluation Data Sources:** Professional development certificates, staff meeting/PLC agendas

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> BP: Professional development provided by ESC 13 directed toward building effective, developmentally appropriate stations/center materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> S. Vinklarek, N. Hannath</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Campus administration will continue to attend professional development in the TIL Observation and Feedback model.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide effective feedback and guidance to teachers.</p> <p><b>Staff Responsible for Monitoring:</b> S. Vinklarek, N. Hannath</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 2:** The district will meet and exceed state and federal accountability standards.

**Performance Objective 9:** BP: By the end of the 23-24 school year, 80% of students will score at the proficient level of their respective state-approved assessments.

**High Priority**

**Evaluation Data Sources:** GOLD assessment data, iReady assessment data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> BP: Brown Primary will utilize the MTSS process to identify struggling students and provide effectively tiered intervention strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are given appropriate interventions for academic and behavior challenges reflective within data.</p> <p><b>Staff Responsible for Monitoring:</b> All Brown Primary staff</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2 - School Processes &amp; Programs 3</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> BP: Brown Primary will implement the iReady suite of formative and diagnostic assessments and lesson materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ability to track and measure student progress or lack there of.</p> <p><b>Staff Responsible for Monitoring:</b> S. Vinklerek, N. Hannath, Brown Primary Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> BP: Brown Primary will work with the instructional coach to support teachers and develop highly effective lessons.  <b>Strategy's Expected Result/Impact:</b> Increased student learning and performance.  <b>Staff Responsible for Monitoring:</b> S. Vinklarek, N. Hannath</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals, Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> BP: Brown Primary will incorporate High Quality Instructional Materials, including those from HMH, iReady, Stemsco, etc., into lessons.  <b>Strategy's Expected Result/Impact:</b> Lessons will be aligned to grade level TEKS and support rigorous learning.  <b>Staff Responsible for Monitoring:</b> S. Vinklarek, N. Hannath</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 9 Problem Statements:**





<b>Demographics</b>
<b>Problem Statement 2:</b> BP: Poor attendance for struggling students. <b>Root Cause:</b> Lack of attendance incentives
<b>Student Learning</b>
<b>Problem Statement 2:</b> BP: Poor attendance for struggling students. <b>Root Cause:</b> Lack of attendance incentives
<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> BP: Poor attendance for struggling students. <b>Root Cause:</b> Lack of attendance incentives



**Goal 3:** The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

**Performance Objective 1:** SES: By the end of the 23-24 school year, Smithville Elementary will gather data from parents regarding climate/culture, academic/behavior strengths & struggles, and overall performance in the fall and spring semesters.

**Evaluation Data Sources:** Parent Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Develop a parent survey to send out in November and April.  <b>Strategy's Expected Result/Impact:</b> Increased feedback from parents.  <b>Staff Responsible for Monitoring:</b> Foster</p> <p><b>Title I:</b>                      4.1, 4.2  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 3, 4, 5</p>	Formative		
	Dec	May	Aug
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 1 Problem Statements:**





Perceptions
<p><b>Problem Statement 3:</b> SES: Parents are not aware of all of the services that are available through the school counselor. <b>Root Cause:</b> Need for additional communication to parents regarding counseling services.</p>
<p><b>Problem Statement 4:</b> SES: Need for Increased During the Day Parental Involvement Opportunities <b>Root Cause:</b> Parents requested opportunities to participate in classroom activities alongside their students.</p>
<p><b>Problem Statement 5:</b> SES: Low survey results in the areas of phone call returns from staff, administration, and counselors. <b>Root Cause:</b> Administration, teachers, and counselors are supporting staff and students for a large portion of the day and may not be available to return calls immediately.</p>

**Goal 3:** The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

**Performance Objective 2:** SES: Performance Objective 2: Each month Smithville Elementary will provide regular communication to parents regarding campus and classroom events.

**Evaluation Data Sources:** Copies of Communication

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Utilize the new SISD app to communicate with parents regarding upcoming events on campus.  <b>Strategy's Expected Result/Impact:</b> Increased communication with parents.  <b>Staff Responsible for Monitoring:</b> Campus Administration                      Classroom Teachers</p> <p><b>Title I:</b>                      4.1, 4.2  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 3, 5</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SES: Send home a grade-level monthly newsletter.  <b>Strategy's Expected Result/Impact:</b> Increased school-to-home communication  <b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>Title I:</b>                      4.1, 4.2  <b>- ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 3, 5</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SES: Regularly post campus highlights to the SES social media pages.  <b>Strategy's Expected Result/Impact:</b> Increased school-to-home communication  <b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>ESF Levers:</b>  Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 3, 5</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> SES: Provide written and verbal communication options to parents in their language preference.  <b>Strategy's Expected Result/Impact:</b> All parents are more informed regarding students' progress and school events regardless of language barriers.  <b>Staff Responsible for Monitoring:</b> Foster</p> <p><b>Title I:</b>  4.1, 4.2  - <b>ESF Levers:</b>  Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**





<b>Perceptions</b>
<p><b>Problem Statement 3:</b> SES: Parents are not aware of all of the services that are available through the school counselor. <b>Root Cause:</b> Need for additional communication to parents regarding counseling services.</p>
<p><b>Problem Statement 5:</b> SES: Low survey results in the areas of phone call returns from staff, administration, and counselors. <b>Root Cause:</b> Administration, teachers, and counselors are supporting staff and students for a large portion of the day and may not be available to return calls immediately.</p>

**Goal 3:** The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

**Performance Objective 3:** SES: By the end of the Fall semester, each grade level at Smithville Elementary will host at least one parent-involvement activity.

**Evaluation Data Sources:** Flyers  
Sign In Sheets

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Plan and publicize parent involvement activities.  <b>Strategy's Expected Result/Impact:</b> Increased Parent Involvement  <b>Staff Responsible for Monitoring:</b> Campus Administration                      Classroom Teachers</p> <p><b>Title I:</b>                      4.1, 4.2  <b>- ESF Levels:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 4</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SES: Gather volunteers to complete the activities with students who do not have parents/guardians attend.  <b>Strategy's Expected Result/Impact:</b> Increased involvement from community adults.  <b>Staff Responsible for Monitoring:</b> Campus Administration                      Classroom Teachers                      Counselors</p> <p><b>Title I:</b>                      4.1, 4.2  <b>- ESF Levels:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 4</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> SES: Invite all parents to participate in parent-teacher conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be well informed regarding their student's progress.</p> <p><b>Staff Responsible for Monitoring:</b> Foster</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 4</p>	Formative		
	Dec	May	Aug
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 4:</b> SES: Need for Increased During the Day Parental Involvement Opportunities <b>Root Cause:</b> Parents requested opportunities to participate in classroom activities alongside their students.</p>

**Goal 3:** The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

**Performance Objective 4:** SES: By the end of the Fall semester, SES will have began implementation of the Latino Family Literacy Project.

**Evaluation Data Sources:** Flyers  
 Training  
 Sign In Sheets

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Establish program goals and calendar of events/activities.  <b>Strategy's Expected Result/Impact:</b> Increased involvement of EB parents.  <b>Staff Responsible for Monitoring:</b> Campus Administration            Nicks</p> <p><b>Title I:</b>            4.1, 4.2  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 4</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SES: Train necessary staff in the implementation of the LFLP.  <b>Strategy's Expected Result/Impact:</b> Increased involvement of EB parents.  <b>Staff Responsible for Monitoring:</b> Campus Administration            Nicks</p> <p><b>Title I:</b>            4.1, 4.2  <b>- ESF Levers:</b>            Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 4</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 4 Problem Statements:**





## Perceptions

**Problem Statement 4:** SES: Need for Increased During the Day Parental Involvement Opportunities **Root Cause:** Parents requested opportunities to participate in classroom activities alongside their students.

**Goal 3:** The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

**Performance Objective 5:** BP: By the end of the 23-24 school year, Brown Primary will gather data from parents regarding climate/culture, academic/behavior strengths & struggles, and overall performance with at least a 50% participation rate.

**Evaluation Data Sources:** PK Parent Survey, Brown Primary Parent Survey





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> BP: Provide survey information in a variety of ways to reach as many parents as possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased feedback to drive Campus Needs Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> S. Vinklarek</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Dec	May	Aug
			N/A
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



**Goal 3:** The district will provide opportunities for parents and the community to communicate and collaborate with the district as partners.

**Performance Objective 6:** BP: During the 23-24 school year, Brown Primary will develop and implement a Family Engagement Plan that offers multiple opportunities for parents to engage in school activities.

**Evaluation Data Sources:** Campus calendar, event sign-in sheets, Parent Engagement Plan

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> BP: Plan and publicize parent engagement opportunities in various settings and at various times in order to increase participation and interest to its fullest potential.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement and support for campus.</p> <p><b>Staff Responsible for Monitoring:</b> S. Vinklarek, R. Behrens, Brown Primary Staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> BP: Provide language support and accessibility for Spanish speaking parents through SISD ESL Liaison.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased involvement and participation from Spanish speaking parents and families.</p> <p><b>Staff Responsible for Monitoring:</b> S. Vinklarek, J. Nicks</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2 - Perceptions 1</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> BP: Host Parent-Teacher conferences in the Fall semester to discuss student performance and school-home connections.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication and strengthened relationship between school and home.</p> <p><b>Staff Responsible for Monitoring:</b> S. Vinklarek, Classroom Teachers.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>Aug</b>
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 6 Problem Statements:**

**Demographics**

**Problem Statement 1:** BP: Families that speak a language other than English have limited participation in parent engagement events due to language barrier. **Root Cause:** No Spanish speaking staff members or translator on campus.

**School Processes & Programs**

**Problem Statement 2:** BP: Families that speak a language other than English have limited participation in parent engagement events due to language barrier. **Root Cause:** No Spanish speaking staff members or translator on campus.

**Perceptions**





**Problem Statement 1:** BP: Families that speak a language other than English have limited participation in parent engagement events due to language barrier. **Root Cause:** No Spanish speaking staff members or translator on campus.

**Goal 4:** The district will maintain a strategic, efficient operational and fiscal plan.

**Performance Objective 1:** BP: By the end of the 23-24 school year, Brown Primary will have maintained a 95% average attendance rate.

**High Priority**

**Evaluation Data Sources:** Attendance data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> BP: Students will be recognized and rewarded for attendance each 9 week period.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> S. Vinklarek, P. Lewis, A. Sanchez</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2 - School Processes &amp; Programs 3</p>	Formative		
	Dec	May	Aug
			N/A
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> BP: Poor attendance for struggling students. <b>Root Cause:</b> Lack of attendance incentives</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> BP: Poor attendance for struggling students. <b>Root Cause:</b> Lack of attendance incentives</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 3:</b> BP: Poor attendance for struggling students. <b>Root Cause:</b> Lack of attendance incentives</p>

**Goal 4:** The district will maintain a strategic, efficient operational and fiscal plan.

**Performance Objective 2:** SES: By the end of the 23-24 school year, Smithville Elementary will have maintained a 95% average attendance rate.

**Evaluation Data Sources:** Brockman

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> SES: Students will be recognized and rewarded for attendance each 9-week period.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Foster Brockman O'Rourke LeDoux</p> <p><b>Title I:</b> 2.5</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Dec	May	Aug
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			